



**PennState**

College of Education

Department of Educational Psychology,  
Counseling, and Special Education

Counselor Education Master's Degree  
Graduate Student Handbook

2022-2023

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## SECTION I: THE COUNSELOR EDUCATION MASTER'S DEGREE

Counselor Education at Penn State is a graduate program within the College of Education that offers professional preparation at the master's degree level (M.Ed. only) for qualified people who want to become counselors in one of the following emphasis areas:

- Career Counseling
- Clinical Mental Health Counseling in Schools and Communities
- Clinical Rehabilitation and Mental Health Counseling
- School counseling (Pre-K through 12)
- Rehabilitation Counseling

Each emphasis area has specific requirements regarding the number of credits required and the amount of time needed to complete the emphasis, which is described later in the Handbook. Full-time graduate students will average 12 to 15 credits in each of the University's two 16-week semesters per year, and some emphasis areas require summer courses as well. Nine credits are considered the minimum for a full-time course load for graduate students. All students are required to complete a minimum of 60 credits and graduate with the same degree on their transcript (M.Ed. In Counselor Education). Upon graduation, students will also receive a certificate from the program indicating their emphasis area and CACREP accreditation designation. Credits received for required courses taken as an undergraduate DO NOT count in your M.Ed. Program. Students can take electives to make up for these credits. Your total credits must add up to 60 or more graduate level credits to graduate with a master's degree.

### Vision, Mission Statement, and Program Objectives

#### OUR VISION:

The Counselor Education (CNED) program envisions an equitable and just world in which all people and, in particular, historically marginalized people can engage meaningfully and ethically, free of discrimination, systemic racism, ableism, and all forms of oppression.

#### OUR MISSION:

The CNED program engages in research, teaching, service, and advocacy that values diversity and promotes equity and antiracism by (a) implementing research that identifies racial, economic, health, and disability disparities and integrates counseling and human service interventions designed to prevent and eliminate inequities, (b) educating students to be effective social justice change agents, and (c) collaborating with local, state, and federal partners to eradicate systemic barriers and racism that limit human potential.

Upon graduation students will be prepared to facilitate the personal and psychological development, growth, enrichment, and wellness of the individual, community, and society at large. These counselors-in-training and counselor educators will assist in overcoming and resolving complex interpersonal, vocational, and emotional issues associated with mental and physical disorders, education, societal living, social inclusion, and antiracism.

#### Objectives

The program prepares students to:

- Be employed as counselors and serve as effective, ethical professionals in schools, community/mental health agencies, rehabilitation agencies, career and job-related agencies, private practice, and colleges and universities.
- Provide effective programs, interventions, and advocacy for individuals, couples, families, groups, and organizations.

- Provide leadership in educational, and human and rehabilitation services settings.
- Strive to empower and advocate for themselves, their profession, and individuals from all backgrounds within their employment context
- Utilize multicultural and social justice counseling competencies to serve and empower diverse populations.
- Exhibit a capacity for self-reflection and an openness to feedback to evaluate and improve personal and organizational practices.
- Incorporate and develop best practices through the application of counseling theories, research, scholarly literature, and technology.

## Values

The values of the program are consistent with the values promoted by The Pennsylvania State University. These values are:

- Excellence in teaching, research, service, and ancillary activities.
- Free exchange of ideas in the spirit of academic freedom and professional responsibility.
- Contributions to the greater understanding and resolution of societal problems.
- An open and trusting environment in which individuals can expect ethical treatment and civility in all interactions.
- Human diversity, pluralism, and community.
- Shared governance, teamwork, and collaboration in decision-making.
- Personal commitment and contribution to the university's greater good.
- Individual growth and development.
- Multicultural awareness and culturally appropriate practices for counseling, education, and supervision.
- Commitment to advancing social justice and advocating for underserved populations
- Responsible citizens invested in building a better society.

## Overview of the Counselor Education Master's Degree Emphases Areas

The Counselor Education master's degree consists of five emphasis areas, but the content in this Handbook applies to all the emphases. Each emphasis is briefly described below, with more specific content provided in the Appendices. Please note that consistent with our vision and mission statement, the faculty is integrating disability awareness and anti-racism pedagogy throughout our curriculum. Although this may lead to minor changes in course sequences in the Fall of 2023, these changes will not impact the ability for the fall 2022 cohort to complete the program in the typical two-year period.

### Career Counseling

The Career Counseling emphasis prepares students to provide career counseling services to children, adolescents, and/or adults, with the opportunity to specialize in specific career counseling settings (K-12 schools, higher education, community settings, and private practice settings). It takes two years of full-time graduate study, or its equivalent, to complete this 60-credit hour master's degree emphasis. The Career Counseling emphasis is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The emphasis requirements are in line with the accreditation standards of the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). The curriculum also reflects training in all career counseling competencies identified by the National Career Development Association (NCDA).

### Clinical Mental Health Counseling in Schools and Communities

The Clinical Mental Health Counseling in Schools and Communities emphasis promotes optimal human development, wellness, and mental health through outreach, prevention, and early intervention strategies in schools and community settings. Students will learn ways to implement culturally responsive services to maximize the potential of children, adolescents, adults, and families, as well as promote social change through the development of cross-system collaborations that contribute to school and community improvement initiatives. It takes two years of full-time graduate study, or its equivalent, to complete this 60-credit hour master's degree emphasis. The Clinical Mental Health Counseling in Schools and Communities emphasis is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). NOTE: This emphasis does *not* lead to certification as a school counselor in Pennsylvania. Students interested in working as a school counselor should consult the School Counseling emphasis.

### Clinical Rehabilitation and Mental Health Counseling

The Clinical Rehabilitation and Mental Health Counseling emphasis promotes optimal human development, wellness, mental health, and employment opportunities for individuals with chronic illness, mental health and/or other disabling conditions (sensory disability, traumatic brain injury, amputation, substance abuse, developmental disability, physical disability) through outreach, prevention, and early intervention strategies in rehabilitation, school, and community settings. Students will learn ways to implement culturally responsive services to maximize the potential of children, adolescents, adults, and families, as well as promote social change through the development of cross-system collaborations that contribute to rehabilitation, school, and community improvement initiatives. It takes two years of full-time graduate study, or its equivalent, to complete this 60-credit hour master's degree emphasis. The Clinical Rehabilitation and Mental Health Counseling emphasis is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

### School Counseling (Pre-K-12)

School counseling students will gain experience at multiple grade levels and therefore, upon graduation, can be certified as professional school counselors at Pre-K to 12 grade levels. School Counseling emphasis prepares master's students for the diverse roles of counselor, leader, collaborator, consultant, and educator in multicultural schools and society. Students are prepared to function effectively in comprehensive, developmental, data-driven, antiracist school counseling programs. They provide services such as individual counseling, family counseling, group counseling, peer-mediation, conflict resolution, group guidance and psychoeducation, crisis response, student appraisal, consultation and collaboration, advocacy, program development and evaluation, and coordination and leadership of school counseling programs. Students are prepared to dismantle inequities and systemic barriers for historically marginalized students. They are prepared to collaborate with partners to eradicate systemic barriers and racism that limit student potential. Counselors are prepared to effectively help elementary, middle, and high school students with their academic, college-career, and social-emotional development. It takes two years of full-time graduate study, or its equivalent, to complete these 61 credit hour emphases. The School Counseling emphasis is CACREP, and Pennsylvania Department of Education accredited.

### Rehabilitation Counseling

The Rehabilitation Counseling emphasis prepares students to provide a variety of counseling and consultation services to people with disabilities\*, family members, communities, employers, and policy makers. Rehabilitation counselors work with individuals with a wide range of disabling conditions including physical, psychiatric, developmental, sensory, chronic illness, and addiction disabilities, primarily in rehabilitation settings that do not

require a license in counseling (e.g., State Office for Vocational Rehabilitation, State Correctional Institutions). Graduates leave prepared to work as rehabilitation counselors to assist people with disabilities in achieving physical, mental, vocational, social, and economic productivity and community integration. Given the interdisciplinary nature of the field, students learn to work and collaborate with a range of professionals across disciplines to achieve optimal outcomes. It takes two years of full-time graduate study, or its equivalent, to complete this 60-credit hour master's degree emphasis. This emphasis accredited by CACREP.

### **Switching Program Emphasis Area**

Master students in good standing may request to switch emphases areas at any time during their studies; however, it is advisable to do so during the first academic year of study. The later a decision to switch occurs, the more likely it is that the length of time to complete the program will need to be extended. When a student wishes to switch emphasis areas it must be done in consultation with the current adviser and coordinators from both the current emphasis and the desired new emphasis. Switching areas must be approved by both coordinators for the change to occur.

### **Length of the Program**

Approximately two years (four semesters) of full-time study are required to complete one emphasis area within the Counselor Education master's degree program. Students in the School Counseling, Clinical Mental Health Counseling emphases, and Clinical Rehabilitation and Mental Health Counseling have two required years and one summer semester to fulfill. All requirements for the master's degree, whether satisfied on the University Park campus or elsewhere, must be met within eight years.

### **Academic Advising**

Students are automatically assigned a faculty adviser when they enter the program. The role of the adviser is to help students plan a course of study and discuss issues related to professional development, internship, and completion of the Master's Paper. Students who wish to change advisers must inform their current adviser and the faculty member they wish to switch to before the change can be made. Students do not have to inform their current adviser of the reason for the switch if they so choose. Once the new adviser has agreed to serve, students should inform the Coordinator and the Counselor Education staff member of the change.

### **Program Content**

In general, the content of the Counselor Education master's degree program has been determined based on:

- what counselors must believe, know, and do to effectively perform the functions presently required of them in a variety of counseling settings, and
- what employers of counselors, leading scholars in the field of counselor education, accrediting agencies, and faculty believe counselors ought to believe, know, and be able to do to perform their ideal functions.

Aware of the evolving nature of the profession of counseling, Penn State University faculty provide leadership in preparing prospective counselors to meet the demands of tomorrow as well as of today. In general, the following requirements apply to all students:

- 1) a minimum of 20 credits must be taken in residence (internship counts),
- 2) a minimum of 6 credits must be taken outside the Counselor Education major (that is, cannot have CN ED in the course title),
- 3) a minimum of 18 credits must be at the 500 level,
- 4) a Master's Paper is required for the M.Ed. degree (CN ED 596),

- 5) a minimum grade point average of 3.00 for work done at the University is required for graduation, and
- 6) Independent study course to replace core course policy – A student cannot register for an independent study course to replace a core course when the core course is being taught in the same semester. Where an exception to this rule seems appropriate for consideration, the decision will be made by full vote of CN ED faculty members.

In addition to these University requirements, students are expected to:

- 1) demonstrate professionally appropriate and ethical conduct throughout the program,
- 2) demonstrate effective and appropriate use of counseling skills and client conceptualization skills,
- 3) make effective use of supervision (both individual and group).

### **Counselor Education Coursework and Licensure**

Students should confer with their adviser when scheduling courses and developing their plan of study. Students are not required to retake courses they may have successfully completed as undergraduate students, but they must take elective courses to meet the credit requirements for each emphasis area. Students who have post-bachelor's degree credits that they would like to transfer into the Counselor Education master's degree program should consult with their adviser. Students must consult with their adviser before registering for more than 15 credits during the Fall or Spring semester, or 9 credits during the Summer.

Students interested in working toward counselor licensure are encouraged to take the required number of courses for credit depending on individual state requirements for licensure. Although requirements vary from state to state, many states require 60 credits of graduate work for licensure. Pennsylvania has LPC (licensed professional counselor) legislation that requires 60 credits of graduate study within specific areas of study (e.g., human growth and development, counseling theory, diagnosis, and assessment).

Taking additional credits only allows students to be eligible for licensure. It does not guarantee licensure, which can only be granted through individual state licensing boards. Typically, licensure applicants must complete specific coursework and clinical practicum/internship experiences, have several years of full-time supervised counseling experience post-master's degree, and pass a written exam before they are granted LPC status. Many states accept the NCE (National Counselor Examination, which is also used for National Certified Counselor (NCC) designation) and the Certified Rehabilitation Counselor (CRC) exam as the state required exam. Students who want to work toward their licensure (LPC) should review specific state requirements (see links below) and plan their academic program accordingly.

- American Counseling Association List of State Licensure Requirements: <http://www.counseling.org/knowledge-center/licensure-requirements>
- Pennsylvania LPC Requirements: <https://www.pals.pa.gov/#!/page/default>

### **Electives**

Electives may come from within the Department of Educational Psychology, Counseling, and Special Education or across the University but at least two courses (6 credits) must be from outside the Counselor Education program (e.g., any course that does not have the CN ED prefix), as required by the Graduate School. Students should consult The Pennsylvania State University *Graduate Bulletin*: <https://bulletins.psu.edu/graduate/> for further course descriptions.

