



KUTZTOWN
U N I V E R S I T Y

Department of Counselor Education and Student Affairs

STUDENT HANDBOOK



Department of Counselor Education and Student Affairs

STUDENT HANDBOOK

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Department of Counselor Education and Student Affairs

STUDENT HANDBOOK

WELCOME!

Welcome to the Department of Counselor Education and Student Affairs (COHS) at Kutztown University! We wish you abundant success in your academic and career endeavors. COHS programs provide the curricular instruction and clinical experiences expected of professional counselors in the 21st century. As you progress through your degree program, you will gain the knowledge, skills, and experience needed for success working with individuals across the lifespan. You will have the opportunity to work with nationally recognized faculty, participate in research and service projects, participate in a wide range of hands-on counseling activities, and develop life-long friendships with fellow students. COHS graduates go on to become Licensed Professional Counselors, Licensed Marriage and Family Therapists, Certified Addiction Counselors, and Certified School Counselors. Additionally, several department graduates have chosen to further their studies by pursuing doctoral degrees.

PURPOSE OF THE HANDBOOK

This handbook is designed to help you to navigate your program of study by providing essential information about program policies, procedures, and the COHS culture, climate, and program expectations. The handbook describes steps to take to complete your program and all new students are required to sign an agreement to read the handbook at the start of their program.

This handbook supplies links to numerous internal resources such as the KU library, disability services, the writing center, and other campus offices and resources, and to external resources, including professional organizations, certification, licensure, and accreditation. If the information you are seeking is not here, let us know.

We intend this handbook to be evergreen as much as possible, meaning that it lasts in relative perpetuity. The embedded links connect you to comprehensive and detailed source material, which along with the descriptive material, is reviewed and updated annually. We apologize in advance for any broken links or outdated information.

DEPARTMENT MISSION

The mission of the COHS department's counseling programs is to support the development of ethical and highly skilled counselors who are prepared to serve clients with diverse needs and backgrounds in a variety of settings. In support of this mission are the following student objectives:

1. Students demonstrate their culturally relevant and responsive counseling practice.
2. Students understand and ethically utilize developmentally appropriate assessments, appraisal techniques and interventions throughout the counseling process and across life roles and the lifespan.
3. Students practice counseling from a posture of cultural humility, with an emphasis on the impact that diversity, equity, and inclusion have on the counseling process.

OVERVIEW OF THE COUNSELING DEGREE PROGRAMS

Our 60-credit master's degree counseling programs are designed to meet the educational requirements for the Pennsylvania Licensed Professional Counselor (LPC), the National Certified Counselor (NCC), and PA licensure and certification in the specialty areas (i.e., LMFT, CAADC, School Certification). The programs are summarized below.

M.A. in Counseling [Addiction Counseling](#) - This degree program is designed to meet the educational requirements for the LPC and CAADC, and prepare you to serve in settings such as drug and alcohol outpatient clinics, drug and alcohol rehabilitation facilities, hospitals, college/university settings, and private practice. This program's CACREP (2016) accreditation application is currently under review.

M.A. in Counseling [Clinical Mental Health Counseling](#) - This CACREP (2009) accredited degree program prepares students to serve in settings such as community mental health agencies, hospitals, drug and alcohol treatment organizations, college/university settings, or in private practice. The program is designed to meet the PA State Board educational requirements for LPC.

M.A. in Counseling [Marriage, Couple, and Family Counseling](#) - This CACREP (2009) accredited degree program provides a unique perspective to understanding the complex dynamics of family life. With an emphasis in systems theory, students will learn how individuals grow and develop in the context of the environment, and how to treat dysfunction of the entire emotional unit. The MCFC curriculum is designed to meet the PA State Board's educational requirements for both the LPC and LMFT licenses.

M.S. in Counseling [School Counseling](#) - School counselors are responsible for supporting the academic, personal, and developmental health of thousands of students across America. This CACREP (2009) accredited program in School Counseling meets the Pennsylvania Department of Education's (PDE) requirements to be a PreK-12 PA Certified School Counselor. It also aligns with the PA State Board's requirements for the PA Licensed Professional Counselor (LPC).

