

The Department of Counseling and Human Services:

Student Handbook
2023-2024
(Revised Summer 2023)



CANISIUS
UNIVERSITY

SCHOOL OF

Education &
Human Services

The Council for Accreditation and Related Educational Programs (CACREP) accredits both the School and Clinical Mental Health Counseling Programs.
CACREP Accreditation provides recognition that the content and quality of the program meets standards set by the profession, and thus, provides assurance to students, as consumers, that our programs contain the appropriate knowledge and skill areas (<http://www.cacrep.org/value-of-accreditation/why-should-i-choose-an-accredited-program/>).

WELCOME:

Congratulations on your choice of the Department of Counseling and Human Services at Canisius University. A combination of innovation and tradition has contributed to the reputation of quality that our programs have in Western New York. Our curriculum is embedded in the Conceptual Framework of the School of Education and Human Services, which focuses educational preparation on Knowledge, Professionalism/Leadership and a Service orientation required to be a competent and successful professional. We strive to accomplish this goal with a philosophical orientation of “cura personalis” toward our students, which means care for the whole person. This handbook is a resource guide designed to assist you through your program of studies in counseling. This guide is not a legal or formal document. We intend this document as a brief and readily used resource. Be aware that policies described in this handbook may change and as a graduate student, you are responsible to check for any updates or changes. Should you have any questions that go beyond the scope of this handbook, be sure to refer to the graduate catalog, the Department’s Assessment Manual, or speak with your advisor. Be aware that there is considerable information about our program on the web including results of program evaluations by graduates of the program, employers of those graduates and cooperating counselors.

<https://www.canisius.edu/academics/programs/graduate/clinical-mental-health-counseling>

<https://www.canisius.edu/academics/programs/graduate/school-counseling>



Defining Yourself as a Canisius University Graduate Student:

The excerpt below is from the book, **Thriving!: A manual for students in the helping professions (3rd ed.)** (Echterling, Cowan, Evans, Staton, Viere, McKee, Presbury, Kielty, Sturm, and Stewart. (2016). Thousand Oaks, CA: Sage).

As you begin your graduate training, you quickly become aware that you are entering a whole new educational culture, one much different from your undergraduate experiences. You are no longer thrown in with other students as a matter of chance; you share a dream with those around you of becoming a counselor or therapist. There is a different feeling as you join with others to pursue not only training goals and a degree but also a new concept of who you are. Together, you are reaching for something that is not entirely known but that you sense has wonderful possibilities for your own growth and your relationships with others. You are suddenly part of a new community.

You are taking a journey that will change you. Because you have such close-knit ties with others, your journey affects them all, and in some measure, they are taking the trip with you.

Changes in you are inevitable because you are entering into a new kind of interpersonal milieu, one you have never experienced before. You notice that in your new community, you are called on to respond in fresh ways, take risks, collaborate with others, and be open and flexible to a degree that might be unfamiliar to you. You are expected to be game for new ventures, such as role plays and experiential exercises. You become used to seeing yourself on video recordings when learning and practicing therapeutic skills. Above all, being fully invested in forging your clinical and counseling skills requires you to be open, accessible, and collaborative with others, throwing your

whole self into the experience (Carlson, 2012). The question to ask yourself now is,
“Am I open to this experience?”

TABLE OF CONTENTS

WELCOME

DEFINING YOURSELF AS A CANISIUS UNIVERSITY GRADUATE STUDENT

CRITICAL PLACES AND PHONE NUMBERS

DEPARTMENT MISSION, LEARNING GOALS & PROGRAM OBJECTIVES

CACREP ACCREDITATION

ASSESSMENT SYSTEMS

(Also see the separate and more detailed Assessment Systems Download located on the Department Web Page)

Transition Points

Financial Aid and Graduate Assistantships

DIVERSITY RECRUITMENT POLICY

ADVISORS AND ADVISEMENT

1. Transfer of Credit
2. Grading, Retention, and Dismissal Policies
3. Grade Grievance Procedure
4. Non-Academic Reasons for Dismissal
5. Malpractice Insurance
6. Faculty Endorsement Policy
7. Personal Counseling
8. Typical Description of Student Progress in the Program

METHOD OF DELIVERY OF PROGRAMS & CURRICULUM
(School – Mental Health – C.A.S. – LMHC Bridge)

LIBRARY NOTES

OPPORTUNITIES IN COUNSELING

USE OF TECHNOLOGY (Information on Program Announcements)

CERTIFICATIONS AND PROFESSIONAL ASSOCIATIONS

(Additional information found in Appendices)

1. State Certification for School Counseling
2. Advanced Certification in Teaching English
3. License for Mental Health Counselors
4. National Certified Counselor

5. American Counseling Association (ACA)

PRACTICUM AND INTERNSHIP COURSES

1. Practicum
2. Internships
3. Cooperating Counselor' Handbooks

COUNSELOR PREPARATION COMPREHENSIVE EXAM

PROGRAM SURVEY RESULTS

APPENDICES

1. Professional Background of Full Time Professors
2. Application for School Counselor Certification
3. Recommended Sequence of Studies
4. Availability of Courses by Semester
5. Pre, Co, and Concurrent “Prerequisite” Course Listing
6. Certificate of Advanced Study in School Counseling (CAS)
7. State Certification Educational Requirements
8. Professional Counselor Licensure/Certification Boards for Each State
9. School Counselor Licensure/Certification Agencies for Each State

CRITICAL PLACES AND NUMBERS:

School of Education and Human Services and
Counseling Department:

Bagen Hall

Dr. Nancy Wallace,
Dean of the School of Education and
Human Services
2001 Main St., 201 Bagen Hall
wallacen@canisius.edu

Lauren Kicak, MSed
Associate Dean of the School of
Education and Human Services
2001 Main St., 201 Bagen Hall
kicakl@canisius.edu

Counseling & Human Services Dept. Faculty
& Staff
Churchill Tower – Room 802

Dr. D’Angelis - CT-812
Department Co-Chair
Advisement: (Last names beginning w/ A-D)
tanigosh@canisius.edu

Dr. Rutter – CT-807
Department Co-Chair
Mental Health Program Coordinator
MH Bridge Program Coordinator and
Faculty Advisor
Advisement: (Last names beginning w/ J-M)
rutterm@canisius.edu

Dr. Farrugia – CT-808
School Counseling Program Coordinator
Advisement: (Last names beginning w/ E-
I) farrugia@canisius.edu

Dr. Lenhardt – CT-809
Advisement: (Last names beginning w/ N-R)
lenharda@canisius.edu

Dr. Donnelly – CT-810
Advisement: (Last names beginning w/ S-Z)
Donnell6@canisius.edu

Ms. Julie Marzolf– Bagen 201/716-
888-3298 *Dept Administrative Associate*
schwab12@canisius.edu

Ms. Tara Pace
Practicum & Internship Field Placement
Coordinator
pacet@canisius.edu

Helpful Links for Locations Around Campus:

| | |
|------------------------|--|
| Bookstore: | Canisius Bookstore Apparel, Merchandise, & Gifts |
| Campus Dining Options: | Dine On Campus at Canisius University |
| Bouwhuis Library: | Andrew L. Bouwhuis Campus Library |
| Campus Ministry: | Campus Ministry Canisius University - Buffalo, NY |
| Griff Center: | Griff Center for Student Success Canisius University - Buffalo, NY |

| | |
|---|---|
| Counseling Center: | Counseling Center Canisius University- Buffalo, NY |
| Koessler Athletic Center (KAC): | Koessler Athletic Center - Facilities |
| Department of Public Safety | Public Safety Canisius University - Buffalo, NY |
| Student Financial Aid Office (SFA): | Scholarships, Tuition & Aid Canisius University - Buffalo, NY |
| Canisius University Campus Shuttle Tracker: | Canisius Shuttle Tracker - Cedar Bus Company |

Department Mission, Learning Goals, and Program Objectives

The Department of Counseling and Human Services offers Master’s Degrees in Clinical Mental Health Counseling and in School Counseling. It is housed in the School of Education and Human Services.

"The mission and objectives of an organization provides a foundational structure for the activities of the organization. The mission of counselor education programs is embedded in the broader social needs of society as well as the employability of graduates. According to the Bureau of Labor Statistics, the job outlook through 2026 for mental health counselors is projected to grow at a rate of 23% higher than average, and the job outlook for school counselors is projected to grow approximately 13% greater than average. Our mission and objectives influence academic curriculum, fieldwork, the choice of initiatives to improve the program, how faculty see our role and the educational climate that we foster. Here are the principles to which we aspire."

MISSION STATEMENT (approved by Consortium 4/30/15 - Reviewed and approved by the Consortium during the Fall 2022 semester)

The mission of the Department of Counseling and Human Services at Canisius University is to educate humanistic and professionally competent counselors who can provide services to clients from a wellness-oriented philosophy. The program of study assists counselors in training for the educational, emotional, mental, psychological, social, and career needs of diverse populations in a global society. The School Counseling and Clinical Mental Health programs lead towards a Master’s of Science degree.

Steeped in the Jesuit tradition, the Canisius University counseling programs, the faculty and curriculum motivate and transform students to embrace these values for one’s own life. These ideals involve the following:

1. Treating others with dignity and respect;
2. Sensitivity to cultural differences;
3. Ethical behavior;
4. Promoting and maintaining healthy living, including self-care;

5. Contributing to the welfare of others; and
6. Valuing social justice.

The faculty recognizes that effective counselors need a variety of clinical skills, as well as professional competencies in the areas of leadership, advocacy, and consultation.

Professional counselors must utilize all these skills, while balancing professional development, creativity, and accountability through data driven research to effectively deliver comprehensive counseling services in order to facilitate positive change at both the individual and systemic level. Canisius counseling alumni recognize and embrace one's professional responsibility, become leaders and agents of change, while advocating for social justice in the communities they serve.