### **Counselor Education Practicum**



Practicum can only be scheduled after successful completion of CN ED 501 (Counseling Theories and Methods) and 506 (Individual Counseling Procedures - Pre-Practicum). It cannot be taken concurrently with CN ED 595G or E - Internship. During practicum, students in some program emphasis areas are assigned to clients in the Herr Clinic and receive close supervision by faculty and advanced doctoral students. Other students complete their practicum experiences in schools or other community agency settings. Practicum must be completed under the supervision of departmental Counselor Education faculty at the University Park campus. All students receive at least one hour of individual supervision and 1-1/2 hours of group supervision per week. Students also are required to have 100 hours of practicum; 40 of which must involve direct client contact. It should be noted that no student will be allowed to advance from practicum to internship without attaining at least a grade of "B" in practicum. The student is responsible for documenting the time put in on the practicum. All practicum forms will be provided to students by instructors in their Practicum Syllabus. Additional information and clinic manuals can be found in the Herr Clinic CANVAS folder.

The Herr Clinic aims to provide strengths-based counseling services to promote mental health and wellness for the Penn State Community. The Herr Clinic delivers such services by both doctoral and master's level students in the Counselor Education program. We maintain two primary goals at the Herr clinic: a) to provide individual/group counseling to Penn State students enrolled at University Park and non-students, and b) to provide supervised clinical training to both counselor education master's and doctoral students. We provide unlimited counseling sessions for clients and charge no fee for services for Penn State students. Additionally, we utilize advanced assessment, recording and documentation technologies.

### **Counselor Education Internship**

Students in the Counselor Education master's degree emphasis areas are required to complete a counseling internship. Assignment of the student to a facility must consider the student's professional interests and abilities, the nature of the agency, accreditation standards, and the judgment of the Emphasis Area Coordinator regarding the appropriateness of the student's choice. Students should contact the Emphasis Area Coordinator to discuss internship possibilities. Specific arrangements of the internship (hours, duties, supervision) must be worked out between the student, the setting, and the Emphasis Area Coordinator. The counselor education program faculty will grant final approval. Students are required to have a minimum of 600 hours of internship with 240 hours involving direct client contact.

Students are responsible for documenting the time put in on the internship (Internship logs will be provided for students by the course instructor in their syllabus. The student's site supervisor will submit a written evaluation to the Internship Coordinator at the conclusion of the internship. This evaluation must be shared with the student. Also, the student must submit a written evaluation of the experience to the appropriate Emphasis Coordinator. All documentation will be kept in the student's file.

Site supervisors have

- (1) A minimum of a master's degree, preferably in counseling, or a related profession;
- (2) Relevant certifications and/or licenses;
- (3) A minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled;
- (4) Knowledge of the program's expectations, requirements, and evaluation procedures for students; and
- (5) Relevant training in counseling supervision.

## Tevera

The Counselor Education program is proposing to purchase Tevera software that facilitates students' field experiences, tracks students' learning outcomes, and enhances data collection and reporting to CACREP, our accreditation body. It also facilitates students' career journey after graduation.

Tevera provides an online workspace that allows students to

- Track and upload critical assignments such as your Practicum and Internship paperwork (e.g., site agreements, time logs, skill evaluations, etc.)
  - Submit site evaluations and other program assignments/assessments
  - Log and track your hours toward graduation and licensure.
  - Run time tracking reports for your field and faculty instructors to sign
  - Search for approved field sites that complement your professional interests and personal strengths.
  - Apply for and confirm your field placements online.

Tevera allows site supervisors and faculty instructors to complete, review and sign off on appropriate assignments and reports such as evaluations.

### Access to Tevera

Students gain access to this system through paying a one-time program fee of \$225.00 for LIFE TIME ACCESS and registering as a user. This fee is subject to change. Students will have access to Tevera during their time in the counselor education program and beyond graduation. This helpful resource allows students to have lifetime access to their clinical records after graduation and continue to log clinical hours post graduation in order to ease licensure/certification processes. The Counselor Education program expects to launch this program in Spring or Fall 2023. Starting as early as Spring 2023, The Counselor Education Program will require students to purchase and create a [Tevera](https://knowledge.tevera.com/space/OS) account (<https://knowledge.tevera.com/space/OS>). More information will be provided at the appropriate time.

### **Criminal Background Check, Child Abuse Clearance, FBI Fingerprinting Required of All Practicum and Internship Students**

Pennsylvania laws require all prospective employees of agencies (Act 33) and public and private schools (Act 34) that serve anyone under the age of 18 (minors) to acquire criminal history clearance, child abuse history clearance (Act 151) and FBI background check prior to work with minors. Accordingly, Counselor Education requires all students planning on taking practicum, internship or participating in any form of field experience to obtain those clearances in the semester prior to starting that experience. No one without these clearances and the child abuse reporting CEUs will be allowed to enroll in any practicum, internship, or field experience.

Information on the clearances can be found at <https://www.dhs.pa.gov/keepkidssafe/Pages/default.aspx> and at <https://www.education.pa.gov/Educators/Clearances/Pages/default.aspx>

**The four specific forms needed include the following:**

1. Pennsylvania Criminal Background Check (Act 34)

<https://epatch.state.pa.us/Home.jsp>

2. PA Child Abuse History (Act 151)

<https://www.compass.state.pa.us/cwis/Public/home>

### 3. Federal Criminal History (FBI)

The fingerprint-based background check is a multiple-step process, as follows:

- a. Registration - The applicant must register prior to going to the fingerprint site. Walk-in service is allowed but all applicants are required to complete pre-enrollment in the new Universal Enrollment system. Pre-enrollment can be completed online or over the phone. The registration website is available online 24 hours/day, seven days per week at <https://uenroll.identogo.com>. Telephonic registration is available at 1-844-321-2101 Monday through Friday, 8am to 6pm EST. During the pre-enrollment process, all demographic data for the applicant is collected (name, address, etc.) along with notices about identification requirements and other important information.

When registering on-line, an applicant must use the appropriate agency specific Service Code to ensure they are processed for the correct agency and/or applicant type. Using the correct service code ensures the background check is submitted for the correct purpose. Fingerprint requests processed through any other agency or purpose cannot be accepted and are not transferrable. If an applicant enters the wrong code by mistake, the incorrect applicant type will appear at the top of the screen. The applicant should select the “Back to Home” button and begin the process again, by reentering the correct Service Code. If the applicant proceeds with the process under the incorrect code, the pre-enrollment and/or results cannot be transferred to another state agency and the applicant will have to start the process over and pay for the background check again.

- b. Payment - The applicant will pay a fee for the fingerprint service and to secure an unofficial copy of the Criminal History Record. Major Credit Cards as well as Money orders or cashier’s checks payable to **MorphoTrust** will be accepted on site for those applicants who are required to pay individually. No cash transactions or personal checks are allowed.

IDEMIA has also established a payment option for fingerprinting services for entities interested in paying the applicant’s fee. This new option provides a payment ‘coupon’ that the entity will provide to each applicant for use. Each coupon is unique and may only be used one time. Account applications must be completed prior to the applicant visiting the fingerprint site. The authorized representative must complete the account application. To establish a billing account, visit the website <https://www.identogo.com/locations/pennsylvania> and download an application.

- c. Fingerprint Locations – After registration, the applicant proceeds to the fingerprint site of their choice for fingerprinting. The location of the fingerprint sites and days and hours of operation for each site are posted on IDEMIA’s website at <https://uenroll.identogo.com>. The location of fingerprint sites may change over time; applicants are encouraged to confirm the site location nearest to their location. PDE encourages entities where access to the fingerprint location is more than 25 miles away to contact IDEMIA and suggest areas where another closer site could be established.
- d. Fingerprinting - At the fingerprint site the Enrollment Agents (EA) manage the fingerprint collection process. The fingerprint transaction begins when the EA reviews the applicant’s qualified State or Federal photo ID before processing the applicant’s transaction. A list of approved ID types may be found on the IDEMIA website at <https://uenroll.identogo.com>. Applicants will not be processed if they cannot produce an acceptable photo ID. After the identity of the applicant has been established, all ten fingers are scanned to complete the process. The entire fingerprint capture process should take no more than three to five minutes.
- e. Report Access – For the public or private school or higher education institution to access the official report via the electronic system, applicants must present their **UEID** to the hiring entity (as shown on

the receipt provided after fingerprint capture). This process allows an applicant to provide multiple potential employers with their **UEID**, as the report is linked to the UEID number and not assigned to a specific school. If an applicant has lost their receipt or needs to confirm UEID, the applicant may visit the UEP website (<https://uenroll.identogo.com/>) and simply check the status of their file by providing alternate personal information. Applicants will enter their personal information after clicking in the lower portion of that screen to obtain their receipt with the UEID.

Note: Once an initial FBI clearance has been obtained, it is typically valid for 5 years as long as two conditions are true: 1) You have not committed any offenses in the intervening time period; and 2) You have maintained continuous enrollment at Penn State during all fall and spring semesters in the intervening time period. There may be some cases in which a school district requires a renewal of the FBI clearance every year. In those instances, you must abide by the district's wishes and obtain a new clearance. If this is the case, you will be informed by your field experience supervisor.

4. Child Abuse Reporting CEUs: Due to the changes in PA's child abuse reporting law (ACT 31), students are required to complete an online training during the first week of practicum. Upon completion, you will earn 3 Continuing Education Credits and a certification of training as proof of completion. Please turn in a copy of your certificate to the clinic supervisors. The training can be found at: <https://www.reportabusepa.pitt.edu>

### **PROFESSIONAL LIABILITY INSURANCE**

All students who intend to participate in any counseling field experiences of any sort are required to procure and maintain liability insurance for the duration of all such programs. You must provide proof of such coverage to the course instructor of the related field experience. The policy purchased must be applicable to counseling situations, and must cover the specific situations, which will be present during your field exercise. Such coverage may or may not be termed "professional liability" insurance, depending upon the carrier or organization, which issues the policy. It is your responsibility to choose an appropriate policy and to decide the amount of coverage. The enrollment dates should include the semester of the student's counseling practicum and internship. Students are required to have liability insurance coverage when enrolled in practicum and internship.

The Counselor Education program does not specifically endorse nor recommend any particular insurance carrier or insurance policy. The following options are provided for your convenience to consider.

Professional liability insurance may be available as an endorsement, for an additional fee, to a renter's or homeowner's insurance policy. You may also procure a separate liability insurance policy from a private insurance company. If you choose to pursue such options, you should carefully investigate the terms of the policy and speak with your insurance agent to ensure that the policy is applicable to your counseling activities.

Students most often utilize coverage provided by professional associations at reduced rates for student members such as the following:

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

Liability Insurance included in student membership

**American Counseling Association (ACA)** <http://www.counseling.org>

Liability Insurance included in student membership

**Pennsylvania State Education Association** <http://www.psea.org>

Liability Insurance included in student membership

**Professional Liability Insurance:**

- Available through private insurance carrier
- Evidence consists of letter or policy statement
- HPSO (Healthcare Providers Service Organization), located at <http://www.hpso.com/>

**DISCLAIMER**

The information set forth above is not intended to and should not be construed to constitute an endorsement or recommendation of any particular insurance product, company, or organization. The organizations listed above are referenced solely for informational purposes and as a courtesy, to assist you with your inquiries. Pennsylvania State University is not responsible for, and expressly disclaims all liability for, damages or losses of any kind arising out of use, reference to, or reliance upon the information provided herein. No guarantees or warranties of merchantability, applicability, or fitness for a particular use or purpose have been made. Pennsylvania State University makes no claims or representations about the accuracy, reliability, timeliness, usefulness, or completeness of the information provided herein. Furthermore, The Pennsylvania State University makes no representations or guarantees regarding the quality or applicability of any particular insurance products, or regarding the financial stability of any of the organizations referenced herein.

## **SECTION 2: DEPARTMENTAL AND UNIVERSITY POLICIES**

### **Accreditation Policy Statement**

Department curricular programs are accredited by multiple accrediting bodies that require examples of student outcomes to be available for review during the evaluation cycle. All submitted student works have the potential of being included as outcome examples.

#### **English Competence**

Candidates for the Counselor Education master's degree program are required to demonstrate high-level competence in the use of the English language, including reading, writing, listening, and speaking, as part of the language and communication requirements for the degree. The Counselor Education program will establish a mechanism to assess the English competence of each domestic and international student. Programs and advisers will seek to identify any deficiencies early and direct students into appropriate remedial activities. International students should note that passage of the minimal TOEFL requirement does not demonstrate the level of competence expected of a Counselor Education graduate from Penn State.

#### **Graduate Assistantship and Financial Aid**

Half-time assistantships are also available on a competitive basis at Penn State. Some of them are listed on the University employment site: <https://hr.psu.edu/careers>. A few fellowships and graduate assistantships are available for members of underrepresented ethnic groups.