PROGRAM CHECK SHEETS AND ADVISEMENT

Each counseling program has a check sheet with a list of courses required for the program. Courses on the check sheet are not listed exactly in the order of completion, although students generally move through their courses in order from Core I to Core V. Students can look at a sample, recommended three-year program plan on the COHS website (see three year plan: <https://bit.ly/4bMJsV9>); however, students should meet with their advisor to plan a program of study and get elective and substitute courses approved.

Students are expected to schedule advisement each semester. Advisors will help you plan courses using the program check sheet to ensure that your courses comply with accreditation, licensure, and other relevant standards. Advisement may be scheduled in-person, on zoom, and via e-mail, as needed. Program check sheets appear here: <https://www.kutztown.edu/academics/colleges-and-departments/education/departments/counselor-education-and-student-affairs/program-checksheets.html>

THE COHS DEPARTMENT WEBSITE

Answers to many questions about the counseling programs appear on the COHS webpage. We suggest that you bookmark the COHS webpage for easy access to program policies, procedures, forms, and resources. <https://www.kutztown.edu/academics/colleges-and-departments/education/departments/counselor-education-and-student-affairs.html>

MIDDLE STATES ACCREDITATION

All programs in the COHS department are accredited by the Middle States Commission on Higher Education. <https://www.msche.org/institution/0515/>

CACREP ACCREDITATION

The Council on Accreditation of Counseling and Related Educational Programs (2016) states that, “CACREP accreditation is both a process and a status and denotes a commitment to program excellence. The 2016 CACREP Standards were written with the intention to simplify and clarify the accreditation requirements and to promote a unified counseling profession.”

Three of our counseling programs - CMHC, MCFC, and SC - are accredited under the Council for Accreditation of Counseling and related Educational Programs (CACREP) 2009 standards and are currently undergoing reaccreditation under CACREP 2016 standards (as of March 2024). The Addictions Counseling (AC) program is currently undergoing a new program accreditation review for CACREP 2016 standards. The CACREP directory here: <https://www.cacrep.org/directory/>

THE EIGHT CORE AREAS OF CACREP

Students will become very familiar with the eight core content areas that make up the core curriculum of CACREP and the counseling programs. These eight areas are also the basis of

content covered in the Counselor Preparation Comprehensive Exam (CPCE) and the National Counselor Exam (NCE), which are discussed below and during your program.

KU COUNSELING COURSES THAT CORRESPOND TO THE EIGHT CORE AREAS

The eight core areas of CACREP (2016) correspond to eight courses in the counseling programs, as follows:

- (1) professional counseling orientation & ethical practice = COHS 518 for AC, CMHC, and MCFC in Core I; COU 522 for SC in Core I
- (2) social and cultural diversity = COHS 519 in Core I
- (3) human growth and development = COHS 565 or PSY 530 in Core III
- (4) career development = COHS 535 in Core I
- (5) counseling and helping relationships = COHS 530 in Core I
- (6) group counseling and group work = COHS 546 in Core I
- (7) assessment and testing = COHS 507 in Core II
- (8) research and program evaluation = COHS 508 in Core II

PROGRAM AND UNIVERSITY POLICIES

Kutztown University has numerous policies that may affect COHS students. A review of all KU policies is beyond the scope of this handbook, but to see all policies in the KU policy register, see: <https://www.kutztown.edu/about-ku/administration/governance/policy-register.html> Below we summarize some of the more commonly applied policies in the COHS department.

PROGRAM CHANGE REQUESTS

To request a program change, students must first complete a Program Change Request Form (see form in the link below). Take this form to your advisor for approval. Once the advisor approves, you should schedule a meeting with the coordinator of the new program who will take your form to a department meeting for a vote. Students may not request a program change while they have an open Student Academic Performance Evaluation Rubric (SAPER) review. Program changes approved in a particular semester become effective the following semester.

<https://www.kutztown.edu/academics/colleges-and-departments/education/departments/counselor-education-and-student-affairs/forms.html>

TRANSFER CREDITS

Students must complete a minimum of two-thirds of their program in residence at Kutztown University to meet residency requirements. Note that this is the minimum number of courses to be completed in the program at KU. The maximum number of semester hours of graduate credit that may be approved for transfer is not to exceed 1/3 of the credits required for the completion of the program. No graduate course with a grade of less than “B” may be accepted as transfer credit. Graduate courses taken at Kutztown University while not enrolled in a master’s degree program do not count as transfer credits. Please note that requests for transfer credits are evaluated according to CACREP standards of accreditation and students requesting course

transfer will be required to provide syllabi from the course in making this determination.