PROGRAM OBJECTIVES

Our program objectives are rooted in the standards of the Council on Accreditation of Counseling and Related Programs (CACREP) and thus, designed to allow for numerous measures of outcome-based assessment. Our objectives and assessment processes align with the Learning Goals of the School of Education and Human Services (SEHS).

Program Objectives:

1. Demonstrates professional identity and ethical practice.
2. Demonstrates cultural sensitivity, a commitment to social justice, and promotion of diversity.
3. Applies knowledge of human growth and development in individual, group, and family counseling.
4. Demonstrates the application of career development and career decision making theories within the career counseling process.
5. Demonstrates essential interview and counseling skills, based on knowledge of counseling theories.
6. Demonstrates leadership skills for group counseling based on an understanding of the dynamics of group work including theories of group counseling.
7. Demonstrates knowledge of assessment strategies used in counseling including an understanding of statistical concepts and cultural issues related to assessment.
8. Identifies research methods and statistical procedures used to study human behavior and uses appropriate data-based procedures for assessment of client outcomes and program evaluation.
9. Demonstrates the knowledge, skills, and practices necessary for effective professional work in the student's specialization in counseling.
10. Demonstrates the following Dispositions:
 - a. Dignity and Respect for Self and Others: Treats all people with respect as defined by emotionally controlled communication, and the absence of pejorative labeling. In addition, the student recognizes and practices self-care.
 - b. Embraces Diversity: Seeks to understand all persons and cultures. Never behaves in a prejudicial or discriminatory manner to any group of people.
 - c. Professional Integrity: Demonstrates personal responsibility in academic and professional endeavors; personal and professional maturity; honesty and congruence.
 - d. Ethical Behavior: Always acts in an ethical manner as described in the current version of the Ethical Standards of the American Counseling Association.
 - e. Empathy: Demonstrates empathy by recognizing and being able to verbalize the emotional and experiential realities of others.

f. Openness/Accepts Feedback: Accepts feedback in a constructive manner as demonstrated by professional and thoughtful consideration and subsequent modification of behavior without discounting the suggestions made by professors and fellow students.

g. Engagement/Communication: Engages with other students and professors in a positive manner as experienced by students and professors.

THE GRADUATE EXPERIENCE:

The graduate school experience for most students is different than experiences in undergraduate school, however, many opportunities for campus involvement are open to both undergraduate and graduate students. Opportunities range from utilizing the campus tutoring service at the Griff Center, spending time in the campus athletic center, or engaging in service activities sponsored by campus ministry.

Students are encouraged to engage in professional activities sponsored by Psi Chi Gamma, which is our chapter of Chi Sigma Iota (the counseling honor society). Qualifying students are invited to join Chi Sigma Iota at the end of their second semester of study. The Department offers a limited number of stipends to the annual conference of the American Counseling Association and the American School Counselors Association. Announcements regarding availability are made each Spring. Beyond our campus, Buffalo is a community that offers several volunteer and job opportunities that contribute to the development of mental health counselors and school counselors.

CACREP ACCREDITATION:

The Council of Accreditation of Counseling and Related Educational Programs is a voluntary independent accrediting body that provides accreditation for counselor education programs that meet a rigorous set of professional and specialty program standards. Canisius has CACREP accreditation in School Counseling and in Clinical Mental Health Counseling. CACREP requires all counseling programs to be 60-hour programs. CACREP accreditation is an indication of quality preparation that increases the portability of the degree, distinguishes graduates in their job search, allows for a quicker route for some professional credentials, and provides a strong background for graduates who may seek to pursue a doctorate in counseling.

ASSESSMENT SYSTEMS: From Admission to Graduation

The Department assesses candidates through a systemic process that includes a detailed evaluation of student learning outcomes of the program curriculum and CACREP standards. The assessment system of the Department aligns with the assessment system of the School of Education and Human Services and measures candidates' progress through the program. The Department keeps an Assessment Portfolio for each candidate. A benchmark comparison with other counselor education programs using the Counselor

Preparation Comprehensive Exam (CPCE) provides information regarding candidates completing the two programs. In addition, a detailed analysis of CACREP standards and learning outcomes is conducted through a continuous review of course outcomes. Each year, assessment data are systematically analyzed for program improvement. Please see the Department Assessment Manual located on our Department Home Pages for a more detailed description of the assessment systems.

Transitions:

Transition Points ensure that students (candidates) in the Department of Counseling and Human Services acquire the appropriate knowledge, skills, and dispositions to be successful professionals in the field of counseling. There are four (4) transition points in the Department of Counseling and Human Services. These transitions provide our **matriculation guidelines**. Transitions are as follows:

Transition Point I (Admission to the Program)

Applicants seeking admission to the Counseling programs meet requirements established by the Graduate School of Education and Human Services. Applicants must have a baccalaureate degree earning no less than a 3.0 undergraduate grade point average. An applicant with less than an undergraduate GPA of 3.0 may need to complete the Graduate Records Examination (GRE) in addition to other application materials: a complete application, an essay and two letters of recommendation.

Please see <https://www.canisius.edu/admissions/graduate-admissions> for additional information, an application, and directions. One can contact the Graduate Admissions Office for the School of Education and Human Services located in Lyons Hall via Phone (1 (800) 950-2505 or (716) 888-2545) or Email – GradAdm@canisius.edu.

Transition Point II

To become eligible for the practicum (field experience) candidates must take the Counseling Candidate Screening Battery followed by an interview with one's full-time faculty member-advisor. The purpose of this procedure is to determine the appropriateness of the candidate for continuation in the program.

Preferably, the candidate completes the Screening Battery and Interview ***before candidates begin classes***, however, it is permissible to take the screening ***within the first semester of studies***.

A candidate's screening process and results may prevent or delay a candidate from starting fieldwork/practicum, or be advised to discontinue one's studies should the screening reveal a profile inappropriate for the counseling profession .

The screening process consists of a short autobiography, an empathy test, the Minnesota Multiphasic Personality Inventory II, and an interview. Students will be sent information on how to take and schedule all parts of the Screening Battery process via email a few weeks prior to the start of their first semester, as well as during the first couple of weeks of classes. Please watch your Canisius email for this information. The Counseling Candidate Battery Screening fee of \$50 will be included with your general university fees in your bill. This will no longer be processed as a separate payment. For questions about your tuition statement, please contact Student Records and Financial Services at 716-888-2600.

MMPI-2 Policy

A candidate who obtains an invalid result on the MMPI-2 may be required to re-take this portion of the screening. If the second attempt on the MMPI-2 is invalid, the candidate will be required to attend the following meetings: a) an interview with the candidate's advisor; and b) an interview with the appropriate Program Coordinator (School Program or Clinical Mental Health Program). The candidate's advisor will contact the candidate through email to convene the first meeting to discuss the concerns about two invalid MMPI-2 profiles. The candidate is expected to respond to the email notification within five (5) business days.

Following the first interview with the candidate's advisor, the candidate will contact the appropriate Program Coordinator within five (5) business days after meeting with their advisor to schedule the second interview. If the candidate does not attend both meetings and adhere to the specified timelines as required, a hold will be placed on registration for all classes.

If the advisor is the Coordinator of the student's program, the student should contact one of the Co-Chairs of the Department. The faculty members will confer on their meetings with the candidate and will determine an appropriate course of action. Potential courses of action: the student continues in the program, a remediation plan is developed, personal counseling with a licensed mental health professional, a suggested pause in graduate studies to facilitate personal growth, and in very rare cases, a recommendation to discontinue enrollment in the Counseling program.

Please meet with your advisor for an interview and interpretation of the screening to complete the process. In addition to reviewing one's Screening Battery results, the candidate and one's faculty advisor completes a "formal academic advisement" during the interview. Although the screening process helps identify serious personal attributes that would prohibit successful pursuit of a career in counseling, lesser concerns may arise from this activity. In such cases, a student may be asked to seek personal counseling as a condition of enrollment or be advised to take some other course of action.

When necessary, a faculty committee (often one's advisor and the Program Coordinator) makes a recommendation to discontinue studies in the counseling program. If a student

takes a leave of study and does not take classes for three consecutive semesters, the student will be required to successfully retake the screening battery.

Finally, Transition Point II reviews a candidate's successful completion of three introductory courses and common assignments filed within one's portfolio:

- EDC 570 Introduction to Professional Counseling and Ethics,
- EDC 573 Counseling Theory, and
Either EDC 567 Principles of School Counseling (for those in the School Counseling Program) **or** EDC 568 Principles of Mental Health Counseling (for those in the Clinical Mental Health Program)

Transition Point III

An additional assessment of candidates occurs as one concludes the Practicum experience regarding the candidate's readiness for continuation in the program. This assessment reviews a candidate's

1. Successful completion of Practicum with a grade of B or better. This includes the Cooperating Counselor's evaluation of the student/candidate with a grade of B or better. The cooperating counselor's assessment and the candidate's reflection on his or her progress as a student of the profession will be reviewed and kept in the candidate's portfolio.
2. Appropriate writing skills demonstrated by the candidate's performance on the written assignments throughout the class.
3. Adequate verbal and communication skills as demonstrated through the class activities in the practicum.
4. Appropriate dispositions and professional attitudes as demonstrated in class behavior and field placement activities with particular emphasis on the candidate's dependability and over-all responsibility.
5. Should the Practicum professor question the candidate's readiness to continue in the program based on any of the criteria listed above, the Candidate Concerns Process is initiated (See Dept. Assessment Handbook). A Candidate Concerns Committee decides an appropriate course of action: the development of a Remediation plan, or if the candidate's behaviors warrant prohibiting one from continuing in the program. Remedial Plans may include individual counseling, the successful completion of an assigned service activity, and/or the repeat of the Practicum. In situations when a Cooperating Counselor prohibits a student/candidate from completing a field placement, the Department views this action as equivalent to being fired from a job and may be cause for discontinuation in the program. This action triggers convening a Candidate Concerns Committee, which will determine an appropriate course of action. In addition, if a student/candidate is denied a field placement from a Cooperating Counselor after a formal interview, the Department takes this situation very seriously. A Candidate Concerns Committee will commence to decide an appropriate course of action, which may include the development of a Remediation plan or dismissal from the program.