The Office of Student Aid, 314 Shields Building, Penn State University, University Park, PA 16802 also provides information about loans, grants, and scholarships: <http://studentaid.psu.edu/>. Other opportunities for work at the University are available, particularly as counselors, advisers, and coordinators in the residence halls or in other student affairs offices. Some of these positions require that persons live in campus housing (some quarters for small families are provided), but other positions do not. Requests for information should be addressed to Residence Life Programs, 201 Johnston Commons, the Penn State University, University Park, PA 16802: <http://studentaffairs.psu.edu/reslife/>. Applicants for such positions are typically more successful in obtaining them when they can come to campus for a few days to have personal interviews and talk with people in their areas of interest.

Some students may be interested in applying for the College of Education's student awards and recognition due March 1<sup>st</sup> of each year. Students may access <https://gradschool.psu.edu/graduate-funding/> for information on qualifications for applying.

#### **Residency and Employment**

Students with assistantships or who are employed by the University in areas related to their degree work are considered full-time students with lower credit loads; all other students must register for at least 9 credits to be considered full-time for a specific semester. The Counselor Education Program prefers that students attend full-time, but the faculty recognize that some people must attend the program on a part-time basis.

#### **Credit Loads and Academic Status**

Graduate Assistants—Graduate assistants must be enrolled at Penn State as graduate students. More specifically, since assistantships are provided as aids to completion of advanced degrees, assistants are expected to enroll for credit loads each semester that fall within the limits indicated in the table below. Maximum limits

on permissible credit loads are indicated to assure that the student can give appropriate attention both to academic progress and assistantship responsibilities. These considerations give rise to the table of permissible credit loads below.

<u>Level of Assistantship</u>	<u>Credits Per Semester</u>		<u>Credits Summer Session</u>	
	<u>Minimum</u>	<u>Maximum</u>	<u>Minimum</u>	<u>Maximum</u>
Quarter-time	9	14	5	7
Half-time	9	12	4	6
Three-quarter-time	6	8	3	4

To provide for some flexibility, moderate exceptions to the specified limits may be made in particular cases with the approval of the student's program head and the dean of the Graduate School. The Graduate School expects that an exception made in one semester will be compensated for by a suitably modified credit load in the subsequent semester, so that, on average, normal progress is maintained at a rate falling within the limits above. Failure to do so may jeopardize the student's academic status. Maintenance of the established credit loads and responsibility for consequences of a graduate student's change of course load rest with the student and adviser. The course load is a factor in determining whether a graduate student is classified as a full-time or part-time student; has met residence requirements; and is eligible to hold a fellowship, traineeship, assistantship, or departmental or program appointment.

*Full-Time Academic Status*—Students holding fellowships, traineeships, or other awards based on academic excellence are required to carry 9 or more credits each semester. A graduate assistant whose semester or summer session credit load exceeds the minimum in the above credit table and whose assistantship duties are directly related to his or her degree objectives is considered by the Graduate School to be engaged in full-time academic work for that semester. Students carrying 5 credits in summer session are considered full-time.

*Part-Time Academic Status*—A student who in any semester or summer session is registered for study but does not meet criteria for full-time status is considered to be engaged in part-time academic work for that semester.

*Credit Loads for International Students*—The Immigration and Naturalization Service requires that international students proceed in a timely fashion toward completion of their degree, as established by the academic department and (usually) stated on their initial immigration document. Failure to maintain normal progress toward completion of the degree during this period will jeopardize the student's ability to continue academic study, adjust status, or seek future employment in the United States. Because of this requirement, international students should not be enrolled less than full-time during fall or spring semester without approval by the Office of International Students and Scholars (ISS).

### **Continuity of Registration and Leave of Absence Procedures**

A student who is a degree candidate at any of the graduate campuses of the University and registers there without interruption for each fall and spring semester is considered to have maintained a normal continuity of registration. Information on the process for which graduate students may request a Short-Term Absence, Extended Absence, or Leave of Absence from their program of study, and the process for resuming their studies can be found at <https://gradschool.psu.edu/graduate-education-policies/gsad/gsad-900/gsad-906-graduate-student-leave-of-absence/>.

Anyone who has interrupted such a normal sequence and now plans to register for study at the University Park campus is required to submit an online application to the Graduate School to Resume Study:

<https://gradschool.psu.edu/graduate-admissions/how-to-apply/current-students/>) at least one month before the time of registration for permission to resume study. Re-enrollment must be approved by the Counselor Education faculty.

*Withdrawal*—Dropping all academic work for which a student is registered in any semester constitutes withdrawal from the University and changes the student's status to non-degree. An online application to the Graduate School to Resume Study must then be submitted and approved if the student wants to enroll for further work toward a degree.

Under certain conditions, credit may be earned for work done away from the campus. Students contemplating such work should first consult with their adviser and then inquire at the Office of Graduate Enrollment Services about the procedures and conditions. Students assume responsibility for the registration process by accessing the Registrar's Website at [www.registrar.psu.edu](http://www.registrar.psu.edu). Registration must be completed before the close of central registration at University Park. Students must register for courses audited as well as those taken for credit.

### **Grading Procedures**

The grading procedures followed are those specified in the *Graduate Degree Programs Bulletin* found at <http://gradschool.psu.edu/graduate-education-policies/gcac/gcac-400/gcac-401-grading-system/>. Students must graduate with a B (3.0) grade point average. Students who fall below a 3.0 while completing studies must meet with their faculty adviser to determine what remedial steps are required. Unsatisfactory academic performance may be grounds for dismissal from the program.

### **Faculty Evaluation of Students**

In accordance with the American Counseling Association Code of Ethics and Standards of Practice and the Ethical Guidelines for Supervisors developed by the Association for Counselor Education and Supervision (Appendix B), the Counselor Education faculty have an ethical responsibility to ensure that students in the program are performing in a manner that is academically and clinically competent, ethical, and free from impairment. There is some case law to suggest that this ethical responsibility is also a legal responsibility. Academic and clinical competence refers to the student's ability to demonstrate a developmentally appropriate level of knowledge and skills related to the profession of counseling commensurate with the student's time in the program and courses taken. Ethical behavior refers to the demonstration of professional behavior consistent with the guidelines of the American Counseling Association and the other professional associations related to the various program specialty areas. Impairment refers to situations in which the student displays evidence of diminished functioning due to causes that include, but are not limited to, such things as substance abuse, personal distress, and mental illness.

The faculty also has a responsibility to ensure that students adhere to Penn State's university wide policies regarding academic integrity and standards of conduct. At the same time, students have a right to expect that faculty will accord them due process when carrying out these responsibilities. The following procedures as described below provide a framework for evaluating student progress and addressing problems that may arise in a manner that fulfills faculty responsibility to the department, the University, and the profession, while safeguarding due process for students.

The Counselor Education faculty considers students' professional development to be a primary concern that requires an on-going evaluation process. In addressing this concern, faculty have an ethical and professional responsibility to students so that they are sufficiently prepared to provide services for which they are trained. Evaluating student growth requires careful consideration of one's academic, personal, and professional progress to ensure that each student is sufficiently prepared to provide effective counseling and related services. In order



to monitor expected growth throughout the program, students are continually evaluated through formal and informal reviews. While faculty will provide ongoing feedback to students, a formal review process is used to provide students with feedback on an annual basis or more often as needed.

### **Ongoing Evaluation**

At the end of each semester, the Counselor Education faculty will assess student progress and determine whether there are students in any of the Counselor Education master's degree emphasis areas whose progress or status is cause for concern. The Counselor Education faculty will evaluate students' demonstrated skills in the areas of academic progress, clinical skills (when appropriate), receptiveness to supervision, professional demeanor/interpersonal skills (e.g., conscientiousness, independence, cooperation, ethical, social, and personal responsibility), and other areas as established or defined by the student and/or faculty. (Also refer to Appendix A - College of Education Academic Integrity Policy.) When there are concerns, the Counselor Education faculty will clearly define the areas of concern for each student involved and lay out a course of action and time frame for remediation. When concerns about a student arise, the adviser and other faculty members as appropriate will meet with the student to go over the concerns and formulate necessary remediation. This meeting will be followed by a letter to the student outlining the issues discussed in the meeting.

### **Annual Review**

In addition to ongoing evaluation, there will be a formal annual review for all students. Each student will develop and submit a portfolio that will be reviewed first by the adviser and then presented by the adviser to the Counselor Education faculty. The portfolio will consist of:

- Scholarship and Research Integrity (SARI) Program – All master's students will be required to successfully complete the online CITI Social and Behavioral Sciences **Responsible Conduct of Research (RCR)** program by the time they turn in their 1st year Evaluation Portfolio. Please visit <http://citi.psu.edu/> where you will log-in and then choose the Responsible Conduct of Research (RCR) course from the options provided on the website.

Documentation, which is a **copy of certificate of completion** showing that you have successfully passed the SARI RCR training must be included with the first year Evaluation Portfolio. Part II of this training will be completed during your research course where you will have in-depth discussions related to research ethics and the responsible conduct of research. If you have any question, please contact your advisor.

- a statement of professional goals
- a list of courses taken, and grades received
- a list of professional accomplishments
- a plan for finishing the program
- current plan for Master's Paper
- an assessment of strengths and weaknesses with respect to progress in the program and professional development
- writing samples
- a written response to a counseling case study

Based upon review of the portfolio and discussion of the faculty, each student will receive written feedback, a copy of which will be placed in the student's permanent folder, concerning strengths and challenges in each of the areas addressed (e.g., academic progress, clinical skills, receptiveness to supervision, professional demeanor/interpersonal skills, and other defined areas) no later than the week of final exams in the semester in

which the review is conducted. After receipt of the written evaluation, students will have an opportunity to discuss the feedback with their adviser and respond in writing if desired. Such a response must be submitted within two weeks of the discussion with the adviser. A copy of the response will be placed in the student's advising file.

Annual review of first year master's students occurs during the spring semester. Annual review of the second year master's students will take place during the fall semester.

At the time of the annual review students will also be asked to provide feedback to the faculty about their perceptions of the strengths and weaknesses of the Counselor Education program. This will be submitted through a Qualtrics survey. All comments will remain anonymous.

### **Remediation Procedure**

Throughout the remediation process, including probation, suspension, or termination from the program, students are entitled to due process and to speak with an advocate if they have concerns about being treated fairly. Listed below are the offices and contact information for advocates they may wish to contact:

- Affirmative Action Office, 328 Boucke Building, 863-0471
- Office for Educational Equity, 314 Old Main, 865-5906
- Center for Adult Learner Services, 128 Outreach Building, 865-5403
- Student Disability Resources, 116 Boucke Building, 863-1807
- Gender Equity Center, 204 Boucke Building, 863-2027
- Center for Sexual and Gender Diversity, LL011 HUB-Robeson Center, 814-863-1248 Multicultural Resource Center, 220 Grange Building, 865-1773
- Office of International Students and Scholars, 410 Boucke Building, 865-7681
- Paul Robeson Cultural Center, HUB-Robeson Center, 865-3776

Students also have the right to appeal decisions made by an adviser, the Counselor Education faculty, and/or the Department of Educational Psychology, Counseling, and Special Education. The following individuals can be contacted to appeal decisions. Students are advised that appeals should be made to individuals in the order in which they are listed below. Failure to follow this order is likely to result in delays, since individuals later on the list are likely to require that students contact individuals earlier on the list before they will take action.

- Dr. Julia Green Bryan, Professor-in-Charge of Counselor Education, 327 Cedar Building, [jabryan@psu.edu](mailto:jabryan@psu.edu), 814-863-2402
- Dr. Karen Murphy, Department Head, Department of Educational Psychology, Counseling, and Special Education, 125 Cedar Building, [pkm15@psu.edu](mailto:pkm15@psu.edu), 814-863-2278
- Dr. Rayne Sperling, Associate Dean for Undergraduate and Graduate Studies, College of Education, 278 Chambers Building, [rsd7@psu.edu](mailto:rsd7@psu.edu), 814-865-2524

Although the program normally tries to remediate students while they remain in the program, there may be situations that result in the immediate suspension of a student from the program. In line with all professional counseling organization ethical guidelines, when a faculty member's professional judgment is that a student is determined to be of immediate danger to themselves, clients, fellow students, faculty, or others, that student may be immediately suspended from the program and the evaluating faculty member will be responsible for bringing together a meeting of the majority of the Counselor Education faculty within five days to evaluate the suspension and identify next steps.