University policies pertaining to residency and transfer credits appear here:

<https://app.kutztown.edu/policyregister/Policy/ACA-075>;

<https://app.kutztown.edu/policyregister/Policy/ACA-078>

TIME LIMITATIONS TO COMPLETE THE PROGRAM

Students in counselor education degree programs have eight (8) years to complete their degree requirements. The KU policy for time limits to complete graduate degrees appears here:

<https://app.kutztown.edu/policyregister/Policy/ACA-089>. If you need additional time to complete

your program, you may file a request for extension with the Graduate Exceptions Committee

(GEC). The GEC webpage appears here: [https://www.kutztown.edu/about-](https://www.kutztown.edu/about-ku/administration/committees/graduate-exceptions-committee.html)

[ku/administration/committees/graduate-exceptions-committee.html](https://www.kutztown.edu/about-ku/administration/committees/graduate-exceptions-committee.html)

COURSE REPEATS

Graduate students may only repeat a course once. The highest grade is used to calculate the

GPA. <https://app.kutztown.edu/policyregister/Policy/ACA-038>

ACADEMIC PROBATION AND DISMISSAL

Graduate students must maintain a 3.0 cumulative grade point average (CGPA) to remain in good academic standing. Students with a CGPA below 3.0 will be placed on academic probation and must raise their CGPA to 3.0 by the end of the following semester/session when they

register. Students must earn a grade of B or better in all Core I courses to be permitted to register

for Practicum. Students who do not meet the conditions of academic probation will be dismissed. The KU policy on academic probation and dismissal appears here:

<https://app.kutztown.edu/policyregister/Policy/ACA-085>

LEAVE OF ABSENCE AND WITHDRAWAL FROM THE UNIVERSITY

The COHS faculty understands that there may be financial aid impacts on taking a leave of absence or withdrawal, and that students should communicate with the financial aid office to make decisions about leaves of absence and withdrawals. It is generally the policy that students who plan to be away from the program for one semester or more should take a Leave of Absence, and that those who do not plan to continue their program of study should withdraw from the university.

Guidelines and policies for Leave of Absence and Withdrawal are included among the Registrar's Office FAQs, here: <https://www.kutztown.edu/about-ku/administrative-offices/registrar/student-information/frequent-academic-policies.html>

ACADEMIC HONESTY

Graduate students at Kutztown University are expected to be honest and forthright in their academic endeavors. Any acts of academic dishonesty by students, such as plagiarism on written papers/projects, falsifying the results of research, or cheating on examinations, threaten to undermine the educational and ethical goals of the University for its students. Such violations

are of the utmost seriousness. The complete academic honesty policy for graduate students can be found within the university policy register here: <https://www.kutztown.edu/about-ku/administration/governance/policy-register.html>

GETTING STARTED IN THE COUNSELING PROGRAM

After you accept your offer of admission into the counseling program, you will receive a letter from the department welcoming you and instructing you on your next steps. In this letter, you will be informed of a mandatory Initial Advisement Seminar.

THE INITIAL ADVISEMENT SEMINAR

The Initial Advisement Seminar (IAS) is a mandatory meeting held the first week of the new student's first semester. The IAS seminar introduces students to faculty members' philosophies and views of professional counseling and counselor education. Faculty share their scholarly research and professional service activities. The IAS meeting gives students a sense of the COHS culture and provides information about campus resources and essential tasks. At the IAS meeting, new students must turn in a signed New Student Agreement that has a list of tasks they are responsible for, such as reading this handbook, abiding by American Counseling Association (ACA) ethical standards including a non-discrimination standard, receiving mandated reporter training, setting up an Anthology account, and other responsibilities.

WRITING WITH INTEGRITY

Writing with Integrity is a course developed by the counselor education department that students are required to take and submit during their first weeks of the program. The course will appear in your D2L folder prior to beginning your first semester. Please view the presentation and take the quiz.