Transition Point IV

Candidates must successfully complete the Counselor Preparation Comprehensive Exam (CPCE). A candidate generally completes the CPCE during the internship semester. The CPCE is a standardized, proctored, online comprehensive exam administered at the University, that covers the eight core counseling domains specified by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). The CPCE is offered once during the Fall, Spring and Summer semesters. Candidates must register for EDC 606 Counselor Preparation Comprehensive Exam during course registration for the semester in which they plan to sit for the CPCE (Fall, Spring or Summer). There is no official course associated with EDC 606. The examination cost per student is \$75. Candidates have one attempt to pass the CPCE. Should a candidate fail the CPCE on their first attempt, this will trigger a remediation plan (essay questions) that will cover the subtests where one scored less than 1 SD below the national mean. For further information please see page 31.

Diploma Request Form & Application to Graduate

The Student Records Office requires candidates to file an electronic “Diploma Request Form” as an application for graduation. The Canisius Portal contains information regarding graduation procedures. Please see <http://catalog.canisius.edu/undergraduate/academics/student-records/graduation/> for additional information. The application activates an automatic review of the candidate’s program of studies; a successful review leads to graduation – the completion of Transition Point IV.

Admission of Professionals Not Seeking a Degree:

There are several circumstances when persons take counseling classes, without a desire for a degree. An example is a practicing counselor desiring post-master's study for the sake of continuing education. Such students must follow normal university admissions procedures as outlined above, however, these students do not take the Screening Battery unless one seeks practicum or internship experience.

Dependent upon “seat availability” within a practicum/internship course, we welcome Professional Counselors, who received their degree from another graduate school, seeking a practicum or internship in order to meet state certification requirements. ***However***, such candidates must minimally take 12 credits of academic work at Canisius University. This includes one course from a full-time faculty member in the initial semester of study, as well as completing the Candidate Screening Battery before taking practicum or internship course.

Financial Aid: (<https://www.canisius.edu/admissions/graduate-admissions/financing-graduate-school>)

Graduate candidates, enrolled for a minimum of 4.5 credits may qualify for a Federal Unsubsidized Student Loan. The amount of one’s loan depends upon one course-load for

semester, with a maximum annual load amount of \$20,500. Please meet with Financial Aid staff for additional information.

Graduate Assistantships:

Please inquire within the School of Education and Human Services for a possible list of open assistantships. The Department for Counseling and Human Services offers two part-time graduate assistantships. The Department Chair posts an announcement regarding “position openings” when a “graduate assistantship” becomes available (usually upon the graduation of a current “GA”). When appropriate, those interested provide the department chair with a cover letter, your resume and a one-page response to the following question: “*How are questions of diversity and social justice related?*” We encourage students to inquire within various support offices around the University, since not all the possibilities are listed through the School of Education and Human Services.

Diversity Recruitment Policy:

The Department of Counseling and Human Services is committed to identifying and welcoming a diverse population of students. The Department of Counseling and Human Services recognizes its unique opportunity and obligation to educate professional counselors prepared to work with clients across the lifespan with a multiplicity of issues. Recruiting methods involve actively recruiting a multicultural student body from both within Canisius University and across Western New York and beyond. Further, the faculty is dedicated to providing an atmosphere that facilitates a climate of acceptance for all students.

Located on our web support pages is a listing of national sources of scholarships available to graduate students that support diversity and opportunity. Qualified students are encouraged to use this resource. Additionally, our Department has established an outgoing “Diversity Focus” initiative in which the goal is to develop and support projects that enhance diversity in our program. One of our graduate assistant’s responsibilities includes working on diversity projects during each academic year. In addition, all applicants for the Department graduate assistantships submit a short essay responding to the prompt “How are questions of diversity and social justice related?” along with a cover letter and resume.

The School of Education and Human Services offers a program for advanced certification for Teachers of English to Speakers of Other Languages (TESOL), which we encourage graduate candidates and alumni with advanced language skills to consider whether they intend to work within school and/or agency environments. Find more information at <https://www.canisius.edu/academics/programs/tesol>

Mental Health agencies within Western New York, as well as many School Districts have a growing need for bi-lingual professional counselors. Therefore, applications for practicum and internship request information regarding a candidate’s proficiency with additional languages beyond English.

FACULTY ADVISORS AND ADVISEMENT:

All students/candidates in the Department of Counseling and Human Services have an assigned advisor to assist them throughout their studies. Advisors are assigned by alphabet in the following manner:

- Last name beginning with: **A --> D** Dr. Holly D'Angelis, 716-888-3187,
- Last name beginning with: **E --> I** Dr. Farrugia, 716-888-2393,
- Last name beginning with: **J --> M** Dr. Rutter, 716-888-3721,
- Last name beginning with: **N --> R** Dr. Lenhardt, 716-888-2398,
- Last name beginning with: **S --> Z** Dr. Donnelly, 716-888-3292,

All students are required to meet with their advisor on completion of the screening process for an interview and interpretation of the screening results, and "formal advisement" regarding your program of study as a graduate candidate. Additional advisement occurs with one's advisor via phone, email, or by appointment as necessary.

1. Transfer of Credit

Your advisor must approve Transfer of Credit from another institution and your advisor must forward the appropriate form to the Associate Dean of the SEHS. One may transfer six credit hours into the program when initially matriculating at Canisius. Upon advisement, additional credit may be accepted from another program or university. Sometimes it is beneficial to the student who already holds a master's degree in education to seek certification directly through Albany. Evaluation of transcripts can be done through a certification officer at B.O.C.E.S. I, 355 Harlem Rd., West Seneca, N.Y. 14224; phone (716) 821-7036 or apply online via <http://www.highered.nysed.gov/tcert/teach/>

- 2. Grading, Retention and Dismissal Policies:** Graduate candidates must progress through each of the transition points of the program achieving the required level of competence on all portfolio assignments. In addition, graduate students must maintain at least a "B" average to receive their degree. A GPA of less than 3.0 automatically places the student on academic probation. A candidate/student is disqualified/dismissed from the University if the GPA falls below a 3.0 for two consecutive semesters. A grade of "F" puts the student on academic probation. A second failing course (grade of "F") will automatically disqualify a student from the program.

3. Grade Grievance Procedure

"Occasions may arise when a student does not agree with the grade he or she has received in a course. When this happens, the question of whether the grade should be reconsidered is addressed in two stages" (Canisius University Graduate Catalog, p.18

<https://catalog.canisius.edu/graduate/academics/academic-policies/#grade grievancetext>). Please discuss concerns regarding course grades first with the course

instructor. “If the student and instructor cannot agree on the appropriateness of the grade in question, the student may contact the chair of the instructor’s department, in writing, within ten working days after the meeting with the instructor” (Graduate Catalog, p. 18). For additional information, please review the Graduate Catalog or the Department Assessment Manual located on our Department Home Page (<https://catalog.canisius.edu/graduate/school-education-human-services/counseling-human-services/>) for a more detailed description of the procedure.

4. **Non-Academic Reasons for Dismissal:** In addition to academic questions, and consistent with the ethical standards of the American Counseling Association and University policy, advisors as well as faculty, are responsible to ensure that students are able to be ethical and personally effective in their professional role. Concerns that may prohibit a candidate’s success in the field arising from candidate dispositions or behaviors are not considered confidential and may be discussed among faculty members and University administrators. If concerns arise:
 - i. The professor, advisor or candidate may request a meeting at any time to address the concerns. At this informal stage the advisor or the professor, and the student will review the concerns and discuss possible solutions to enact;
 - ii. If the concerns are not resolved informally or if a formal consideration is warranted without an informal attempt to a solution, a written referral is made to the Chair of the Department, who determines if a Candidate Concerns Committee should consider the concern. The Candidate Concerns Committee reviews the concern and develops a Remediation Plan. In some situations, a Remediation Plan may require personal counseling as a condition for continued enrollment.
 - iii. Failure to meet the conditions of the Remediation Plan will result in a review by the Chairperson who may dismiss the candidate or revise/re-establish the remediation plan. The Department Chairperson may also dismiss a candidate from the program for a single egregious breach of professional and/or ethical behavior.
 - iv. Throughout the advisement process and up to dismissal from the program, the student can explore educational and career alternatives with the program advisor.
 - v. Failure to successfully meet any Transition Point requirement will automatically trigger the candidate concerns process.

** Please see the Department Assessment Manual located on our Department Home Pages for a more detailed description of the process for dealing with candidate concerns.*

5. **Malpractice Insurance:** All candidates are required to have personal professional liability coverage at the start of their practicum experience. Graduate students may want to use the free liability insurance provided with student membership in

the American Counseling Association or the American School Counselors Association.