## **Student/Adviser Meeting**

If, at any time, a student is identified as having educational (e.g., oral, written, or clinical presentation) or professionally related difficulties (e.g., jeopardizing client welfare, inability to receive constructive feedback), the preferred action is for the student and adviser to meet informally to discuss a remediation plan. The first step involves the student and adviser meeting to discuss the problem and outline ways to remediate it. This interaction should allow the student sufficient opportunity to react to the information presented regarding the problem or concern. After the situation has been discussed with the student and the adviser believes the matter has been addressed satisfactorily then no subsequent action will be required. A written summary of the discussion(s) and outcome will be placed in the student's official folder and a copy provided to the student.

There are occasions, however, when other Counselor Education faculty may note problems or concerns not known by the student's clinical supervisor or academic adviser. In these instances, it is the professional responsibility of each faculty member to address the specific concern with the student's academic adviser. It is expected that the expressed concern will be addressed appropriately and resolved between faculty adviser and student. After allowing sufficient time for the matter to be addressed, the individual faculty member who expressed the concern to the faculty adviser may inquire about the outcome. In cases where the individual faculty member is satisfied that the matter was addressed appropriately between faculty adviser and student, the issue will be considered resolved. A written summary of any discussions between the adviser and student and the outcome will be placed in the student's official folder and a copy provided to the student.

## **Faculty Panel Review**

In cases where the individual faculty member who initially brought the matter to the attention of the student's adviser is not satisfied that the matter was addressed appropriately, the faculty member may ask that the matter be discussed with a panel of three members of the Counselor Education faculty. The other situation where a panel review may occur is when the academic adviser discusses the concern with the student but there is a disagreement between adviser and student regarding the concern and requested remediation (if any) by the adviser. In each instance, the student, adviser, or other faculty member can initiate a subsequent review of a small faculty panel. Panel members will be appointed by the Professor-in-Charge (PIC) of Counselor Education and include tenure-track faculty members who can serve in an unbiased and objective manner. This panel will discuss the matter with the faculty adviser, the faculty member who initially expressed the concern to the adviser (if applicable), and the student. After reviewing relevant information presented by these individuals, the faculty panel will render a written decision that all persons (adviser, student, other faculty member) will abide by. A copy of the written statement will be placed in the student's official folder and provided to the student. The adviser will discuss the committee's decision with the student and implement actions, if any, deemed necessary by the committee within ten business days after the faculty panel meeting. A written summary of this and any subsequent discussions between the adviser and student regarding the matter will be placed in the student's official folder and a copy provided to the student. The academic adviser will report back to the faculty panel regarding student progress made, consistent with the timelines indicated by the faculty panel decision. If, in the majority opinion of the faculty committee, the faculty member and student have complied with the instructions established by the committee the matter is considered closed.

## **Full Faculty Meeting**

In the event the majority of the committee members do not believe the instructions and outcome have been appropriately resolved as specified in the faculty panel written statement, the matter will be addressed at a subsequent meeting with all Counselor Education faculty. The student will be informed that a meeting has been

scheduled with the larger faculty and that, if desired, the student may attend the larger faculty meeting. In all instances, individual student rights must be protected to ensure due process and fairness. Prior to the meeting, the student and faculty members will have at least 10 business days notice (approximately 2 weeks notice) and may collect and produce any relevant materials for this meeting. When the larger faculty meeting occurs, the chairperson of the prior faculty panel will provide relevant information concerning the prior meeting(s). The academic adviser and faculty member who initiated the concern to the adviser (if appropriate) will provide relevant commentary. The student will also be invited to present any relevant information he or she desires. At the end of these presentations, the student will be excused from the meeting and a discussion among Counselor Education faculty members will occur.

Faculty will vote on an appropriate course of action (if any) that the adviser and student must follow. This course of action may require: (a) a remediation plan to address the concern with a description of steps and assurances needed for compliance; (b) being placed on probationary status with a remediation plan to address the steps, conditions, and timeframe for being removed from probation; (c) suspension from the program with a description of the steps, conditions, and timeframe for being re-admitted or permanently dismissed from the program; (d) dismissal from the program; or (e) no further action. A majority vote of at least 3/4 of tenure track faculty in Counselor Education is needed to support these five options. Failure to reach majority will indicate that no subsequent action will be taken in relation to the matter presented to the faculty. A formal letter indicating the course of action determined by the full faculty will be sent to the student and academic adviser by the PIC of Counselor Education and a copy placed in the student's official folder. In the event that the faculty either votes for no further action or fails to reach a majority decision, a letter indicating that no further action is required will be sent to the student and academic adviser by the PIC and a copy placed in the student's official folder. The academic adviser may also wish to communicate verbally the decision of the faculty to the student.

If remediation is required or the student is dismissed from the program, the student will be informed in writing by the PIC. Should the student be required to complete remediation and agrees to this decision then the student must fully comply with the instructions described in the written letter sent by the PIC. Should the student be dismissed from the program, the PIC will forward a letter to the student informing him/her of this decision. If the student wishes to appeal the decision made by the Counselor Education faculty, then the student must inform the Department Head in writing within 10 business days after the faculty meeting. During this appeal, as well as subsequent appeals to the Associate Dean for Undergraduate and Graduate Studies in the College of Education, the student may exercise his/her rights that are expressed in the Standards of Conduct (see Appendix C, Procedures for Resolution of Problems, as described in the Graduate Degree Programs Bulletin).

### **Probation Procedure**

When a student is placed on probation, he or she may continue to take classes and be involved in program activities. Depending on the nature of the probation, some limitations may be placed on classes or activities in which a student may be involved. For instance, a student may be required to take certain classes or participate in certain activities as a condition of probation or may be banned from certain classes or activities until removal from probation. Whenever a student is placed on probation, the adviser and emphasis coordinator and/or PIC will meet with the student and provide in writing the following information:

- a. A behavioral description of the problem
- b. Possible courses of remediation
- c. Criteria stated in behavioral terms for ending the probationary status
- d. A time frame for meeting these criteria
- e. A summary of the options available to the student (e.g., appeals, withdrawing, methods of remediation)
- f. A detailed description of the consequences of not meeting criteria within the time frame

An attempt will be made to clarify all of these points with the student so that there is an understanding on the student's part of the problem, the remediation options, the criteria for removal of the probationary status, and the time limits for completing the criteria. There may be occasions when a student is recommended for an assessment and/or counseling. In such circumstances, the student will be required to sign confidentiality waivers that allow the counselor to report to the program on the student's attendance and progress in counseling relevant to readmission in the program. In such situations, the program will not require or request information about the content of sessions but will require information relevant to the student's fitness for continuation in the program. At the end of the probationary period, the program faculty will again meet to review the student's progress toward meeting the criteria for removal of the probationary status. The student will be informed of the meeting in advance and will have the opportunity to provide additional evidence to the group for consideration at that meeting, either in writing or in person. A decision will be made to:

- a. Return the student to full graduate status,
- b. Continue probation (which would necessitate preparation of another set of recommendations as specified above), or
- c. Terminate the student from his/her program.

The emphasis coordinator or PIC will inform the student of the decision both verbally and in writing. A copy of the written document will be placed in the student's official folder. The student will be given the opportunity to respond in writing to this recommendation.

### **Suspension Procedure**

When a student is suspended, he or she may not take classes or be involved in program activities until formally re-admitted to the program. Whenever a student is suspended, the adviser and emphasis coordinator and/or PIC will meet with the student and provide in writing the following information:

- a. A behavioral description of the problem
- b. Possible courses of remediation
- c. Criteria stated in behavioral terms for readmission to the program
- d. A time frame for meeting these criteria
- e. A summary of the options available to the student (e.g., appeals, withdrawing, methods of remediation)
- f. A detailed description of the consequences of not meeting criteria within the time frame

An attempt will be made to clarify all these points with the student so that there is an understanding on the student's part of the problem, the remediation options, the criteria for readmission to the program, and the time limits for completing the criteria. There may be occasions when a student is recommended for an assessment and/or counseling. In such circumstances, the student will be required to sign confidentiality waivers that allow the counselor to report to the program on the student's attendance and progress in counseling relevant to readmission in the program. In such situations, the program will not require or request information about the content of sessions but will require information relevant to the student's fitness for readmission to the program.

At the end of the period of suspension, the program faculty will again meet to review the student's progress toward meeting the criteria for readmission to the program. The student will be informed of the meeting in advance and will have the opportunity to provide additional evidence to the group for consideration at that meeting, either in writing or in person. A decision will be made to:

- a. Return the student to full graduate status,

- b. Continue the suspension (which would necessitate preparation of another set of recommendations as specified above), or
- c. Terminate the student from his/her program.

The emphasis coordinator or PIC will inform the student of the decision both verbally and in writing. A copy of the written document will be placed in the student's official folder. The student will be given the opportunity to respond in writing to this recommendation.

### **Procedure for Termination from the Program**

If a student is recommended for termination from the program, the adviser will meet with the student and provide both orally and in writing the following information:

- a. Specification of the student behaviors that resulted in the recommendation for termination of his or her program of studies.
- b. A summary of the appeal options available to the student.

An attempt will be made to clarify all of these points with the student so that there is an understanding on the student's part of the reasons for the termination decision and the options available to him or her for appeal. The termination decision will be forwarded by the Counselor Education PIC to the Department Head, the Associate Dean for Undergraduate and Graduate Studies in the College of Education, and the Associate Dean of the Graduate School.

### **Penn State University Standards of Conduct**

Students are expected to adhere to the standards of conduct described in the *Graduate Degree Programs Bulletin*, which outlines a list of possible violations and subsequent disciplinary action, as well as grievance procedures. A copy of this document can be obtained in the Graduate Degree Program website <http://gradschool.psu.edu/graduate-education-policies/> or found in Appendix C (in this manual). The following actions are included in the Code of Conduct as misconduct that can lead to disciplinary action:

- Academic dishonesty, including, but not limited to, cheating and plagiarism.
- Harassment of an individual or group, as defined in the "Policy Statement on Acts of Intolerance."
- Sexual assault and abuse as defined in the "Policy Statement on Sexual Assault and Abuse."
- Furnishing false information to the University or other similar forms of dishonesty in University-regulated affairs, including knowingly making false oral or written statements to any University discipline board.
- Physical abuse of any person on University-owned or controlled property, or at a University sponsored or supervised function; or conduct that threatens or endangers the health or safety of a person.

Students who plagiarize others' work as their own without giving proper citation may be guilty of a serious breach of academic conduct. As a result, appropriate disciplinary action will be taken that could lead to a failing grade or academic dismissal. With regard to plagiarism, the *Publication Manual of the American Psychological Association* (7<sup>th</sup> ed.) makes the following statement:

Plagiarism is the act of presenting the words, ideas, or images of another as one's own; it denies authors credit where credit is due. Whether deliberate or unintentional, plagiarism violates ethical standards of scholarship...and has profound real-world effects...Students who turn in a plagiarized assignment face a failing grade, as well as possible censure from a student or university honor board, suspension, or expulsion. (p. 21)

## **Instructor Rights and Responsibilities**

None of the above in any way removes or diminishes the rights and responsibilities individual instructors have with respect to their evaluation of students enrolled in individual courses. Faculty members are expected to distribute in each course a syllabus that describes the course objectives, methods, and evaluation procedures, as well as consequences for student failure to meet course expectations. The instructor for a course may take action to address student failure to adequately perform in that course and/or violation of Penn State's academic integrity policy or Code of Conduct within the realm of that course. This may be separate from or in addition to the procedures described above.

## **Student Reporting Procedures**

The primary responsibility of evaluating and assessing students relies solely on faculty members. On occasion, there may be times when a student believes a peer is not acting consistently with the ethical practices expected of a graduate student in a counselor education program. For example, students may have personal difficulties with regards to impairment (e.g., substance abuse), unethical behavior (e.g., having an intimate relationship with a client), and/or academic integrity (e.g., plagiarism). In these instances, each student has an ethical responsibility to help his/her peers practice ethical behavior. As future counselors, each student must adhere to the academic guidelines contained in the *Graduate Degree Programs Bulletin* (as pertains to academic integrity), and applicable professional ethical codes set forth by the American Counseling Association and/or the students' respective professional associations.

To assist students in helping one another to practice ethical behavior consistent with professional practice the steps below should be followed:

1. If a student believes a fellow student is behaving in an academically dishonest, unethical, and/or impaired manner, the concerned student should communicate his or her concern to the other student in the most constructive, caring, and beneficial way. The foundation for this concern should be based on observable behavioral patterns and not hearsay. A student should also eliminate any bias or assumptions made before approaching the peer.
2. If after communicating the concern to the student there is no change in behavior, the student should notify a faculty member (e.g., adviser or coordinator of the respective emphasis) as soon as possible. Once a student reports the concern to the faculty member regarding another student's behavior, the concerned student's obligations are considered fulfilled. It should be noted that, due to confidentiality, faculty members will not be able to inform the student who presented the concern what, if any, actions resulted. Faculty members who are notified of potential unethical behaviors must follow policies and procedures as described earlier in this handbook.