USING KU E-MAIL TO COMMUNICATE

The quickest way to reach faculty and others across campus is through KU-email. A large amount of department business is conducted over KU e-mail. Students may use KU e-mail to ask about program information, communicate with instructors and other personnel, and schedule meetings. Faculty office hours are on office doors and at: <https://www.kutztown.edu/academics/colleges-and-departments/education/departments/counselor-education-and-student-affairs/faculty-and-staff.html>

THE ROLE OF THE ADVISOR

Upon admission into a program, students are sent a letter with the advisor's name, e-mail address, and instructions to make contact. Advisors can answer questions about any aspect of your program. They can recommend courses and help you to plan a program of study that includes a plan for practicum and internship. Advisors are interested in getting to know you and support your successfully completing your program of study. If you cannot reach your advisor or get the

information you need, the COHS secretary or department chair may be able to help. Advisement meetings may be held in-person, online, by phone or over e-mail.

THE ROLE OF THE PROGRAM COORDINATOR

Program coordinators are knowledgeable about all facets of the program, be it Addictions Counseling (AC); Clinical Mental Health Counseling (CMHC); Marriage, Couple, and Family Counseling (MCFC), or School Counseling (SC). They are aware of career and employment opportunities, and opportunities for research, practice, advocacy, and other professional development activities. Program coordinators maintain connections with graduates of the program and keep abreast of educational requirements, certifications, licensing, and other regulatory aspects of the field.

THE ROLE OF THE COURSE INSTRUCTOR

Course instructors present students with a course syllabus. The course syllabus is a modifiable contract between the instructor and student that includes information on assignments, grading, course content, scheduling, and other pertinent course and instructor information. All syllabi contain policies on how assignments must be submitted, consequences of plagiarism, and penalties for absences and late submissions. Concerns about any aspect of the course should be discussed with the course instructor first, before seeking resolution through other channels. If a satisfactory resolution is not achieved with the instructor, the student may pursue guidance from the department chair.

Instructors in COHS consist of full-time and part-time counselor educators with diverse interests and experiences. Full-time tenured and full-time tenure-track faculty are considered Core Faculty with advisement responsibilities and other department and university duties and are involved in scholarship and service to the profession. Temporary full-time faculty may be considered part of the Core Faculty, but they do not typically advise students. Part-time temporary faculty are not considered Core Faculty for accreditation purposes, and they do not have assigned advisees.

THE ROLE OF THE DEPARTMENT CHAIR

The chair wears many hats. Besides their teaching load, they are responsible for course scheduling and facilitating and recruiting faculty to serve on COHS department, college, graduate school, and university committees. The chair oversees program functions and participates in department searches, evaluations, accreditation reviews, and resource allocation. The chair ensures that COHS policies and procedures are operating effectively. They support COHS faculty teaching, scholarship, and service and they also teach, advise, and contribute to scholarship and service in the professional counseling field.

METHODS OF INSTRUCTION

The Counselor Education program is a face-to-face program; however, technology is used extensively. The program uses multimethod instruction. It places high value on interaction and discourse and requires students to demonstrate the development of their counseling skills.

Throughout the program, students will be expected to participate in self-growth activities and assignments that challenge and develop their personal values, self-awareness, agency, ethics, and social responsibility.

PROFESSIONAL ETHICAL STANDARDS IN COUNSELING

The COHS programs follow professional ethical standards of the American Counseling Association (ACA). On the ACA webpage <https://www.counseling.org/> you will find information on ACA organization membership and ethical standards <https://www.counseling.org/knowledge-center/ethics> Students are required to be a member of a professional counseling organization like the ACA, or the American School Counselor's Association (ASCA), and to show proof of liability insurance during practicum and internship. More about these requirements and the importance of professional identity development is presented throughout the program and at the practicum and internship orientation meeting held in the spring.

CONFIDENTIAL AND ETHICAL GUIDELINES

Through class discussions, presentations, and assignments, students engage in self-growth experiences that increase their counseling skills and cultural competency. You have complete autonomy of what you are willing to personally share in class (ACA, 2014, Code of Ethics: Self-Growth Experiences, F.8.c., p.14). Whatever you share will be held to the ACA's 2014 Code of Ethics: Respect of Confidentiality (B.1.c., p. 7) and will not be shared outside the classroom. The only time that what you share might impact your counselor-in-training status is if there are concerns of impairment that require gatekeeping by your instructor. Please see the 2014 ACA Code of Ethics: Impairment (C.2.g., p. 7) and Gatekeeping and Remediation (F.6.b., p.13). Students who discuss other's content outside of class are in violation of confidentiality. If you have any questions or concerns, please schedule a meeting to discuss with your instructor.