6. **Faculty Endorsement Policy:** (Letters of Recommendation) Students are advised to seek recommendation letters from faculty members who have had them for multiple courses or are in the best position to comment on their competence, clinical training, and potential for future employment or advanced study. Faculty may only recommend a student for a given area of employment if the student has successfully completed all designated curriculum requirements for the area for which the student is applying. This includes the completion of the required field experiences in each area of specialization. For example, a student applying for a school counselor position would need to fulfill all program requirements in order to be recommended by a faculty member for a position in this area. In addition to direct experience with the graduate student, faculty members will consider input from practicum supervisors when making recommendations. Regarding letters of support, for continued advanced study faculty members take into consideration the student's demonstrated abilities and potential to successfully engage in research and scholarly writing. Our endorsement policy aligns with the 2014 ACA Code of Ethics. Before we endorse current students and/or alumni for future employment or advanced education, faculty ensures that an individual possesses the appropriate training, clinical experience, and competence with a review of one's transcript.
7. **Personal Counseling:** Personal counseling is available at no charge through the Canisius University Counseling Center. The counseling center is not part of our Department and confidentiality matters follow the same principles as any other counseling service. If a student is asked to attend counseling as part of a remediation plan with an advisor, a release form may be sought, but only to disclose that the student has been attending sessions.
8. **A Typical Description** of advisement questions from admission to credentialing may appear as follows:

A candidate seeks information from one of the faculty members in counseling. The candidate may use the web to learn more about the program. The candidate completes and submits an application form to the School of Education and Human Services at Canisius. Concurrently, the candidate also signs up and completes the Department of Counseling and Human Services Screening Process (sheet on board near Tower Office 802). The candidate's faculty advisor reviews the results with the candidate, resolves questions of credit - transfer, and/or waiving courses. As the candidate progresses through the program, one meets/communicates with the faculty-advisor on an as needed basis. During the semester before graduation, the candidate completes the online diploma request form (<http://www.canisius.edu/GradEd/>). Upon graduation, the candidate acts to secure initial credentials in one's specialty area. Advisors continue to be available to graduates for professional

consultation. For school counselors, the new professional completes the additional graduate courses and work experience necessary for permanent/professional certification as mandated by NYSED. For clinical mental health counselors, the new professional applies for a “limited permit” as mandated by the Office of Professions in NY, completes the required 3000 hours of post degree employment, and successfully passes the licensing examination.

CHECKLIST OF CRITICAL STEPS FOR THE MASTER'S DEGREE:

counseling from NYS is required to practice psychotherapy. State certification is required to work as a school counselor. NYS requires a program of 60 graduate hours for the license in Clinical Mental Health Counseling and 60 graduate hours for continuing professional certification in school counseling. A Master's in School Counseling from Canisius completes all academic requirements for School Counseling Certification in NYS, unlike some school counseling programs that require 48 graduate hours, thus requiring school counselors to take an additional 12 hours of study after their Master's Degree. Mental health counselors are required to get approximately 2 years (3000 hours) of work experience within 3 years of receiving a limited permit. School counselors are required to get 3 years of work experience before being eligible for continuing professional certification.

Core Requirements for School Counseling Program and the Clinical Mental Health Counseling Program:

| | |
|---|-------|
| EDC 560 Child Abuse Identification and Reporting Workshop mandated by NYS (completed in EDC 570) | 0 |
| EDC 561 Trauma, Crisis, and Loss | 3 cr. |
| EDC 570 Introduction to Professional Counseling and Ethics | 3 cr. |
| EDC 571 Psychological & Educational Assessment | 3 cr. |
| EDC 572 Career Counseling | 3 cr. |
| EDC 573 Counseling Theories | 3 cr. |
| EDC 574 Group Counseling | 3 cr. |
| EDC 575 Pre-Practicum Helping Skills | 3 cr. |
| EDC 579 Social and Cultural Issues in Counseling | 3 cr. |
| EDC 585 Chemical Dependency and Rehabilitation | 3 cr. |
| EDC 589 Family and Couples Counseling | 3 cr. |
| EDC 593 Lifespan Development | 3 cr. |
| EDC 597 Psychopathology | 3 cr. |
| EDC 615 Research Techniques | 3 cr. |

Additional School Counseling Courses (beyond core) Required for Master's Degree:

| | |
|---|-------|
| EDC 505 Dignity for All Students Act mandated by NYS (completed in EDC590) | 0 |
| EDC 566 School Violence and Intervention Workshop mandated by NYS (completed in EDC 576) | 0 |
| EDC 567 Principles of School Counseling | 3 cr. |
| EDC 576 (with EDC 566) School Clinical Practicum | 3 cr. |
| EDC 590 Advanced School Counseling | 3 cr. |
| EDC 604 School Internship K-8 | 3 cr. |
| EDC 605 School Internship HS | 3 cr. |

not permit EDC 576/577 during one's first semester of study, nor may a candidate take one's Practicum and Internship concurrently.

**Certificate of Advanced Study in Mental Health Counseling (Bridge Program):
Faculty Advisor and Program Coordinator of the Bridge Program:
Dr. Michael Rutter, Dept Co-
Chair Email:
(rutterm@canisius.edu)**

This course of study (typically, 12-18 credit hours) is for candidates who already have a Master's degree in counseling, but do not meet the required coursework and experience for the NYS mental health-counseling license (LMHC). To qualify for this "Bridge Program," candidates should have a Master's degree in school counseling, community agency counseling, college counseling, rehabilitation counseling, and older general counseling degrees. In most cases, Bridge Program students enter the program having completed graduate level counseling courses in professional issues and ethics, counseling theories, human development, counseling skills, group work, assessment, research and program evaluation, social and cultural issues in counseling, and career development. If any of these courses have not been completed, a student will be required to take them as part of their Advanced Certificate program. Candidates who have completed Psychopathology and/or Chemical Dependency as part of their Master's Degree in Counseling may complete their certificate with fewer Advanced Certificate credits.

Individuals with Master's degrees in psychology, school psychology, and social work are not eligible for this program. Candidates who received their Master's in Counseling from an institution other than Canisius University must complete the Counselor Screening Process within their first semester of enrollment.

Along with a master's degree in counseling, our Advanced Certificate Program in Mental Health Counseling satisfies the educational requirements for the New York State mental health counselor license (LMHC). Upon completion of these educational requirements, candidates will need 3,000 hours of supervised experience in the practice of mental health counseling and a passing grade on the National Clinical Mental Health Counseling Examination (NCMHCE) to be eligible for licensure in New York.

Required Courses

| | | |
|-------------|--|----------------|
| EDC 568 | Principles of Clinical Mental Health Counseling (SYNCH ONL) | 3 cr. |
| EDC 585 | Chemical Dependency and Rehabilitation (ASYNCH ONL) | 3 cr. |
| EDC 597 | Psychopathology | 3 cr. |
| EDC 598 | Case Formulation, Treatment Planning & Psychopharmacology (Required prerequisite = EDC 597 Psychopathology) **EDC 598 must be completed BEFORE one enters the MH Internship | 3 cr. |
| EDC 600 | Internship – Full time OR | 6 cr. |
| EDC 601/602 | Internship Part-time 1 & 2 (completed across two semesters) | 3 cr. 3 cr. |

Total Credit Hours for Bridge Program in Mental Health Counseling 18 cr.

Library Note:

In addition to your educational experiences derived directly from your classes, the library offers several important services that you can access through the following web site: <http://library.canisius.edu/>.

Employment Opportunities in Counseling:

New students are often concerned about what they can expect professionally when they complete the program. Follow-up program questionnaires and evaluations completed by former students and supervising professionals keep us informed about what happens to our graduates. While past experiences cannot guarantee future experiences, generally graduates of our program do find jobs in the counseling field and are pleased that they attended Canisius University.

Practicing professionals respect our program and the skills acquired by our graduates. Please see the Department webpage for survey results.

The Use of Technology & Information on Program Announcements: Candidates will be required to use relevant technology throughout the program. Upon entering the program, all students are given a campus email account. Look for your username and other account information on your class registration form.

We also use Facebook for similar purposes. Join the group "**Canisius University Counseling Grads and Alum**" by logging onto Facebook and searching for this group. You can also use Facebook as a social connection with your colleagues and friends that you will meet while in the program.

Many of your classes will use the web-based program called *Desire-2-Learn (D2L)*. It is accessible from the Canisius' portal site <https://my.canisius.edu/>. We communicate with current graduate candidates via either D2L email capabilities or via the Canisius listservs (SAC_grads or CLMHC_grads).

In addition, the Department of Counseling and Human Services website (<https://catalog.canisius.edu/graduate/school-education-human-services/counseling-human-services/>) contains information and support for current students in all our programs.

PROFESSIONAL CREDENTIALS & PROFESSIONAL ASSOCIATIONS:

There are several professional credentials potentially available to counselors. These include the following: School Counselor Certification, Advanced Certification in TESOL Education, Licensed Mental Health Counselor, Certified Rehabilitation Counselor, National Certified Counselor, National Certified Career Counselor, Certified Alcoholism and Substance Abuse Counselor, Licensed Marriage and Family Counselor--and this is not an inclusive list! Two of these credentials -- for school counseling and mental health counseling are particularly relevant to students at Canisius and are discussed below.

1. New York State Certification for School Counseling:

To be eligible for employment as a school counselor, the state education Department must certify all persons. Certification in New York State is a two-stage process of initial certification consisting of education background and three years of professional work experience as a school counselor in order to be eligible for continuing professional certification.

Recent changes in regulations pertaining to New York State Certification for School Counselors specify that the Initial Certification process (requiring completion of your Master's degree) will include evidence of having achieved satisfactory performance on the New York State examination for school counselors. As of this Handbook revision (Summer 2023), no examination has been specified or approved. The anticipated exam date is February 2024.

The web address is <http://www.highered.nysed.gov/tcert/teach/> Assistance with the certification process is available through the Associate Dean located in Bagen Hall, Room 201.

While teachers sometimes take additional workshops in prevention of child abuse, prevention of school violence, and support for the dignity of all students, these topics are part of your curriculum in counseling, and you do not have to take additional workshops. These areas appear on your transcript as EDC 560, EDC 566 and EDC 505 (non-credit courses embedded in regular classes).

When you receive initial certification, you will need 3 years of work experience as a school counselor to qualify for continuing professional certification. Be aware that NYS does not issue a hard copy of provisional certifications. Records of all certificates that expire are maintained within the TEACH program. Once you receive your initial certification a “control number” will become available under the “Certificates” section of TEACH. You will use your “control number” as proof of certification. Be sure to record your TEACH account username, password and when issued, your “control number.” One receives a certificate upon gaining continuing professional certification.