## **Faculty Endorsement**

Upon successful completion of the program of studies and demonstration of the requisite competencies, students will receive the program endorsement to practice counseling in their emphasis area.

## **Co-authorship of Scholarly Reports, Papers, and Publications**

According to Penn State policy IP-02:

It is the policy of Pennsylvania State University that proper credit be given to those individuals who make material contributions to activities which lead to scholarly reports, papers, and publications.

Co-authorship should be offered to anyone who has clearly made a material contribution to the work. Moreover, each coauthor should be furnished with a copy of the manuscript before it is submitted and allowed an opportunity to review it prior to submission. In cases where the contribution may have been marginal, an acknowledgment of the contribution in the publication might be more appropriate than co-authorship.

Please see the policy for more specific guidelines and procedures (<http://guru.psu.edu/policies/IP02.html>).

### **Professional Ethics**

In addition to meeting all requirements for the Counselor Education program and the emphasis in which the student is enrolled, all students are expected to follow the most recent version of the Code of Ethics for the American Counseling Association and other applicable ethical codes (see Appendix B or <http://www.counseling.org/knowledge-center/ethics> whether or not the student is a member of the association). Students in particular emphasis areas may also be expected to follow the ethical codes of the relevant professional associations for that area (e.g., ACES, ASCA, ARCA, NCDA, AMCHA, CRCC) and/or professional preparation certification (e.g., CRCC, NBCC). Breaches of ethical conduct are a serious matter and will at least result in disciplinary action and may result in dismissal from the program.

### **References**

American Counseling Association. (2014). *ACA Code of ethics*. Author.

American Psychological Association. (2020). *Publication manual of the American Psychological Association: The official guide to APA writing style*. Author.

*Code of Conduct and Procedures for Resolution of Problems*. Retrieved July 14, 2010, from The Pennsylvania State University, Graduate School Web site: <http://gradschool.psu.edu/graduate-education-policies/>.



## SECTION 3: STUDENT RESOURCES

### **DEPARTMENT HEAD, Educational Psychology, Counseling, & Special Education**

**Murphy, Karen, Ph.D.**

Office, 125 CEDAR

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### **PROGRAM STAFF**

**Conrad, Lan** (*Temporary program staff, Faculty Affairs staff, and Assistant to the Department Head*)

Email: [bhcl3@psu.edu](mailto:bhcl3@psu.edu)

Phone: 814-865-1881

### **COUNSELOR EDUCATION AND REHABILITATION AND HUMAN SERVICES FACULTY**

**Beck, Christy, Ph.D.**, Temple University

Office: 137 CEDAR

Email: [cub24@psu.edu](mailto:cub24@psu.edu)

Phone: 814-867-4856

Research interests: Campus sexual assault, prevention and treatment. Utilizing group therapy, integrating mindfulness and yoga in the treatment of eating disorders

**Byrd, Janice, Ph.D.**, University of Iowa

Office: 301 CEDAR

Email: [jbz6540@psu.edu](mailto:jbz6540@psu.edu)

Phone: 814-863-8115

Research interests: College and career development of historically marginalized populations; The influence of the intersections of race and gender for Black Girls and Women on their academic, personal/social, and career development; Culturally responsive and trauma-informed counseling

**Casado Pérez, Javier, Ph.D.**, Penn State University

Office: 205 CEDAR

Email: [jfc207@psu.edu](mailto:jfc207@psu.edu)

Phone: 814-863-2422

Research interests: Mental health justice, equity-minded instructional design, critically conscious trauma-informed care, and the institutional experience of racially minoritized educators

**Chatters, Seriashia, Ph.D.**, University of South Florida

Office: 327B CEDAR

Email: [sjc25@psu.edu](mailto:sjc25@psu.edu)

Phone: 814-863-2413

Research interests: School and campus climate interventions aimed reducing identity based forms of bullying and harassment, the strategic implementation of equity in PK-Postsecondary institutions, and risk and protective factors associated with the experiences of marginalized communities

**Coduti, Wendy, Ph.D.**, Michigan State University

Office: 304A CEDAR

Email: [wac16@psu.edu](mailto:wac16@psu.edu)

Phone: 814-863-2416

Research interests: Disability management, aging workers, postsecondary education and youth with disabilities, employment issues/opportunities for people with disabilities in changing labor markets, and career development for people with disabilities

**Conyers, Liza, Ph.D.**, University of Wisconsin-Madison

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Email: [lmcl1@psu.edu](mailto:lmcl1@psu.edu)

Phone: 814-863-6115

Research interests: Investigation of the career development needs and vocational rehabilitation on economic, mental health, physical health and public health outcomes of individuals with chronic illness and HIV/AIDS; examining integrated housing and employment interventions for people with HIV, and cross system collaboration/resource identification to improve economic and health outcomes for people with disabilities

**Fleming, Allison, Ph.D.**, Michigan State University

Office: 330 CEDAR

Email: [apf5208@psu.edu](mailto:apf5208@psu.edu)

Phone: 814-863-2285

Research interests: Post-secondary education and training of youth and young adults with disabilities; public vocational rehabilitation services, transition services and outcomes; belonging and community inclusion; positive psychology and rehabilitation outcomes, and quality of life

**Green Bryan, Julia, Ph.D.**, University of Maryland, College Park

Office: 327 CEDAR

Email: [jgreenbryan@psu.edu](mailto:jgreenbryan@psu.edu)

Phone: 814-863-2402

Research interests: School-family-community partnerships and school counselors' and other school personnel roles in building partnerships; roles of school counselors, teachers, and education leaders in addressing critical challenges that BIPOC students face including college access; disproportionate disciplinary referrals, suspensions and expulsions; school bonding, connectedness, and educational resilience; and trauma

**Hanna, Jennifer, Ph.D.**, The Pennsylvania State University

Office: 201 CEDAR

Email: [jlc505@psu.edu](mailto:jlc505@psu.edu)

Phone: (814) 863-2284

Research interests: trauma-informed care; intergenerational trauma; parenting; family wellness, particularly when a family member has a disability

**Hayes, Jeffrey, Ph.D.**, University of Maryland, College Park

Office: 307 CEDAR

Email: [jxh34@psu.edu](mailto:jxh34@psu.edu)

Phone: 814-863-3799

Research interests: College student mental health; psychotherapist factors that affect the process and outcome of therapy

**Henry, Brandy, Ph.D.**, Brandeis University

Office: 312 CEDAR

Email: [BrandyHenry@psu.edu](mailto:BrandyHenry@psu.edu)

Phone: 814-867-5293

Research interests: Behavioral health of justice-involved populations, including related health policy, epidemiology, implementation and intervention science

**Henry, Jessica, Ph.D.**, Ohio University

Office: 332 CEDAR

Email: [jsh33@psu.edu](mailto:jsh33@psu.edu)

Phone: 814-867-5728

Research interests: Counselor development, wellness pedagogy, interventions to enhance disability rights, advocacy, and identity development, interventions to develop and enhance multicultural competence among counselors-in-training

**Herbert, James T., Ph.D.**, University of Wisconsin-Madison

Office: 314 CEDAR

Email: [jth4@psu.edu](mailto:jth4@psu.edu)

Phone: 814-863-3421

Research interests: Clinical supervision of rehabilitation counselors; career development and employment of persons with disabilities; impact of disability services for college students with disabilities; and factors predicting successful recruitment and retention of vocational rehabilitation counselors

**Kostohryz, Katie, Ph.D.**, Ohio University

Office: 329 CEDAR

Email: [kzk18@psu.edu](mailto:kzk18@psu.edu)

Phone: 814-863-1527

Research interests: Intersectionality of wellness and culture in grief & loss; wellness prevention in counselor development; equitable access to mental health treatment in community and schools; disability education, intervention & advocacy

**Lee, Aiesha, Ph.D.**, College of William and Mary

Office: 310 CEDAR

Email: [akl6070@psu.edu](mailto:akl6070@psu.edu)

Phone: 814-863-2404

Research interests: Intergenerational trauma in Black families; Healing trauma in Black families; Trauma informed education and counseling; Black women in Counselor Education

**Nadermann, Kristen, Ph.D.**, Penn State University

Office: 105 CEDAR

Email: [kmc452@psu.edu](mailto:kmc452@psu.edu)

Phone: 814-863-2417

Research interests: career development, particularly career development for under-served populations, the intersections of career development and mental health, the development of counselors-in-training, counseling training clinics and the role of training clinics in counselor development

**O'Shea, Amber, Ph.D.**, Temple University

Office: 313 CEDAR

Email: [amo5208@psu.edu](mailto:amo5208@psu.edu)

Phone: 814-867-5721

Research interests: Understanding the lived experiences and improving post-secondary outcomes for students with disabilities in higher education; exploring issues related to academic achievement, participation, and engagement among college students and young adults with psychiatric disabilities

**O'Sullivan, Deirdre, Ph.D.**, University of Illinois, Urbana-Champaign

Office: 328 CEDAR

Email: [dmo11@psu.edu](mailto:dmo11@psu.edu)

Phone: 814-863-4594

Research interests: Trauma-informed interventions for people seeking recovery from substance use disorder; personality development for people with disabilities; work and wellbeing

**Prosek, Elizabeth, Ph.D.**, Old Dominion University

Office: 309 CEDAR

Email: [eapl55@psu.edu](mailto:eapl55@psu.edu)

Phone: 814-867-4918

Research interests: community engagement and program evaluation; research methodology; counseling military populations; co-occurring disorders; ethics, competence, and professional identity development in counseling and counselor education

**Smal, Pia, Ph.D.**, Penn State University

Office: 310 CEDAR

Email: [pss165@psu.edu](mailto:pss165@psu.edu)

Phone: 814-867-4857

Research interests: College students mental health and wellness; LGBTQA advocacy and competencies; disability advocacy; faculty boundaries and competency in addressing students' emotional needs

**Zalaquett, Carlos, Ph.D.**, University of Texas, Austin

Office: 327A CEDAR

Email: [cpz1@psu.edu](mailto:cpz1@psu.edu)

Phone: 814-867-6252

Research interests: Evidence-based psychotherapy/counseling's relationship and practices; international/multicultural approaches to mental health and wellness; biofeedback and neurofeedback; characteristics of successful Latinx students; and, the skills and abilities to succeed in the 21<sup>st</sup> century

#### **EMERITI FACULTY:**

**Carney, JoLynn, Ph.D.**, Ohio University

Professor Emerita

Email: [jcarney@psu.edu](mailto:jcarney@psu.edu)

Research interests: Youth and their developmental processes. School connectedness as it relates to school violence, bullying/peer abuse, adolescent suicide, and major initiative: Project TEAM

**Hazler, Richard, Ph.D.**, University of Idaho

Professor Emeritus

Email: [hazler@psu.edu](mailto:hazler@psu.edu)

Research interests: Developmental issues of youth as they relate to school and community; peer-on-peer abuse, and youth violence. Humanistic approaches to counseling and counselor education.

#### **AFFILIATE FACULTY:**

**Kinder, Alexandria, Ph.D.**, West Virginia University

Office: 501 Student Health Center

Email: [avk6191@psu.edu](mailto:avk6191@psu.edu)

Phone: 814-863-0385

Research interests: College student mental health; college student-athlete mental health and evaluation of college counseling centers service delivery

**Orndorff, Robert, D.Ed.**, Penn State University

Office: 253 BOA Career Services

Email: [rmol04@psu.edu](mailto:rmol04@psu.edu)

Phone: 814-865-5225

Research interests: career development, career decision making, career readiness competencies, recruiting methods, career counseling and coaching, interviewing

**Rogers, Baron, Ph.D.**, University of Akron

Office: 501 Student Health Center

Email: [bfr5249@psu.edu](mailto:bfr5249@psu.edu)

Phone: 814-863-0395

Research interests: Men and masculinity, African American men. Intersectionality. Issues within BIPOC and historically marginalized communities

**Wolff, Michael, Ph.D.**, Penn State University

Office: 127 Bank of America

Email: [mxwl02@psu.edu](mailto:mxwl02@psu.edu)

Phone: 814-865-4632

Research Interests: Counselor and therapist predictors of process and outcome, identifying social-cognitive factors including working alliance, interpersonal effectiveness, and bias as influences on helping experiences

## **Professional Organizations for Counselor Education Students**

Students are strongly encouraged to join professional counseling organizations and associations. These organizations are sources of information concerning current research, educational opportunities, and issues pertinent to the field. Furthermore, membership in these organizations demonstrates an interest to be current in the field. Faculty urge students to join the American Counseling Association (ACA) and one of its divisions. There are discounted student memberships for most of the organizations listed below. Information and applications can be obtained directly from the organizations.