RESOLVING ETHICAL ISSUES & COMPLAINTS

As outlined in the Code of Ethics, when a student believes that another student/counselor is violating or has violated an ethical standard and substantial harm has not occurred, they attempt to first resolve the issue informally with the other student/counselor (ACA, I.2.a). Students consider consulting with another counselor (e.g., instructor, advisor, supervisor, etc.) and use an ethical decision-making model to help them determine the best course of action. This principle applies to resolving complaints with any faculty member in the department. The only time a student might consider bypassing the faculty of record is if they feel like they have been discriminated against and need support of another trusted faculty member to help resolve the issue.

DIVERSITY, EQUITY, INCLUSION, SOCIAL JUSTICE, SAFE SPACE

The department is committed to building a learning community where diverse perspectives are welcome, respected, and regarded as valuable resources for enriching and strengthening our capacity for empathy, reflection, and critical thinking. While the course materials and experiential activities presented in the course are intended to be inclusive of historically

underrepresented voices, overt and covert biases of privileged views may still be dominant. We encourage you to offer any suggestions to enhance a more inclusive, comprehensive learning environment especially for those whose voices have been marginalized.

It is the view of the faculty that “Every student in the class brings a valued perspective. Class is a *safe space* where every student and faculty member commit to the effort of creating a respectful learning environment. This involves a free exchange of ideas in which it is possible for people to become energized, impassioned, distressed, upset, or offended.

As counseling professionals, we value the strengths inherent in diverse opinions and experiences, and we share the responsibility for creating a caring environment where people are free to make mistakes and are open to hearing the impression that their remarks make on others. Therefore, students and the professor alike will make every effort to defend, protect, and promote this value by engaging in interactions and civil discourse congruent with appreciating peoples’ diversity and difference in all aspects of their being. The professor is ultimately responsible for the classroom environment and is willing to offer support to students inside and outside of class.”

STUDENT PERFORMANCE EVALUATION

The COHS department has a Student Academic Performance Evaluation Rubric (SAPER) and Policy that deals with student dispositions and professional behaviors. Behaviors of concern include, but are not limited to, violations of American Counseling Association ethical and professional standards, including non-discrimination standards. The SAPER rubric and policy outline expected behavior and procedures taken should concerns arise. The SAPER is a significant COHS department gatekeeping responsibility to the profession. Students whose behavior appears concerning or impaired for professional counseling will be evaluated using the SAPER rubric and policy, which appears at: <https://bit.ly/2Eo4ECC>, and in Appendix A of this Handbook.

CHI SIGMA IOTA HONOR SOCIETY

Chi Sigma Iota (CSI) is the international honor society for counseling students, professional counselors, and counselor educators. CSI was established in 1985 by counseling professionals in the State of Ohio. The CSI mission is to promote recognition to those in the counseling profession who have demonstrated excellence in the areas of scholarship, research, and clinical practice.

The Chi Omega Upsilon chapter of Chi Sigma Iota was established at KU in 2018. Membership is available to students after completing 9 graduate credits with excellence. An annual or bi-annual induction and awards ceremony takes place in April. During the event, awards are presented to students in each COHS program. Awardees are nominated by faculty based on a student’s contributions to a climate of learning and evidence of excellence in professional development activities. For more information see: <https://www.kutztown.edu/academics/colleges-and-departments/education/departments/counselor-education-and-student-affairs/chi-sigma-iota.html>

ALPHA EPSILON LAMBDA HONOR SOCIETY

AEL is the only national honor society for graduate and professional school students. Those inducted are selected based on academic achievement, leadership, and public service. AEL is administered by the graduate school. An induction ceremony is held in the spring.