2. Advanced Certification in Teaching English to Speakers of Other Languages (TESOL):

The TESOL Advanced Certificate, in addition to Provisional/Permanent Certification in School Counseling offers courses meeting New York State (NYS) requirements for TESOL certification for grades K-12. Six of the 15 credits of coursework, can be used as “counseling program electives.” The required “supervised field work” can be combined with counseling practicum or internships. See <https://www.canisius.edu/academics/programs/tesol> for more information.

3. Licensed Mental Health Counselor (LMHC):

New York State requires a state license to practice psychotherapy. In addition to academic background, an exam and 2 years of professional experience are required. The LMHC is essential for mental health counselors. Candidates in our program who follow the academic program for mental health counseling are positioning themselves to qualify for this credential. They should obtain a hard copy of the state application material for the license (phone: 518-474-3817, e-mail: (op4info@mail.nysed.gov)). Although professional licenses are provided by individual states, there is a National Counselor Registry, which is administered by the American Association of State Counseling Boards that allows for a shared repository for professional credentials allowing for an easier application process. About half of the states allow for use of the registry. Updated information can be found at www.aascb.org/. Professional counselors who hold related Master’s degrees need additional coursework to qualify for the license and should contact

their program adviser. It is recommended that they apply to the State recognizing that the review will reveal specific courses that will be required.

4. National Certified Counselor (NCC):

Many counselors nationwide have sought the National Certified Counselor (N.C.C.) credential available through the National Board of Certified Counselors. Although the board offers several specialty certifications including certifications in Mental Health Counseling, Supervision, etc., the primary, "generic" credential is the N.C.C. In a number of states, the certification exam for the N.C.C. has been adopted as the state-licensing exam for counselors. This is a credential that endorses quality, but is not currently required of practicing counselors in New York State. However, this credential is widely recognized throughout the country and should be considered by all students. For information and application materials please write to the following address:

NBCC
3 Terrace Way, Suite D
Greensboro, N.C., 27403.
<http://www.nbcc.org>

5. American Counseling Association (ACA) and the American School Counselor Association:

While you will learn more about professional associations as you progress through your studies, you should be aware of ACA. ACA is the major national association for professional counselors and ASCA is the major national association for school counselors. The Department requires membership in a professional association mid-way through your studies. Professional membership gives you a voice in legislative action as it relates to the profession of counseling and those we serve. In addition, you can maintain current information on counseling through the publications and continuing education activities of ACA and ASCA.

One receives free insurance coverage as a student in practica and internship with an active student membership in ACA or ASCA. In addition, a student receives a 50% discount with membership fees through one's first year as a professional counselor (following graduation).

In addition, there are several state and local professional associations. These groups operate on their respective levels in a similar manner as the national association. Look for application brochures outside our department's office 802 in Churchill Tower. The addresses for the ACA and other NYS associations are listed below:

- American Counseling Association (ACA)
 - 599 Stevenson Avenue
 - Alexandria, VA 22304
 - (703) 823-9800 or (800) 347-6647

- American School Counselor Association
 - 1101 King Street, Suite 310, Alexandria VA 22314
 - (703) 683-ASCA
 - <https://www.schoolcounselor.org>

- New York Mental Health Counselors Association (NYMHCA)
 - <http://www.nymhca.org>
 - We encourage candidates' membership in NYMHCA. The LMHC within NYS continues evolving and the horizon changes. NYMHCA members have the best chance for ongoing updates.

- New York State School Counseling Association
 - PO Box 217
 - Leicaster, NY 14481
 - <http://www.nyssca.org/>

PRACTICUM AND INTERNSHIP COURSES:

There is one practicum (Total 100 hrs) and internship experiences (Total 600 hrs) in each program. All practicum and internships are field-based experiences, which include a weekly seminar at the University. Although students must spend at least one day or its equivalent at the practicum site, students may negotiate more time in the field with cooperating counselors. All students must have completed the Second Transition Point in the program including at least one semester of academic courses before taking the practicum. **EDC 575 Pre-Practicum occurs before the practicum. Successful completion of Pre-Practicum represents an overall grade of B or better. The courses EDC 570 Foundations, EDC 573 Counseling Theories, and either EDC 567 or 568 Principles (of School Counseling or Clinical Mental Health) are pre-requisite courses to Practicum (576/577). Students must have a 3.0 GPA/B average to take practicum. *If you have less than a 3.0 GPA you will not be able to submit your practicum/internship application form.* Applications are due September 15th for spring and February 1st for summer and fall.**

Discussion regarding appropriate professional dispositions required for Practicum, in addition to the application process, occurs in Pre-Practicum (EDC 575). Students are responsible for completing their online application for practicum and internship prior to the noted due dates. An email will be sent to the students prior to the due date with the required application link. Paper copies of practicum and internship applications will not be accepted.

In-person counseling experience is essential for counselors-in-training. Therefore, the Department maintains a strong preference that students in practicum or internship be placed in settings that afford them the opportunity to perform in-person assessment and counseling for a majority of their direct hours requirements. Modification of this requirement will be considered in the event of future COVID-related challenges.

Clinical Mental Health Program: **Pre-requisites for EDC 577:** 568 Principles of Mental Health Counseling, 575 Pre-Practicum and 597 Psychopathology.

Pre-requisite for EDC 600/601/602: EDC 598 Case Conceptualization, Tx Planning and Psychopharmacology.

School Counseling Program: **Pre-requisites for EDC 576:** 567 Principles of School Counseling & 575 Pre-Practicum.

One completes the school internship over two semesters (300 hrs each semester). One placement is at a high school and one placement is at an elementary or middle school. The practicum is a pre-requisite for the school (and mental health) internship.

Unless otherwise directed by a professor, please follow the procedures listed below.

***REQUEST FOR PRACTICUM & INTERNSHIP FORM & STUDENT
AGREEMENT FORM***

- *For Spring Practicum & Internships – DUE SEPTEMBER 15th*
- *For Summer and/or Fall Practicum & Internships – DUE FEBRUARY 1st*

SUBMISSION OF PRACTICUM AND INTERNSHIP APPLICATIONS

Students will complete and submit practicum and internship applications electronically.

Electronic Submission: Students will apply electronically for practicum/internship. Practicum and internship applications will be sent out electronically in advance of the deadline date by the Department's Administrative Associate. Students are responsible for completing their online application for practicum and internship. An email will be sent to the students prior to the due date with the required application link. Paper copies of practicum/internship applications will not be accepted.

Failure to submit your application by the “due date” noted above (September 15th for spring placement or February 1st for summer and fall) may prohibit you from placement. Our Placement Coordinator, Ms. Pace pacet@canisius.edu, makes the initial contact on behalf of our students. Placement at “requested sites” may not be possible for a number of reasons. **Please do not contact prospective sites/supervisors at school districts or agencies without prior approval from Ms. Pace.**

Ms. Pace provides practicum applicants with contact information regarding one's cooperating counselor and the site. A student may forfeit a site and thus prevented from taking practicum/internship during a preferred semester for the following reasons:

- If a student fails to communicate with one's prospective cooperating counselor in a timely fashion to schedule an interview & orientation to one's site;
- If the cooperating counselor determines that the Canisius student may be a poor fit with the proposed site and/or cooperating counselor; and/or
- If the student turns down the site offered by the Placement Coordinator.

Cooperating Counselors Handbooks: The Department provides candidates with a copy of the Cooperating Counselor Handbooks for all field experiences, distributed by hand, on D2L and the Department webpage at the start of the Practicum/Internship seminar. These handbooks guide you and your cooperating counselor in shaping activities appropriate to your level of skill as you progress through your education as a counselor. The Department presumes that the particular nature of each field site will influence the activities of the student. These handbooks are available for viewing at any time on the Department website.

Please see the Department website to download a copy of a practica or internship Cooperating Counselor Handbook.

<https://sites.google.com/my.canisius.edu/cooperatingcounselors/home>

The Counselor Preparation Comprehensive Examination

The Counselor Preparation Comprehensive Examination (CPCE) (0 credits) created by the Research and Assessment Corporation for Counseling, (an affiliate of the National Board for Certified Counselors) determines whether students have attained a minimum level of knowledge in the field of counseling.

One can complete the CPCE during the Summer, Fall and Spring semesters by registering for “EDC 606 Comprehensive Exam” during course registration in the Fall, Spring and Summer registration periods. One traditionally completes the CPCE the same semester as completing the Internship. There is no official course associated with EDC 606. During the online registration process for the CPCE, students will pay the examination fee of \$75.00. The CPCE assesses a candidate’s knowledge of the eight common-core areas as defined by CACREP:

1. Professional Orientation and Ethical Practice
2. Social and Cultural Diversity
3. Human Growth and Development
4. Career Development
5. Helping Relationships
6. Group Work
7. Assessment
8. Research and Program Evaluation

Core classes within the Department cover the content addressed in the CPCE. A review of core course materials may be the best way to prepare for the exam. A list of study guides is available at: [CPCE Study Materials List](#). The Canisius University library also contains CPCE study materials.

Candidates will receive the results of the CPCE immediately upon completion/submission of the online examination. To pass the CPCE, students need an overall score that falls at or above 1 Standard Deviation below the national mean. As noted above, if one fails the CPCE on their first attempt, this will result in a remediation plan (essay questions) that will cover the subtests where one scored less than 1 SD below the national mean.

For further information about the CPCE please click on the link:

<https://www.cce-global.org/assessmentsandexams/cpce>

PROGRAM SURVEYS:

The Department conducts regular surveys with existing graduate students from our program, cooperating counselors who work with our students in practicum and internships, employers of our graduates and on graduate students who have completed the program. We request alumni remain “in touch” with the Department to assist us with the survey information.

PLEASE REFER TO THIS HANDBOOK AS YOU PROGRESS THROUGH YOUR STUDIES.