**American Counseling Association (ACA)** <http://www.counseling.org>

**American Mental Health Counseling Association (AMHCA)** <http://www.amhca.org/>

**American Rehabilitation Counseling Association (ARCA)** <http://www.arcaweb.org>

**American School Counselor Association (ASCA)** <http://www.schoolcounselor.org/index.asp>

**Association for Counselor Education and Supervision (ACES)** <http://www.acesonline.net/>

**Chi Sigma Iota (International Honor Society for Counselors)** <http://www.csi-net.org>

**International Association of Addictions and Offender Counselors (IAAOC)**  
<http://www.iaaoc.org>

**International Association of Rehabilitation Professionals (IARP/PARP)**  
<https://connect.rehabpro.org/pennsylvania/home>

**National Career Development Association (NCDA)** <http://www.ncda.org>

**National Rehabilitation Association (NRA)** <https://www.nationalrehab.org/>

**Pennsylvania Counseling Association (PCA)** <http://www.pacounseling.org>

**Pennsylvania School Counselors Association (PSCA)** <http://www.pasca-web.org>

## Campus Resources

### Graduate Student

Graduate Enrollment Services	114 Kern	865-1795
Graduate Student Association (GSA)	312/313 HUB-Robeson Center	865-4211
Graduate Student Financial Aid	313 Kern	865-2514
Graduate Writing Center	111-L Kern	865-4211
Thesis Office	115 Kern	865-5448

### Health-Related

Counseling & Psychological Services (CAPS)	501 Student Health Center	863-0395
Student Health Insurance Office	302 Student Health Center	865-7467
University Health Services	308 Student Health Center	863-0774
Women's Health Services	308 Student Health Center	863-2633

### General

Campus Parking Office	1 Eisenhower Parking Deck	865-1436
Career Services	101 Bank of America Career Services Center	865-2377
Info. Technology Services Help Desk	2 Willard/204 Wagner Building	863-2494 863-1035
Gender Equity Center	204 Boucke Building	863-2027
Eisenhower Chapel	Pasquerilla Spiritual Center	865-6548
ID Card Office	103 HUB	865-7590
Center for Sexual & Gender Diversity	101 Boucke	865-1248
Computer Store	104 HUB	865-2100
Multicultural Resource Center	220 Grange Building	865-1773
Student Disability Resource Services	116 Boucke Building	863-1807
PSU Federal Credit Union	102 HUB	863-0078
University Call Center (Operator Assistance)		865-4700
University Libraries		865-2112

## How to Contact Counseling and Student Health

Students may occasionally have personal issues that arise in the course of pursuing higher education that may interfere with their academic performance. If you find yourself facing problems affecting your coursework, you are encouraged to talk with an instructor and to seek confidential assistance at the Penn State Counseling and Psychological Services (CAPS) Center at (814) 863-0395. Visit their website for more information <http://studentaffairs.psu.edu/counseling/>. Also, crisis intervention is always available 24/7 from Centre County CAN HELP (1-800-643-5432), or contact University Police at (814) 863-1111. (Source: College of Education, Faculty and Staff Resources, Syllabus Requirements, 2018. <https://ed.psu.edu/internal/syllabus-requirements>)

## SECTION 4: APPENDICES

### **Appendix A: College of Education Academic Integrity Policy**

College of Education Academic Integrity Policy:

<http://www.ed.psu.edu/current-students/academic-integrity/academic-integrity>

## **Appendix B: Ethical Codes for Professional Counselors**

American Counseling Association Code of Ethics:

<http://www.counseling.org/knowledge-center/ethics>

Code of Professional Ethics for Rehabilitation Counselors:

<https://www.crccertification.com/code-of-ethics-3>

## **Appendix C: PSU Code of Conduct/Procedures for Resolution of Problems**

PSU Code of Conduct/Procedures for Resolution of Problems:

<http://studentaffairs.psu.edu/conduct/>



## **Appendix D: Career Counseling Emphasis**

## **CAREER COUNSELING Emphasis M.Ed. Counselor Education**

The Career Counseling emphasis prepares students to provide career counseling services to children, adolescents, and/or adults, with the opportunity to specialize in specific career counseling settings (higher education, community settings, K-12 schools, and private practice settings). It takes two years of full-time graduate study plus one summer semester, or its equivalent, to complete this 60-credit hour master's degree emphasis. The Career Counseling emphasis is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The emphasis requirements are in line with the accreditation standards of the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). The curriculum also reflects training in all career counseling competencies identified by the National Career Development Association (NCDA).

The purposes of this emphasis are to:

- prepare students to excel as career counselors working in the exciting and vibrant field of career development
- prepare students to provide career counseling services to children, adolescents, and/or adults
- provide students with the opportunity to specialize in a specific career counseling setting (K12 schools, higher education, community settings, and private practice settings).
- prepare students for National Certification as a Professional Counselor
- prepare students for Licensure as a Professional Counselor

A well-rounded student program is provided by emphasizing:

- counseling skills (individual and group), assessment skills (formal and informal), providing developmentally appropriate career interventions to individuals and groups, research/evaluation skills, program promotion, management, and implementation skills, and the skills to use information resources effectively
- the skills necessary to help others develop a life-career plan, with a focus on the definition of the worker role and how that role interacts with other life roles
- the skills necessary to be an effective professional counselor, with specific expertise in career development across the life span and a specialization in providing career counseling in a specific practice setting (e.g., secondary, post-secondary and corporate/community settings)
- the various populations career counselors provide services to (children, adolescents, college students, veterans, retirees, etc.)

Curriculum Guide and Course Schedule

The career counseling emphasis is a two-year program with a fall semester start date. Students are required to complete a 60-credit emphasis, including a one semester internship under the supervision of the university Internship Coordinator and an internship supervisor.

PENNSYLVANIA STATE UNIVERSITY  
Counselor Education M.Ed. Program  
**Career Counseling Emphasis Check Sheet**

Courses leading to the degree of Master of Education in Counselor Education with a Career Counseling emphasis are listed below. They are arranged in the sequence in which they should be scheduled normally, starting with the Fall Semester. The academic program consists of a **minimum of 60 graduate credits** (45 required & 15 approved electives) with six credits outside of CNED. No more than 15 credits are allowed per semester. Faculty Advisor must document any course change to the student's program plan below and save signed form to the student's advising folder.

\*Credits received for required courses taken as an undergraduate DO NOT count in your Master's Program. Speak with your advisor about which courses to take to make up for these credits. Your total credits must add up to 60 or more graduate level credits in order to graduate with the master's degree.

<b>SEMESTER</b>	<b>CREDITS</b>	<b>COURSE</b>	<b>TITLE</b>
<b>Fall (15 cr.)</b>	___ 3	CNED 404	Group Procedures in Guidance and Counseling
	___ 3	CNED 500	Introduction to Counseling and Development
	___ 3	CNED 501	Counseling: Theory and Method
	___ 3	CNED 506	Individual Counseling Procedures
	___ 3	CNED 507	Multicultural Counseling: Foundations
<b>Spring (12 cr.)</b>	___ 3	CNED 505	Foundations of Career Development and Counseling Information
	___ 3	CNED 525	Use of Tests in Counseling (Assessment)
	___ 3	CNED 595A	Counseling Practicum
	___ 3	Elective	Career Counseling specialization elective
<b>Summer (9 cr.)</b>	___ 3	CNED/WFED 424	Facilitating Career Development
	___ 3	CNED 532	Diagnosis Counseling
	___ 3	Elective	Career Counseling specialization elective
<b>Fall (12 cr.)</b>	___ 3	CNED 526	Research in Counselor Education
	___ 3	CNED 555	Career Counseling
	___ 3	CNED 595G	Counseling Internship and Integrative Seminar
	___ 3	Elective	Career Counseling specialization elective
<b>Spring (12 cr.)</b>	___ 3	CNED 595G	Counseling Internship and Integrative Seminar
	___ 3	CNED 596	Individual Studies (Master's paper)
	___ 3	Elective	Career Counseling specialization elective
	___ 3	Elective	Career Counseling specialization elective

**Appendix E: Clinical Mental Health Counseling in Schools and Communities Emphasis**

## **CLINICAL MENTAL HEALTH COUNSELING IN SCHOOLS AND COMMUNITIES Emphasis M.Ed. Counselor Education**

“Clinical mental health counseling is a distinct profession with national standards for education, training, and clinical practice. Clinical mental health counselors are highly skilled professionals who provide flexible, consumer-oriented therapy. They combine traditional psychotherapy with a practical, problem-solving approach that creates a dynamic and efficient path for change and problem resolution.

In today's managed care environment, clinical mental health counselors are uniquely qualified to meet the challenges of providing high quality care in a cost-effective manner. CMHCs have a foundational skillset that is distinct from those of other behavioral health disciplines. Their training in addressing the needs of the whole person and in wellness and prevention makes them well-situated to lead the effort in integrating health care.” (American Mental Health Counselors Association [AMHCA], 2018).

The purposes of this emphasis are to prepare students in Clinical Mental Health in Schools and Communities to become counselors who provide the following services in school and community settings:

- Assessment and diagnosis
- Counseling
- Treatment planning and utilization review
- Brief and solution-focused approaches
- Addictions treatment
- Psychoeducational and prevention programs
- Crisis Management

In line with our program’s mission and vision statement, students in this emphasis area are encouraged to take one or more electives related to disability.

Completion of the 60-credit emphasis meets the academic requirements for the Master of Education degree as well as preparing students for counseling licensure in Pennsylvania. The emphasis includes two 3-hour elective courses (400 level or above) outside counselor education. Students seeking to become a Licensed Professional Counselor (LPC) and/or a National Certified Counselor (NCC) need to pass the appropriate licensed and/or certification test. Meeting these additional professional requirements is strongly encouraged to maximize the professional opportunities available to graduates.

Below are suggested schedules for full-time and part-time students. Because course schedules may change from year to year, please consult with your adviser prior to scheduling courses.

PENNSYLVANIA STATE UNIVERSITY  
Counselor Education M.Ed. Program  
**Clinical Mental Health Counseling in Schools and Communities Emphasis Check Sheet**

Courses leading to the degree of Master of Education in Counselor Education with a Clinical Mental Health Counseling emphasis are listed below. They are arranged in the sequence in which they should be scheduled normally, starting with the Fall Semester. The academic program consists of a **minimum of 60 graduate credits** (51 required & 9 approved electives) with six credits outside of CNED. No more than 15 credits are allowed per semester. **Faculty Advisor must document any course change to the student's program plan below and save signed form to the student's advising folder.**

\*Credits received for required courses taken as an undergraduate DO NOT count in your Master's Program. Speak with your advisor about which courses to take to make up for these credits. Your total credits must add up to 60 or more graduate level credits in order to graduate with the master's degree.

SEMESTER	CREDITS	COURSE	TITLE	Course Substitutions
<b>Fall (15 cr.)</b>	___ 3	CNED 404	Group Procedures in Guidance and Counseling	
	___ 3	CNED 500	Introduction to Counseling and Development	
	___ 3	CNED 501	Counseling: Theory and Method	
	___ 3	CNED 506	Individual Counseling Procedures	
	___ 3	CNED 507	Multicultural Counseling: Foundations	
<b>Spring (12 cr.)</b>	___ 3	CNED 505	Foundations of Career Development and Counseling Information	
	___ 3	CNED 510	Foundations of Clinical Mental Health Counseling in Schools and Communities	
	___ 3	CNED 530	Family Counseling: Theory and Practice	
<b>Summer (9 cr.)</b>	___ 3	CNED 595A	Counseling Practicum	
	___ 3	CNED 523/524	Counseling Children/Counseling Adolescents	
	___ 3	CNED 532	Diagnosis Counseling	
<b>Fall (12 cr.)</b>	___ 3	Elective	Clinical Mental Health Counseling specialization elective	
	___ 3	CNED 422	Foundations of Addictions Counseling	
	___ 3	CNED 526	Research in Counselor Education	
	___ 3	CNED 595G	Counseling Internship and Integrative Seminar	
<b>Spring (12 cr.)</b>	___ 3	Elective	Clinical Mental Health Counseling specialization elective	
	___ 3	CNED 525	Use of Tests in Counseling (Assessment)	
	___ 3	CNED 595G	Counseling Internship and Integrative Seminar	
	___ 3	CNED 596	Individual Studies (Master's paper/project)	
	___ 3	Elective	Clinical Mental Health Counseling specialization elective	

## **Appendix F: Clinical Rehabilitation Counseling and Mental Health Counseling**

## **Clinical Rehabilitation and Mental Health Counseling M.Ed. Counselor Education**

The mission of the Clinical Rehabilitation and Mental Health Counseling emphasis is to prepare professional counselors with knowledge and skills to improve the quality of life and mental health of persons with chronic illness, mental illness, and other disabling conditions.