SCHOLARSHIPS

Students are invited to apply for scholarships with the KU Foundation. The Foundation keeps track of available scholarships and eligibility. Students can contact the foundation for more information at <https://www.kuf.org/>

THE OFFICE OF GRADUATE STUDIES

The Office of Graduate Studies facilitates the development of graduate student policies, procedures, and programs. The Office of Graduate Studies webpage informs students about frequently sought out topics such as Graduate Assistantships and Graduate Student Research Grants, here: <https://www.kutztown.edu/about-ku/administrative-offices/graduate-studies.html>

ADMISSION INTO GRADUATE SCHOOL AND COUNSELING PROGRAMS

Admission into a counseling program requires admission into graduate school. Graduate admissions staff can answer most questions about the admissions process. They will assist prospective students and forward completed applications to COHS for admissions consideration. If they cannot answer your question, they will connect you to the department for answers. Prospective and newly admitted students may contact the Graduate Admissions Office to request a campus tour and to meet department staff and/or faculty. The graduate admissions webpage is here <https://www.kutztown.edu/admissions/apply/graduate-admissions.html> and the KU Graduate Admissions Policy is here: <https://app.kutztown.edu/policyregister/Policy/ACA-037>

ENROLLING IN COURSES AS A PROFESSIONAL CREDITS STUDENT

Professional Credits students are post-baccalaureate students who have been admitted into graduate school, but not into a specific degree program. Professional Credits students can only enroll in COHS courses with department permission. Common reasons for pursuing professional credits include needing post-master's credits for licensure, interest in a specialty course or taking the course for CEs and showing one's ability to succeed in graduate coursework. A Professional Credits student's request is forwarded from the graduate school to the COHS chair who calls for a faculty vote. Students approved by the department to take COHS courses will enroll at a time specified by the registrar in collaboration with the COHS chair. In regular semesters (Fall and Spring), course registration for Professional Credits students opens after current matriculates and new students have registered. Professional Credits students are not eligible for independent study or individualized instruction. If a Professional Credits student is ultimately admitted into a counseling program, the credits do not count as transfer but as in-resident credits.

ENROLLING IN A POST-MASTER'S CERTIFICATION PROGRAM

For those with a master's degree from a CACREP accredited program in counseling, the Department of Counselor Education offers coursework needed to complete the requirements for Licensed Professional Counselor and/or Marriage and Family Therapist. The State Board of Social Workers, Marriage and Family Therapists and Professional Counselors reviews applicants' materials and determines what coursework, if any, is needed to meet the educational requirements for the Licensed Professional Counselor and/or Licensed Marriage and Family Therapist. The State Board is the only entity that can determine if a candidate has met all the requirements for licensure. Therefore, applicants pursuing this option must contact the Licensing Board prior to application. Once the State Board has assessed your coursework and identified what classes you will need to become licensure eligible, the applicant will provide the Department with a list of courses required. [Pennsylvania State Board website](#)

THE POST-MASTER'S SCHOOL COUNSELING CERTIFICATION PROGRAM

For students who already possess a Kutztown University master's degree in counseling and are interested in pursuing certification as a School Counselor in the state of Pennsylvania, please contact the Graduate Admissions Office. After application, the COHS Department will review your educational background and advise you on what classes you will need to complete to become certification eligible. Contacting the Pennsylvania Department of Education may be recommended as a first step in this process. [Pennsylvania Department of Education website](#)

GRADUATE ASSISTANTSHIPS

Graduate Assistantships (GA) are available for full-time and part-time tuition waiver plus salary. The full-time GA receives a tuition waiver for 9 credits (3 courses) and hourly pay for 20 hours per week employment. The part-time GA receives a tuition waiver for 6 credits (2 courses) and 13 hours per week employment. Graduate Assistantships are somewhat competitive. A 2023 report found that about 2/3 of graduate students have assistantships. Students are not eligible to be considered for GA positions until they accept their offer of admission. Information on GAships can be found here: [Information on Graduate Assistantships. https://www.kutztown.edu/about-ku/administrative-offices/graduate-studies/graduate-assistantships.html](https://www.kutztown.edu/about-ku/administrative-offices/graduate-studies/graduate-assistantships.html)