APPENDIX 1

Professional Background of Full Time Professors

Holly D'Angelis, Ph.D. (Department Co-Chair) joined the faculty in the Department in 2004. She received her Doctorate in Counselor Education from the University of New Orleans. She has a minor in Human Performance and Health Promotion. Her research interests currently center in the area of Wellness and PTSD. Originally, from the state of Washington, she has experience in couples, family, and community counseling as well as in public schools. Dr. D'Angelis has organized a number of continuing education activities at Canisius University, which are available to students and to practicing professional counselors. Dr. D'Angelis teaches Principles of Mental Health Counseling, Counseling Theory, Group Counseling, Practicum, and Internship. She enjoys nature and outdoor recreational activities and loves to spend time with her family, friends, and pets. She is an avid track and field fan and loves to travel.

Michael E. Rutter, Ph.D. (Department Co-Chair; Clinical Mental Health Counseling Program Coordinator & Mental Health Bridge Program Coordinator) joined the Canisius University faculty in the Fall of 2000. Before joining our core-full-time faculty, Dr. Rutter served as an adjunct faculty member at Canisius University for more than ten years. His courses include: Psychopathology, Case Conceptualization, Treatment Planning and Psychopharmacology, Mental Health Practicum and Mental Health Internship. In addition, Dr. Rutter has more than forty years of professional clinical experience working with children, adolescents, and adults in both inpatient and outpatient settings. He has been a trainer and consultant to numerous psychiatric hospitals. Dr. Rutter is a licensed psychologist and maintains a private practice in Williamsville, NY. This enables him to effectively integrate counseling theory and clinical practice. Primary research interests include clinical supervision, career development, mentoring, and stress resilience and coping. He is actively involved in clinical supervision and leads several supervision groups of practicing counselors.

Dave Farrugia, Ph.D. (School Counseling Program Coordinator) has been a member of the faculty at Canisius University since 1981. In 2008, he received the Canisius University Koessler Distinguished Professor Award. He teaches the following courses in the counseling program: Counseling Theory, Practicum, Principles of School Counseling and Managing School Counseling Programs. Dr. Farrugia has maintained a private practice in counseling throughout his tenure at Canisius. Due to his private work, he is able to ground his courses in the everyday practicality of experience. He presents materials in a variety of teaching formats and continually updates his methods of teaching. Dr. Farrugia is a Licensed Mental Health Counselor, a National Certified Counselor, and a Certified Rehabilitation Counselor. He has worked in both school and agency settings. He also has a background in the field of deafness and hearing impairment. His publications are eclectic, reflecting his diverse interests in the field.

Some of the titles of published works include “Recognizing Emerging Borderline Personalities”, “The Experience of the Family When a Child Dies”, “An Adlerian

Perspective for Understanding Deafness”, “Recognizing and Treating Adults with Attention Deficit Disorders”, “Exploring the Counselor’s Role in ‘Right to Die’ Decisions”, “Selfishness, Greed, and Counseling” and “Working with Clients who are in Chronic Pain”. In addition to his professional background, Dr. Farrugia is a father of three and an active windsurfer, sailor, tennis player, and skier.

Ann Marie C. Lenhardt, Ph.D. has been a member of the Canisius University faculty since 1989. Her relevant experience includes: eleven years of teaching, counseling, and administrative work in secondary schools (both public, private inner city and suburbs). She has experience as a Trainer and Research Associate at Carnegie-Mellon University Teachers Center, and has done clinical practice with families and individuals. Dr. Lenhardt is a Licensed Mental Health Counselor (LMHC) and a National Certified Counselor (N.C.C.). In 2011, she received the Canisius University Kenneth L. Koessler Distinguished Faculty Award. Her specialty instructional areas are Group Dynamics, Family Counseling and Supervision. Her primary research focus has been Prevention/Intervention Programming for children at-risk. In addition, other areas of interest include: dying, loss and grieving issues, school-based drug and alcohol prevention and intervention models, Wellness, and leadership programs for adolescents. Dr. Lenhardt has received federal grants and awards from the U.S. Department of Education and she has national recognition as a school violence/safety specialist/NYS certified violence instructor. She is an active mother of three. Intermittently she plays tennis, does aerobics, and tries to appreciate the arts.

James P. Donnelly, Ph.D., joined the Counselor Education faculty in 2012. Dr. Donnelly is also Director of Measurement and Statistics at the Institute for Autism Research at Canisius. He is a licensed psychologist who earned his undergraduate degree in Psychology at Allegheny College, Master’s in Social-Environmental Psychology at Claremont Graduate University and Ph.D. in Counseling Psychology at the University at Buffalo. He has over 30 years of experience in counseling, research, and teaching. Prior to Canisius, he was a Medical Psychologist and Quality of Life Research Scientist at Roswell Park Cancer Institute and Director of Research at the Center for Hospice and Palliative Care. Dr. Donnelly was a faculty member at the University at Buffalo, where he was Director of the Doctoral Program in Counseling/School Psychology. His interests include health, quality of life, and research methods.

APPENDIX 2

ON-LINE APPLICATION FOR SCHOOL COUNSELOR CERTIFICATION

Student Application Information Sheet

New York State Certification online application:

TEACH directions

First: Create User Login and Password – (Social Security # is required) *It is critical to keep a record of your control number after you create an account!**

To apply online, you will enter TEACH online services via the Office of Teaching Initiatives Website at

<http://www.highered.nysed.gov/tcert> and create a TEACH login and password at the New York State Directory Services site. After accessing the NYSED web site, click on the TEACH Online Services Icon located on the right. Then choose either

- Self-Registration or
- Login to TEACH.

Instructions guide you through this process. Once you have created your login and password, this step is completed, and you never have to repeat this process (unless you forget your password).

Second: Creating a TEACH Account & Completing the Application

Step 1: Create Applicant Profile

Enter your personal information and preferences (such as opting to be included in the statewide teacher clearinghouse or having correspondence transmitted via email). Clicking *Teach OnLine Services Icon* takes you to Teach Home. Click any of the menus to begin entering information. Once in a menu, you always have the option to click the EDIT icon to make changes or add additional information. Once one enters information, it cannot be deleted. You may ignore old/incorrect information and new information typed on new lines.

SELECT: Approved New York Teacher Certification Programs

Be sure to include previous Master's degrees and Bachelor's degrees. Have a line for each.

Institution Name: Canisius University

Award Title: Master of Science: degree requirements have been completed (48 Master's degree credits) **OR**

Advanced Certificate: Master's degree credits are completed. Advanced certificate requires 12 post-master's credits. *(This can be completed later – your control number from your provisional certification is required for application for the advanced/permanent certificate)*

Program Codes:

- 4312 for Master of Science or
- 81101 Counselor Education for Advanced Certificate

Major: Pupil Personnel Services

Date Degree Received: / /

[Format: mm/dd/yyyy] TEACH System Will Not accept future dates.

Date Attended From: / / [Format: m/dd/yyyy]

Date Attended To: / / [Format: mm/dd/yyyy]

Number of Credits:

List Master's degree and number of credits first. Then add a second row with Advanced Certificate and the number of credits. (If applicable)

Step 2: Select Certificate(s) from the Teach Home Page

Use the following information to select the appropriate certificate title and type:

Select your Area of Interest: **Administration & Pupil Personnel Services**

Select your Subject Area: **School Counseling**

Select the Grade Level: **Pre K-12 All Grades**

Select the Title: **School Counselor**

Select the Type of Certificate: **Provisional (Master's) or Permanent (Advanced Cert.)**

Click the add button on the lower right.

Enter program code again:

- **4312 (Master's Degree) OR**
- **81101 Advance Certificate**, then click **SUBMIT**.

Check information carefully, then select the radio button to *apply for that certificate*.

Continue through the application answering all required questions; sign the affidavit and application; and make your payment. Pay online using a credit card **or** print out the payment coupon and mail in a US Postal Money Order.

Print paper copies from TEACH, save with your records.

Canisius University:

Contact by email Only

Dr. Nancy Wallace, Dean Graduate Ed.

<mailto:wallacen@canisius.edu>

New York State Education Dept. Technical support available

Web <http://www.highered.nysed.gov/tcert/teach/report.html>

Contact Info: Monday - Friday from 8:00 a.m.-- 6:30 p.m. at (518) 486-6041.

APPENDIX 3

Recommended Sequence of Studies - School Counseling Program

*The University reserves the right to cancel, reschedule or adjust classes as necessary.

Note:

EDC 567 ONL *Principles of School Counseling* – taught Fall semester only (Online Class).

EDC 590 *Advanced School Counseling Done with EDC 505 (Dignity for All Students DASA)* taught in the Spring Semester ONLY.

EDC 597 *Psychopathology* taught in the Fall and Spring Semesters

(Additional required courses will be taught in the Fall and Spring semesters, and occasionally during the Summer semester as long as enrollment allows.

Please note: School Practicum/Internship are not available during the Summer semester.)

Recommended Sequence of Classes – School Counseling Program

*The University reserves the right to cancel, reschedule or adjust classes as necessary.