The purposes of this emphasis are to prepare students to become clinical mental health and rehabilitation counselors who provide the following services to individuals with chronic health and disabling conditions in rehabilitation, school, and community settings:

- Assessment and diagnosis
- Counseling
- Vocational rehabilitation services
- Psychosocial adaptation to disability counseling
- Treatment planning and utilization review
- Brief and solution-focused approaches
- Addictions treatment
- Psychoeducational and prevention programs
- Crisis Management

Completion of the 60-credit emphasis meets the academic requirements for the Master of Education degree as well as preparing students for counseling licensure in Pennsylvania. The emphasis includes two 3-hour elective courses (400 level or above) outside counselor education. Students seeking to become a Licensed Professional Counselor (LPC) and/or a National Certified Counselor (NCC) need to pass the appropriate license and/or certification test. Meeting these additional professional requirements is strongly encouraged to maximize the professional opportunities available to graduates. Students in good standing are also eligible for scholarship funds to pay for the Certified Rehabilitation Counselors (CRC) exam.

Although the CACREP Clinical Rehabilitation accreditation designation ends in December of 2023, students graduating after this date will continue to meet the CNED program requirements for the Clinical Mental Health CACREP designation.



PENNSYLVANIA STATE UNIVERSITY  
Counselor Education M.Ed. Program  
**Clinical Rehabilitation and Mental Health Counseling Checklist**

Courses leading to the degree of Master of Education in Counselor Education with a Clinical Mental Health Counseling emphasis are listed below. Courses are arranged in the sequence in which they should be scheduled normally, starting with the Fall Semester. The academic program consists of a **minimum of 60 graduate credits** with at least six credits outside of CNED. No more than 15 credits are allowed per semester. **A faculty advisor must document any course change to the student's program plan below and save signed form to the student's advising folder.**

Credits received for required courses taken as an undergraduate DO NOT count in your Master's Program. Speak with your advisor about which courses to take to make up for these credits. Your total credits must add up to 60 or more graduate level credits to graduate with the master's degree.

SEMESTER	CREDITS	COURSE	TITLE
<b>Fall (15 cr.) 2022</b>	___ 3	CNED 404	Group Procedures in Guidance and Counseling
	___ 3	CNED 500	Introduction to Counseling and Development
	___ 3	CNED 501	Counseling: Theory and Method
	___ 3	CNED 506	Individual Counseling Procedures
	___ 3	CNED 509	Introduction to Rehabilitation Counseling*
<b>Spring (12 cr.)</b>	___ 3	CNED 505	Foundations of Career Development and Counseling Information
2023	___ 3	CNED 510	Foundations of Clinical Mental Health Counseling in Schools and Communities
	___ 3	CNED 530	Family
	___ 3	CNED 595A	Counseling Practicum
<b>Summer (9 cr.)*</b>	___ 3	CNED 523/524	Counseling Children/Counseling Adolescents
	___ 3	CNED 532	Diagnosis Counseling
		Elective	Rehabilitation Elective
<b>Fall (15 cr.)</b>	___ 3	CNED 422	Foundations of Addictions Counseling
2023	___ 3	CNED 526	Research in Counselor Education
	___ 3	CNED 507	Multicultural Counseling: Foundations
	___ 3	CNED 595G	Counseling Internship and Integrative Seminar (part-time) *
<b>Spring (12 cr.)</b>	___ 3	CNED 595G	Counseling Internship and Integrative Seminar (part-time) *
2024	___ 3	CNED 596	Individual Studies (Master's paper/project)
	___ 3	RHS 403	Medical Aspects of Disability
	___ 3	CNED 525	Applied Testing in Counseling



## **Appendix G: Rehabilitation Counseling Emphasis**

## **Rehabilitation Counseling Emphasis M.Ed. Counselor Education**

### **Mission Statement and Objectives**

Penn State University is one of the first rehabilitation counseling programs to be established in the United States and has been at the forefront of rehabilitation counselor education since its inception with faculty who are nationally recognized for their research, service, and teaching. The first class of 10 students was admitted in September of 1956 and, since that time, we have granted over 800 graduate degrees with alumni working in a wide range of settings in the United States and abroad.

#### **Mission Statement and Objectives**

The mission of the rehabilitation counseling emphasis is to prepare professional counselors with knowledge and skills to improve the quality of life for persons with disabilities. A combination of didactic and clinical experiences prepares students to develop counseling skills to help their clients and other stakeholders (e.g., family, community members, employers) understand complex interrelated systems of problems that confront persons with disabilities to facilitate personal, social, psychological, and vocational success.

Rehabilitation counselors work with individuals with a wide range of disabling conditions including physical, psychiatric, developmental, sensory, chronic illness, and addiction disabilities, primarily in rehabilitation settings that do not require a license in counseling (e.g., State Office for Vocational Rehabilitation, State Correctional Institutions). Graduates leave prepared to work as rehabilitation counselors to assist people with disabilities in achieving physical, mental, vocational, social, and economic productivity and community integration. Within the rehabilitation counseling profession, certification is an important aspect of professional practice. The Rehabilitation Counseling emphasis at Penn State is accredited by the Council for Accreditation of Counseling and Related Programs (CACREP). As an accredited emphasis students are eligible to take the Certified Rehabilitation Counselor (CRC) examination after they have completed three-fourths of their program of study. Depending upon individual coursework, emphasis, electives, and previous work experience, students may be eligible to take the State Civil Service examination for a variety of rehabilitation careers (e.g., Drug & Alcohol Treatment Specialist, Rehabilitation Counselor, Youth Development Counselor). Each month a list of Civil Service examination dates with the respective employment vacancy position is published. Lists are available at the Career Development and Placement Center (CDPS) in 115 Bank of America Career Services Center and State Employment Services Offices throughout the Commonwealth. Details about the examination and job opportunities may also be obtained by writing to the Pennsylvania State Civil Service Commission, P.O. Box 569, State Civil Service Commission Offices, Harrisburg, PA 17120, or on their website at [www.scsc.state.pa.us](http://www.scsc.state.pa.us).

Given the interdisciplinary nature of the field, students learn to work and collaborate with a range of professionals across disciplines to achieve optimal outcomes. It takes two years of full-time graduate study, or its equivalent, to complete this 60-credit hour master's degree emphasis. The below curriculum checklist serves as a guide and should be discussed with an academic advisor. Some courses (i.e., RHS 403, CN ED 507) are offered multiple semesters, allowing some flexibility in course sequencing that can be considered with the academic advisor's input.

THE PENNSYLVANIA STATE UNIVERSITY  
Department of Educational Psychology, Counseling, and Special Education

**Rehabilitation Counseling Emphasis Curriculum Check Sheet**

Courses leading to the degree of Master of Education in Counselor Education with a Clinical Rehabilitation & Mental Health Counseling emphasis are listed below. They are arranged in the sequence in which they should be scheduled normally, starting with the Fall Semester. The academic program consists of a minimum of 60 graduate credits with at least six credits outside of CN ED.

<u>SEMESTER</u>	<u>CREDITS</u>	<u>COURSE</u>	<u>TITLE</u>
Fall (15 cr.)			
	3	CN ED 500	Introduction to Counseling and Development
	3	CN ED 501	Counseling: Theory and Method
	3	CN ED 506	Individual Counseling Procedures
	3	CN ED 404	Group Procedures in Guidance and Counseling
	3	CN ED 509	Introduction to Rehabilitation Counseling
Spring (12 cr.)			
	3	CN ED 595A	Practicum
	3	CN ED 525	Applied Testing in Counseling
	3	CN ED 505	Foundations in Career Development/Job Placement
	3	RHS 404	Transition Services for Youth with Disabilities (Required for RSA Scholars) or elective*
Summer (9 Cr.)			
	3	CN ED 532	Diagnosis for Counselors
	3	Elective	Elective
	3	Elective	Elective
Fall (15 cr.)			
	3	CN ED 526	Research in Counselor Education
	3	CN ED 560	Psychosocial Aspects of Disability
	3	CN ED 507	Multicultural Counseling: Foundations
	3	RHS 403	Medical Aspects of Disability
	3	RHS 410	Employment Practices for Individuals with Disabilities (Required for RSA Scholars) or Elective*
Spring (9 cr.)			
	6	CN ED 595	Internship
	3	CN ED 596	Individual Studies (Master's paper/project)

\* elective courses are offered during the summer and are available for students who would like to take additional courses or lighten the load for the fall and spring semesters. RHS 403 is also offered both fall and spring semesters.

## **Rehabilitation Counseling Internship—CN ED 595G**

CN ED 595G is completed either full time (600 hours) during the last semester of the student's program or part time (300 hours each) over the last two semesters. The selection of an Internship site must take into account the student's professional interests, the nature of the agency, requirement of CACREP accreditation and the judgment of the academic advisor and Program Coordinator regarding the appropriateness of the student's choice. There are a variety of internship opportunities, including vocational rehabilitation programs (supported employment, work adjustment, vocational evaluation), mental health and intellectual disability programs, drug and alcohol programs, comprehensive rehabilitation hospital centers, correctional institutions, programs for the aging, and private rehabilitation companies. Other placements are available in many private and state agencies.

Students are responsible for identifying several potential internship sites and should meet with their academic adviser throughout the first year of the program to discuss possible internship sites. Specific information as to internship policies and procedures are contained in the *Rehabilitation Counseling Emphasis Internship Manual*. As noted in the internship manual, students are required to complete the internship application that must be signed by their adviser and the Internship Coordinator.

## **Appendix H: School Counseling (Pre-K-12) Emphasis**

## **School Counseling Emphasis M.Ed. Counselor Education**

The School Counseling emphasis prepares master's degree students to function effectively as professional school counselors in Pre-K-12 schools in the Commonwealth of Pennsylvania and beyond. This purpose is consistent with the competencies as specified by the Council on Accreditation of Counseling and Related Educational Programs (CACREP) Standards, the American School Counselor Association (ASCA), Council for the Accreditation of Educator Preparation (CAEP), and the Pennsylvania Department of Education (PDE). These include competencies to work effectively with children, adolescents, and families from diverse backgrounds and environments; with school personnel; and with community stakeholders in order to promote optimal growth and development for **all** children and youth.

Social justice, equity, and antiracism in schools and communities are central to school counseling as a profession. School counselors readily acknowledge that inequities and systemic barriers exist in preK-12 schools, communities, and beyond that impact individuals'/students' academic, social-emotional, and college-career development. As such, school counselors are charged to ensure the success of all individuals/students by playing roles as leaders, collaborators, systemic change agents, and advocates who dismantle and remove barriers while providing antiracist, systemic prevention and intervention practices that bring about equity in communities/schools. The School Counseling Emphasis at Penn State is committed to meeting this call for school counselors. Thus, social justice, antiracism, and advocacy are at the core of the training experience and are a common thread in every school counseling class. Students engage in course readings and discussions as well as assignments regarding social justice, antiracism, identity, and community action.

The School Counseling emphasis focuses on three major areas of student development: namely, academic development, career and college development, and social-emotional development. The emphasis stresses school counseling programs for all school students, spanning the entire range of academic, college-career, and social-emotional functioning. In promoting the three areas of development in elementary and middle school students, master's students learn counseling skills, consultation and collaboration skills, leadership skills, and social justice and advocacy skills. Master's students learn program-development skills for building school counseling programs and guidance curricula that meet the needs of students and families.

Master's students in School Counseling who are interested in working in elementary schools complete a one-semester practicum and two semesters of internship in elementary or middle schools under the supervision of a practicing school counselor and a Penn State University faculty supervisor. Master's students who are interested in working in secondary schools complete a one-semester practicum in the Program's CEDAR Clinic, and two semesters of internship in middle schools or high schools under the supervision of a practicing school counselor and a Penn State University faculty supervisor. Although placed in an elementary or secondary internship site, students are required to have school counseling experiences at additional levels.

### **Information Common to the School Counseling Emphasis**

The School Counseling emphasis prepares master's students for the diverse roles of counselor, collaborator consultant, leader, social justice advocate, and antiracism educator in a multicultural society. Academic work and extensive hands-on experiences prepare students to provide a wide variety of professional counseling services to children, adolescents, and adults necessary in our complex society and often challenging educational system. Individual, group, and family counseling plus psycho-education skills are emphasized to prepare counselor-trainees for the academic, social, emotional, behavioral, and college-career development needs of children and youth. Skills in crisis response, conflict resolution, multiculturalism and social justice, advocacy, group guidance, appraisal, academic remediation, case management, and the coordination and administration of comprehensive developmental school guidance



programs are needed to produce well-rounded professional school counselors fully prepared to meet the many exciting challenges of this profession.

The School Counseling emphasis addresses the systemic nature of schools and school counseling, highlighting the benefits of school counseling programs for students, parents, schools, and communities, and creating school-family-community partnerships for leveraging family, school, and community resources to support students. Multicultural, social justice, and antiracism counseling is integral to the master's curriculum, so that counselors can better serve a diverse population with diverse needs.

In the role of consultant or collaborator, the school counselor trainee must become aware of and competent in dealing with the major life environments of diverse children and adolescents. In particular, this involves such procedures as integrating the guidance curriculum with the curriculum of the school, identifying and addressing inequities in schools, behavioral change strategies for families, and contingency management in the classroom, and building school-family-community partnerships in order to enhance the potential of all children and youth.

The curriculum is planned to blend appropriate didactic experiences with supervised field work in a school setting. By interacting with an ongoing elementary or secondary school counseling program as the primary focus of the trainees' experience, it is expected that translation from theory to counselor performance will be increased and that skilled and competent professional school counselors will result.

The school counseling emphasis takes two years of full-time graduate study, or its equivalent, to complete the 61 credit hours. The School Counseling emphasis is CACREP and Pennsylvania Department of Education accredited.

## **SCHOOL COUNSELING DEGREE AND CERTIFICATION**

### Outline for the Emphasis (M.Ed. plus Pennsylvania Certification)

Completion of the 61-credit emphasis meets the academic requirements for the Master of Education degree as well as certification for Pre-K-12 Professional School Counseling in Pennsylvania.

To become certified by the state of Pennsylvania, students must also pass the Professional School Counselor test (5421). Students seeking to become a Licensed Professional Counselor (LPC) in Pennsylvania and/or a National Certified Counselor (NCC) need to accumulate 60 credit hours and pass the appropriate licensed and/or certification test. Meeting these additional professional requirements is strongly encouraged in order to maximize the professional opportunities available to graduates.

THE PENNSYLVANIA STATE UNIVERSITY  
Counselor Education M.Ed. Program  
**School Counseling Emphasis Check Sheet**

Courses leading to the degree of Master of Education in Counselor Education and for meeting Pennsylvania's Specialist I certification criteria are listed below. They are arranged in the sequence in which they should be scheduled normally, starting with the Fall Semester. The academic program consists of a **minimum of 61 graduate credits** with six of these to be outside of the major field (CN ED). No more than 15 credits are allowed per semester. **Faculty Advisor must document any course change to the student's program plan below and save signed form to the student's advising folder.**

SEMESTER	CREDITS	COURSE	TITLE
<b>Fall (15 cr.)</b>	___ 3	CNED 404	Group Procedures in Guidance and Counseling
	___ 3	CNED 500	Introduction to Counseling and Development
	___ 3	CNED 501	Counseling: Theory and Method
	___ 3	CNED 504	Foundations and Practices of School Counseling
	___ 3	CNED 506	Individual Counseling Procedures
<b>Spring (12/15 cr.)</b>	___ 3	CNED 505	Foundations of Career Development and Counseling Information
	___ 3	CNED 530	Family Counseling: Theory and Practice
	___ 3	CNED 595A	Counseling Practicum
	___ 4	SPLED 400	Inclusive Special Ed Foundations: Legal, Characteristics, Collaboration, Assessment, and Management
<b>Summer (6/9 cr.)</b>	___ 3	CNED 508	Organization and Administration of Pupil Services
	___ 3	CNED 523/524	Counseling Children/Counseling Adolescents
	___ 3	Elective	School Counseling specialization elective (you may take an elective here or choose to take one either in the upcoming Fall or Spring)
<b>Fall (12/15 cr.)</b>	___ 3	CNED 507	Multicultural Counseling: Foundations
	___ 3	CNED 526	Research in Counselor Education
	___ 3	CNED 595E	School Counseling Internship and Seminar
	___ 3	CI 597 or EDPSY 408 (or approved substitution)**	Federal and State Language Instruction Education Program Policies and Implications for Multilingual Learners OR Meeting Instructional Needs of English Language Learners with Special Needs
	___ 3	Elective	School Counseling specialization elective (if needed)
<b>Spring (12/15 cr.)</b>	___ 3	CNED 525	Use of Tests in Counseling (Assessment)
	___ 3	CNED 595E	School Counseling Internship and Seminar
	___ 3-6	CNED 596	Individual Studies (Master's paper/project)
	___ 3	Elective	School Counseling specialization elective (if needed)

\*Credits received for required courses taken as an undergraduate DO NOT count in your Master's Program. Speak with your advisor about which courses to take to make up for these credits. Your total credits must add up to 61 or more graduate level credits in order to graduate with the master's degree.

\*\*CI 597 is the approved substitution for EDPSY 408. Any other substitution must focus on meeting the instructional and social-emotional needs of multilingual learners.

## **Appendix I: Master's Paper Title and Permission Pages Format**

## Master's Paper for Counselor Education CN ED 596

### Master's Paper Requirements:

1. A successful Master's Paper is required for graduation from Counselor Education. The Master's Paper is a proposal for how to help positively influence the development of some aspect of the counseling profession and/or the potential of the student to improve their ability as a professional counselor. It will generally emphasize the specific Counselor Education Emphasis Area for which the student is enrolled and follow any additional guidelines identified by that specific Emphasis Area.
2. The Master's Paper is to be completed with your advisor unless other arrangements are made in advance.
3. The paper is completed as a requirement for CN ED 596 and can be started with the advisor's approval. See counseling office personnel to register. It is a closed registration.
4. The paper must be completed and approved **at least four (4) weeks prior to the end of the semester** for which the student plans to graduate.

### Master's Paper Format:

The format for the Master's Papers will vary somewhat depending on the purpose of the paper (e.g. grant development, counselor skill development, client treatment or support), but there are definite commonalities in format including the following:

1. An **Introduction** chapter begins the paper. The introduction should describe the problem and/or demonstrated need and state the purpose of the master's paper in terms of how it will positively influence the problem or help meet the need. Use scholarly citations to support reasoning and conclusions. At least 3-5 pages are expected.
2. A **Literature Review** of the area is a second chapter. The literature review should cover recent literature (mostly past 10 years) in ways that support the rationale drawn in the *Introduction* chapter. For example, if an intervention is developed for implementation, recent works in pertinent areas related to the problem areas and strategies for implementation should be used to give supporting background information for the work you are to do or the grant you are seeking to do it. Organize the literature review by topics/subheadings, not by this study or that study. The literature should flow point by point toward what you are doing—from the more general to the more specific. Use scholarly citations to support reasoning and conclusions. At least 10-15 pages are expected.
3. An **Intervention Design** part will be chapter 3. This chapter will focus on finding from the literature that you use to design an intervention, program, or grant proposal. In this part, you will refer to techniques, program model specifics, lesson-plans, planned group activities, etc.; whatever it is that you are using to help solve the problem you discussed in chapter 1. If it is for a grant proposal, a budget with justification would go in this section. Use scholarly citations to support reasoning and conclusions. At least 6 to 8 pages are expected, but it can be significantly longer depending on your specific plans.

4. **Evaluation Plan** is the fourth chapter: How you plan to evaluate the objectives of what you propose in chapter 3. This should again be supported by logical reasoning connected to information presented in previous chapters, and professionally recognized assessment techniques. Use scholarly citations to support reasoning and conclusions. At least 3 to 5 pages are expected and specific instruments used would be in placed in Appendices.
5. **References** are not a chapter, but instead are in a separate list between the Evaluation chapter and any Appendices you might have. Only references that are cited within the text should be included and all citations in the text should be included in the references. A minimum of 25 references would be expected that follow APA style. References should be current and include research articles and books, websites, and other resources as appropriate.
6. **APA Style and Model for Review** – The paper should follow APA style. A wide variety of examples of Master’s Papers are available on ANGEL that will demonstrate the format, style, and content expectations.
  - a. **Title Page** – Follow the format of the Title page attached to this document including 1-3 key words to be used for others who would search for material on this topic.
  - b. **Permission-to-Copy Page** – Follow the format for the Permission-to-Copy page attached to this document.
  - c. **Table of Contents** – A table of contents will be the third page of the Master’s Paper.

**Grading criteria:**

1. Inclusion of relevant literature, quality of literature review
2. Objective, logical, and fair coverage of the literature (include opposing views, discrepant literature)
3. Writing; technical aspects, clarity
4. Writing; sequence, flow, organization
5. Adherence to APA style
6. Potential efficacy of intervention/project
7. Intervention design, theoretical consistency, practicality
8. Efficacy of evaluation plan
9. Intervention implementation, appropriateness
10. Thorough and insightful discussion and implications
11. Clear, inclusive appendices
12. References in APA style
13. Creativity in developing and implementing the project

The Pennsylvania State University  
Counseling Emphasis

TITLE GOES HERE

A Master's Paper in Counselor Education  
by  
Student name goes here

Submitted in Partial Fulfillment  
of the Requirements  
for the Degree of  
Master of Education

Month, year

Key Words: \_\_\_\_\_

Approved by Faculty Name (typed name as electronic signature)

Title\_ \_\_\_\_\_

Date \_\_\_\_\_

Permission-to-Copy Page

I grant The Pennsylvania State University the nonexclusive right to use this work for the University's own purposes and to make single copies of the work available to the public on a not-for-profit basis if copies are not otherwise available.

Student name (typed name as electronic signature)



**Appendix J: MASTER'S PROJECT FOR CLINICAL MENTAL HEALTH IN  
SCHOOLS AND COMMUNITIES EMPHASIS**

**CNED 596: Master's Paper**  
**(Clinical Mental Health Counseling in Schools and Communities)**  
Department of Educational Psychology, Counseling, and Special Education  
The Pennsylvania State University

The Master's Paper is required for the master's degree in Counselor Education. The Master's Paper for Clinical Mental Health Counseling in Schools and Communities students is an in-depth case conceptualization in which evidence-based practices are implemented with a client during the Internship experience. Students are expected to utilize research of clinical interventions to inform clinical decision-making in practice at their internship site. The selection and implementation of said intervention should be done in an ethical manner and with sensitivity to the cultural diversity of the client. The paper reflects the evaluation of clinical outcomes of the chosen client and interventions.

The CMHCSC master's paper is a formal, APA style paper with the following major components:

**1. Literature Review**

Students develop a literature review that reflects the current research regarding the client's presenting concern(s). The literature review should also attend to the sociopolitical, cultural, and environmental context of the client. For example, are there particular barriers for individuals who experience similar concerns or symptoms. What, if any, institutional and social barriers impede access, equity, and success for clients with similar concerns or symptoms? The literature presented should be synthesized by topic, not a summary of each article read. Additionally, students clearly identify sources that are empirical in nature versus conceptual.

**2. Case Conceptualization**

Students utilize an adapted version of the case conceptualization (or biopsychosocial) format from Internship. In the introduction to the case report, be sure to address confidentiality and ethical process for gaining client consent. For example, attend to the informed consent process and steps to protect the client's privacy. Students should pay particular attention to demonstrate advanced knowledge of their identified theoretical lens when conceptualizing the case.

**3. Intervention and Outcomes**

In this section, students detail the intervention implemented, outcome measures to assess progress, and interpretation/evaluation.

- a. Students describe the interventions chosen as part of the treatment for the client, including empirical evidence to support those choices. Additionally, students should note how, if at all, the intervention is theoretically consistent with the counselor's identified guiding theory.
- b. Students outline the outcome measures chosen to evaluate the client's presenting concerns. These measures should be consistent with the presenting concerns discussed in the treatment plan (see Appendix B). The counselor must address ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results. Additionally, any information on timing (e.g., every five sessions, pre-post) needs to be included.
- c. Students detail the interpretation and evaluation of the intervention effectiveness for the client. Students attend to ethical and culturally relevant strategies for conducting, interpreting, and reporting their outcomes. Be sure to include your evidential support for determined outcomes (e.g., client report, your observation, assessment results).

**4. References**

Students format references with APA style. A minimum of 25 references is expected.

## 5. Appendix

Students organize an appendix with any documentation (e.g., assessment results, intervention curriculum, treatment plan) that is useful to the interpretation of the case conceptualization or evaluation of outcomes. Follow APA style.

### Timeline of Paper Completion

#### Fall Semester

- Choose a client for the case conceptualization (e.g., the written report)
- Identify and research presenting concern(s)
- Identify clinical assessments associated with presenting concern(s)
- Identify clinical intervention(s) for implementation
- Meet with advisor to confirm choices
  - Discuss any measurement or outcome planning for the client case
- Send advisor an initial reference list that reflects pertinent research related to:
  - Presenting concerns
  - Assessments/outcome measures
  - Clinical interventions
  - APA style reference page is expected

#### Spring Semester

- Meet with advisor to identify goal due dates for paper drafts
- Write, write, write
- Incorporate feedback from advisor
- Final submission **six weeks prior to the end of the semester**, for Spring graduation.

Please reference the CNED 596 syllabus for the complete details of the paper requirements.