School Counseling: Four Classes/Semester

| | |
|--|--|
| CLASSES: 4 Per Semester | |
| School Program Four Classes/ Semester Fall Start | School Program Four Classes/ Semester Spring Start |
| | |
| Fall Semester | |
| EDC 570 (with 560) Intro to Prof. Counseling and Ethics | |
| EDC 573 Counseling Theory | |
| EDC 567 (ONL) Principles of School Counseling | |
| EDC 597 Psychopathology | |
| | |
| <u>Spring Semester</u> | <u>Spring Semester</u> |
| EDC 561 Trauma, Crisis, and Loss | EDC 570 (with 560) Intro to Prof. Counseling and Ethics |
| EDC 572 (ASYNCH ONL) Career Counseling | EDC 573 Counseling Theory |
| EDC 571 Psych & Ed Assessment | EDC 597 Psychopathology |
| EDC 575 Pre-Practicum | EDC 593 (ASYNCH ONL) Lifespan Development |
| | |
| Fall Semester | Fall Semester |
| EDC 576 (with EDC 566) School Clinical Practicum | EDC 567 (ONL) Principles of School Counseling |
| EDC 574 Group Counseling | EDC 572 (ASYNCH ONL) Career Counseling |
| EDC 593 (ASYNCH ONL) Lifespan Development | EDC 561 Trauma, Crisis, and Loss |
| Elective (3 one credit classes) | EDC 575 Pre-Practicum |
| | |
| <u>Spring Semester</u> | <u>Spring Semester</u> |
| EDC 604 Internship K-8 (SYNCH ONL) | EDC 576 (with EDC 566) School Clinical Practicum |
| EDC 585 Chemical Dependency and Rehabilitation (ASYNCH ONL) | EDC 571 Psych & Ed Assessment |

| | |
|---|--|
| EDC 590 (ONL) Advanced School Counseling | EDC 574 Group Counseling |
| EDC 579 Social and Cultural issues in Counseling | EDC 590 (ONL) Advanced School Counseling |
| Fall Semester | Fall Semester |
| EDC 605 Internship HS (SYNCH ONL) | EDC 604 Internship K-8 (SYNCH ONL) |
| EDC 589 Family and Couples | EDC 579 Social and Cultural issues in Counseling |
| EDC 615 (ASYNCH ONL) Research Elective (EDC 564) | EDC 615 (ASYNCH ONL) Research Elective (EDC 564) |
| CPCE (0 credits) | |
| | |
| | Spring Semester |
| | EDC 605 Internship HS (SYNCH ONL) |
| | EDC 589 Family and Couples |
| | EDC 585 Chemical Dependency and Rehabilitation (ASYNCH ONL) |
| | Elective (3 one credit courses) |
| | CPCE (0 credits) |

School Counseling: Three Classes Per Semester

| School Program Three Classes/ Semester Fall Start | School Program Three Classes/ Semester Spring Start |
|---|---|
| Fall Semester | |
| EDC 570 (with 560) Intro to Prof. Counseling and Ethics | |
| EDC 573 Counseling Theory | |
| EDC 567 (ONL) Principles of School Counseling | |
| Spring Semester | |
| EDC 593 (ASYNCH ONL) Lifespan Development | EDC 570 (with 560) Intro to Prof. Counseling and Ethics |
| EDC 579 Social and Cultural issues in Counseling | EDC 573 Counseling Theory |
| EDC 571 Psych & Ed Assessment | EDC 579 Social and Cultural issues in Counseling |
| Fall Semester | |
| EDC 572 (ASYNCH ONL) Career Counseling | EDC 567 (ONL) Principles of School Counseling |
| EDC 597 Psychopathology | EDC 597 Psychopathology |
| EDC 589 Family and Couples | EDC 574 Group Counseling |
| Spring Semester | |
| EDC 575 Pre-Practicum | EDC 593 (ASYNCH ONL) Lifespan Development |
| EDC 561 Trauma, Crisis, and Loss | EDC 561 Trauma, Crisis, and Loss |
| EDC 574 Group Counseling | EDC 571 Psych & Ed Assessment |
| Fall Semester | |
| EDC 576 (with EDC 566) School Clinical Practicum | EDC 575 Pre-Practicum |
| EDC 585 Chemical Dependency and Rehabilitation (ASYNCH ONL) | EDC 572 (ASYNCH ONL) Career Counseling |
| Elective (3 one credit classes) | EDC 585 Chemical Dependency and Rehabilitation(ASYNCH ONL) |

| | |
|---|---|
| | |
| <u>Spring Semester</u> | <u>Spring Semester</u> |
| EDC 604 Internship K-8 (SYNCH ONL) | EDC 576 (with EDC 566) School Clinical Practicum |
| EDC 615 (ASYNCH ONL) Research | EDC 615 (ASYNCH ONL) Research |
| EDC 590 (ONL) Advanced School Counseling | EDC 590 (ONL) Advanced School Counseling |
| | |
| <u>Fall Semester</u> | <u>Fall Semester</u> |
| EDC 605 Internship HS (SYNCH ONL) | EDC 604 Internship K-8 (SYNCH ONL) |
| Elective (EDC 564 Gender/Sexuality) | EDC 589 Family and Couples |
| CPCE (0 credits) | Elective (EDC 564 Gender/Sexuality) |
| | |
| | <u>Spring Semester</u> |
| | EDC 605 Internship HS (SYNCH ONL) |
| | Elective (3 one credit classes) |
| | CPCE (0 credits) |

Summer Start (work with Academic advisor Re. course availability)

Recommended Sequence of Studies: FT Clinical Mental Health (CLMHC)

*The University reserves the right to cancel, reschedule or adjust classes as necessary.

Note:

EDC 568 ONL *Principles of Mental Health Counseling* – Online synchronous class: Taught Spring semester only.

EDC 597 *Psychopathology* taught in the Fall and Spring Semesters

EDC 598 *Case Conceptualization, Tx Planning and Psychopharmacology* taught Fall semester only.

***EDC 597** Psychopathology is a Prerequisite to EDC 598 Case Formulation, Tx Planning & Psychopharmacology

***EDC 597, 575 and 568** are Prerequisites to EDC 577 Clinical Mental Health Practicum

***EDC 598** is a prerequisite to EDC 600/601/601

(Additional required courses will be taught in the Fall and Spring semesters, and occasionally during the Summer semester as long as enrollment allows.

The Summer semester offers limited agency placements for Summer seminars for Practicum/Internship.

Mental Health: Four Classes/Semester

| Mental Health Program Four Classes/Semester Fall Start | Mental Health Program Four Classes/Semester Spring Start |
|--|--|
| | |
| <u>Fall Semester</u> | |
| EDC 570 (with 560) Intro to Prof. Counseling and Ethics | |
| EDC 573 Counseling Theory | |
| EDC 579 Social and Cultural issues in Counseling | |
| EDC 593 (ASYNCH ONL) Lifespan Development | |
| | |
| <u>Spring Semester</u> | <u>Spring Semester</u> |
| EDC 568 (SYNCH ONL) Principles of Mental Health Counseling | EDC 570 (with 560) Intro to Prof. Counseling and Ethics |
| EDC 571 Psych & Ed Assessment | EDC 573 Counseling Theory |
| EDC 597 Psychopathology | EDC 568 (SYNCH ONL) Principles of Mental Health Counseling |
| EDC 572 (ASYNCH ONL) Career Counseling | EDC 597 Psychopathology |
| | |
| <u>Fall Semester</u> | <u>Fall Semester</u> |
| EDC 574 Group Counseling | EDC 571 Psych & Ed Assessment |
| EDC 561 Trauma, Crisis, and Loss | EDC 579 Social and Cultural issues in Counseling |
| EDC 575 Pre-Practicum | EDC 572 (ASYNCH ONL) Career Counseling |
| EDC 598 Case Form., Tx. Planning & Psychopharmacology | EDC 598 Case Form., Tx. Planning & Psychopharmacology |
| | |
| <u>Spring Semester</u> | <u>Spring Semester</u> |
| EDC 577 Mental Health Clinical Practicum | EDC 593 (ASYNCH ONL) Lifespan Development |
| EDC 585 Chemical Dependency and Rehabilitation (ASYNCH ONL) | EDC 575 Pre-Practicum |

| | |
|---|--|
| EDC 589 Family and Couples | EDC 574 Group Counseling |
| Elective (3 one credit courses) | EDC 561 Trauma, Crisis, and Loss |
| | |
| Fall Semester | Fall Semester |
| EDC 600 Internship (SYNCH ONL) | EDC 577 Mental Health Clinical Practicum |
| Elective (EDC 564 Gender/Sexuality) | EDC 585 Chemical Dependency and Rehabilitation (ASYNCH ONL) |
| EDC 615 (ASYNCH ONL) Research | EDC 615 (ASYNCH ONL) Research |
| CPCE (0 credits) | Elective (EDC 564 Gender/Sexuality) |
| | |
| | <u>Spring Semester</u> |
| | EDC 600 Internship (SYNCH ONL) |
| | EDC 589 Family and Couples |
| | Elective (3 one credit courses) |
| | CPCE (0 credits) |

Mental Health: Three Classes/Semester

| Three Per Semester | |
|---|---|
| Mental Health Program Three Classes/Semester Fall Start | Mental Health Program Three Classes/Semester Spring Start |
| | |
| <u>Fall Semester</u> | |
| EDC 570 (with 560) Intro to Prof. Counseling and Ethics | |
| EDC 573 Counseling Theory | |
| EDC 593 (ASYNCH ONL) Lifespan Development | |
| | |
| <u>Spring Semester</u> | <u>Spring Semester</u> |
| EDC 568 (SYNCH ONL) Principles of Mental Health Counseling | EDC 570 (with 560) Intro to Prof. Counseling and Ethics |
| EDC 579 Social and Cultural issues in Counseling | EDC 573 Counseling Theory |
| EDC 597 Psychopathology | EDC 568 (SYNCH ONL) Principles of Mental Health Counseling |
| | |
| <u>Fall Semester</u> | <u>Fall Semester</u> |
| EDC 572 (ASYNCH ONL) Career Counseling | EDC 593 (ASYNCH ONL) Lifespan Development |
| 571 Psych & Ed Assessment | EDC 571 Psych & Ed Assessment |
| Elective (EDC 564 Gender/Sexuality) | EDC 597 Psychopathology |
| | |
| <u>Spring Semester</u> | <u>Spring Semester</u> |
| EDC 589 Family and Couples | EDC 579 Social and Cultural issues in Counseling |
| EDC 561 Trauma, Crisis, and Loss | EDC 585 Chemical Dependency and Rehabilitation (ASYNCH ONL) |
| EDC 574 Group Counseling | EDC 574 Group Counseling |
| | |
| <u>Fall Semester</u> | <u>Fall Semester</u> |
| EDC 575 Pre-Practicum | EDC 615 (ASYNCH ONL) Research |
| EDC 598 Case Form., Tx. Planning & Psychopharmacology | EDC 598 Case Form., Tx. Planning & Psychopharmacology |
| EDC 585 Chemical Dependency and Rehabilitation (ASYNCH ONL) | EDC 589 Family and Couples |

| | |
|--|---|
| Spring Semester | Spring Semester |
| EDC 577 Mental Health Clinical Practicum | EDC 575 Pre-Practicum |
| EDC 615 (ASYNCH ONL) Research | EDC 561 Trauma, Crisis, and Loss |
| Elective (3 one credit courses) | Elective (3 one credit courses) |
| | |
| Fall Semester | Fall Semester |
| EDC 600 Internship (SYNCH ONL) | EDC 577 Mental Health Clinical Practicum |
| CPCE (0 credits) | EDC 572 (ASYNCH ONL) Career Counseling |
| | Elective (EDC 564 Gender/Sexuality) |
| | |
| | Spring Semester |
| | EDC 600 Internship (SYNCH ONL) |
| | CPCE (0 credits) |

APPENDIX 4

AVAILABILITY OF COURSES & NOTED PREREQUISITE REQUIREMENTS

*The University reserves the right to cancel, reschedule or adjust classes as necessary.

Please pay careful attention to the availability of courses per the listing below; please plan your schedule accordingly.

Summer classes included the offering of elective courses. The Department cannot guarantee Core and/or Specialization classes (unless noted) during summer sessions. Summer class hours differ from the Academic Year (Fall and Spring semesters).

Consult with your academic advisor regarding a study plan. One does not want to be in jeopardy of not finishing one's degree due to a scheduling issue!!

Core Courses (Both Programs):

| <u>COURSE</u> | <u>SEMESTER</u> |
|---|-----------------------|
| EDC 561 Trauma, Crisis and Loss | Fall & Spring |
| EDC 570 Introduction to Professional Counseling & Ethics Done with EDC 560 Child Abuse & Prevention | Fall & Spring |
| EDC 571 Psychological and Educational Assessment | Fall & Spring |
| EDC 572 Career Counseling | Fall & Spring |
| EDC 573 Counseling Theories | Fall & Spring |
| EDC 574 Group Counseling | Fall & Spring |
| EDC 575 Pre-Practicum Helping Skills | Fall, Spring & Summer |
| EDC 579 Social and Cultural Issues in Counseling | Fall & Spring |
| EDC 585 Chemical Dependency and Rehabilitation | Fall & Spring |
| EDC 589 Family and Couples Counseling | Fall & Spring |
| EDC 593 Lifespan Development | Fall & Spring |
| EDC 597 Psychopathology | Fall & Spring |

| | |
|-----------------------------|---------------|
| EDC 615 Research Techniques | Fall & Spring |
|-----------------------------|---------------|

School Counseling Courses (Beyond Core):

| <u>COURSE</u> | <u>SEMESTER</u> |
|--|------------------------|
| EDC 567 Principles of School Counseling | Fall |
| 576 School Practicum Done with EDC 566 School Violence Prevention | Fall & Spring |
| EDC 590 Advanced School Counseling Done with EDC 505 DASA Dignity for All Students | Spring |
| EDC 604 School Internship K – 8 | Fall & Spring |
| EDC 605 School Internship High School | Fall & Spring |

Mental Health Counseling Courses (Beyond Core):

| <u>COURSE</u> | <u>SEMESTER</u> |
|--|------------------------|
| EDC 568 Principles of Community Mental Health Counseling | Spring |
| EDC 577 Clinical Practicum (Agency) | Fall, Spring & Summer |
| EDC 598 Case Formulation, Tx Planning, and Psychopharmacology | Fall |
| EDC 600 Internship (FT) OR EDC 601 and EDC 602 Internship (Half-Time Over 2 Semesters) | Fall, Spring & Summer |

APPENDIX 5

Course Prerequisite Requirements:

Note: This is not a complete curriculum listing. Only courses with requisites are listed

Prerequisite = must take the prerequisite course before course indicated
Co-requisite = must take at the same time as the course indicated

Concurrent Requisite = must take the requisite course before or at least at the same time as the course indicated

Core Courses: School Counseling and Community Mental Health Counseling

| | |
|--|----------------------------------|
| EDC 560 Child Abuse Prevention (No Credit, Corequisite “Lab” Done Within EDC 570) | (570 Corequisite) |
| EDC 561 Trauma, Crisis and Loss | (570 & 573) |
| EDC 570 Introduction to Professional Counseling & Ethics | (560 Corequisite) |
| EDC 571 Psychological and Educational Assessment | (570 Concurrent) |
| EDC 572 Career Counseling (ASYNCH ONL) | (570 Concurrent) |
| EDC 573 Counseling Theories | (570 Concurrent) |
| EDC 574 Group Counseling | (570 Concurrent) |
| EDC 575 Pre-Practicum Helping Skills | (570 & 573) |
| EDC 579 Social and Cultural Issues in Counseling | (570 Concurrent) |
| EDC 585 Chemical Dependency and Rehabilitation | NONE |
| EDC 589 Family and Couples Counseling | (570 Concurrent) |
| EDC 593 Lifespan Development (ASYNCH ONL) | (570 Concurrent) |
| EDC 597 Psychopathology | (570 Concurrent) |
| EDC 615 Research Techniques (ASYNCH ONL) | (570 & 571 Prerequisite) |

School Counseling Specialization

| | |
|--|-----------------------------------|
| EDC 505 DASA Dignity for All Students Act (No Credit, Corequisite Done With EDC 590) | (590 Corequisite) |
| EDC 566 School Violence Prevention (No Credit, Corequisite “Lab” Done Within EDC 576) | (576 Corequisite) |
| EDC 567 Principles of School Counseling (ASYNCH ONL) | (570 Prerequisite) |
| EDC 576 School Practicum | (567 & 575 Prerequisites) |
| EDC 590 Advanced School Counseling (ASYNCH ONL) | (505 Corequisite) |
| EDC 604 School Internship K-8 (SYNCH ONL) | (576 Prerequisite) |
| EDC 605 High School Internship (SYNCH ONL) | (576 Prerequisite) |

Mental Health Counseling Specialization (PREREQUISITE COURSES)

| | |
|--|--|
| EDC 568 Principles of Community Mental Health Counseling (SYNCH ONL) | (570 Prerequisite) |
| EDC 577 Clinical Mental Health Practicum | (568, 575 & 597 Prerequisites) |
| EDC 598 Case Formulation, Tx Planning & Psychopharmacology | (597 Prerequisite) |
| EDC 600 Internship Full-Time (SYNCH ONL) | (577, 597 & 598 Prerequisites) |
| EDC 601 Internship Part-Time One (SYNCH ONL) | (577, 597 & 598 Prerequisites) |
| EDC 602 Internship Part-Time Two (SYNCH ONL) (Half-Time Over 2 Semesters) | (601 Prerequisite) |

NOTE: In rare and unique circumstances, a prerequisite course may be waived dependent upon conversations and documentation given to one’s academic advisor.

APPENDIX 6

Certificate of Advanced Study in School Counseling (CAS)

Registration Procedure for the CAS and Additional Coursework

Graduates of the 48-hour Master's Degree Program in School Counseling who plan on seeking Permanent Certification in New York State (NYS), must obtain an additional 12 hours of graduate credit in order to meet the academic requirements for NYS. You may either continue your studies or acquire the necessary course work, or you may take the coursework sometime before your provisional certification expires. Note that work experience is also part of the requirements for Permanent Certification.

For Canisius University to endorse your application for permanent certification in NYS, you must complete the Certificate of Advanced Study (CAS). To enroll in the CAS you need to complete an abbreviated application form at <https://admissions.canisius.edu/apply/>. Assuming you take classes directly *after* receiving your Master's Degree, the application should be completed during your first semester of post graduate work. If you are not enrolled for a semester or more, you must complete the abbreviated application *before* enrolling and taking the additional classes noted below.

For further questions regarding the abbreviated application form to enroll in the Certificate of Advanced Study, please contact Graduate Admissions at 716-888-2545.

For questions regarding CAS additional coursework, please contact Dr. Farrugia (Email: farrugia@canisius.edu), School Counseling Program Coordinator, or your assigned advisor.

Advanced Study for Permanent Certification (NYS School Counseling for Students/Alumni who Entered the School Counseling Program Before the Fall of 2021 (Not Required in Mental Health)).

| | | |
|----------|--|-------|
| EDC 590 | Advanced School Counseling (ONL) | 3 cr. |
| EDC 585 | Chemical Dependency and Rehabilitation (ONL) | 3 cr. |
| | | 3cr. |
| Elective | | |
| Elective | | 3 cr. |

APPENDIX 7

State Certification Educational Requirements (School Counseling and Mental Health) Agreements: New York

Please see the American School Counseling Association's Website for the most updated information

School Counseling: <https://www.schoolcounselor.org/About-School-Counseling/State-Requirements-Programs/State-Licensure-Requirements>

Mental Health:
<https://www.counseling.org/knowledge-center/licensure-requirements>

APPENDIX 8

Professional Counselor Licensure/Certification Boards for Each State

Link to ACA Website:

<https://www.counseling.org/knowledge-center/licensure-requirements/state-professional-counselor-licensure-boards>

APPENDIX 9

School Counselor Licensure/Certification Agencies for Each State

Link to ACA Website:

<https://www.counseling.org/knowledge-center/licensure-requirements/state-school-counselor-certification-licensure-agencies>

Check <https://counselor-license.com/resources/state-counselor-license/> for updated information re. Licensed Professional Counselor credential and State-by-State Licensing Guide