THE GRADUATE EXCEPTIONS COMMITTEE

Students may appeal to the Graduate Exceptions Committee for time extensions and other exceptions to university policy. The most common reasons that students seek exceptions include time extension to complete a program, backdated withdrawals due to unforeseen medical and mental health circumstances, and related emergencies. Students should seek support from their advisor and instructors as soon as they are aware that they may need to file a request with the graduate exceptions committee. <https://www.kutztown.edu/about-ku/administration/committees/graduate-exceptions-committee.html>

THE COLLEGE OF EDUCATION

The COHS programs fall under the College of Education (COE). The COE “is dedicated to having a positive impact on the lives of children and youth in the Commonwealth of Pennsylvania through the preparation of highly qualified professional educators.” The COE prepares graduates to be “committed to professional development throughout their careers” and to lifelong learning. The COE vision includes a standards-based curriculum, a learning-centered philosophy, and state-of-the-art technology. The College works collaboratively with the community to provide enriched environments for learning and is collaborative with the MS School Counseling Program in facilitating access to information on School Counselor Certification. The COE is the point of contact for all COHS student clearances. The COE webpage is here: <https://www.kutztown.edu/academics/colleges-and-departments/education.html>

CLEARANCES REQUIRED OF ALL NEW STUDENTS

COU does not manage clearances. Rather, counseling students’ clearances are managed through the COE. Students are given an Anthology account and a login email around two weeks prior to the start of the semester. Anthology is the online portfolio system where you upload your clearance results. [Anthology](#) If starting in the Fall, clearances are due to Anthology by **October 15th**. If starting in the spring, clearances are due by **February 15th**.

Questions regarding obtaining and uploading clearances should be directed to the COE. [See COE’s Clearance Policy here](#). For more information, [see the COE Support Center’s webpage here](#) Contact the Support Center at coesupport@kutztown.edu

All counseling students must obtain the following clearances upon entrance to a COHS program:

- Act 34 PA Criminal History Report
- Act 114 FBI Federal Criminal History Record
- Act 126 Reporter Training
- Act 151 Child Abuse History Report
- TB Test

Clearances must be dated no earlier than four months before the start date of the semester of entry to a counseling program, no exceptions. The KU policy for clearances of school counselors can be found here: <https://app.kutztown.edu/policyregister/Policy/ACA-045>

MATRICULATED STUDENT STATUS

A matriculated student has been accepted for admission to the University, has registered in a major and is pursuing courses toward a degree or certificate. Students must maintain good academic standing to keep their matriculated status.

REGISTERING FOR CLASSES

Advisors are aware of the upcoming semester’s schedule of courses before students are given access to see this information. Students are strongly encouraged to seek advisement before

registration opens and to register on the first day to avoid getting closed out of required classes. For matriculated students, course registration opens in mid-Spring for Summer and Fall, and in mid-Fall for Winter and Spring. You can register for most classes using the legacy or “New MyKU” link: <https://myku.kutztown.edu/> <https://www.kutztown.edu/newmyku>

Students *do not* register themselves for the following COHS classes: 508, 580, and 590 or 594. Students *do not* register themselves for individualized instruction and independent study courses.

INDIVIDUALIZED INSTRUCTION AND INDEPENDENT STUDY

Individualized Instruction (II) and Independent Study (IS) classes are offered for special circumstances. Both require approval by instructor, advisor, chair, and dean. Students may take a maximum of one II (COHS 580) course per semester and an II may not be taken until students have completed 12 credits. An II is taken in place of a regularly offered course. It appears on the course registration and transcript as a regular course. IIs are approved based on necessity, such as when a required course conflicts with another required course that is needed to graduate. The KU II policy appears here: <https://app.kutztown.edu/policyregister/Policy/ACA-034>

Separate from the II, Independent Study (IS) COHS 581 or CNPS 581 is taken with instructor guidance and “is a course of study specific in nature, content, and level that is not provided as a regular course offering of study at the university.” Students submit paperwork for an II or IS to the instructor. The IS requires approvals by the instructor, chair, and dean. The advisor will also approve the IS t registering for an II or and IS class.

PRACTICUM AND INTERNSHIP

According to CACREP (2016), “Professional practice, which includes practicum and internship, provides for the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community.” <https://www.cacrep.org/section-3-professional-practice/>

Students in Practicum (COHS 580) and Internship (COHS 590 or 594) receive weekly on-site supervision from a site supervisor and weekly university-based supervision in the classroom.

Practicum (COHS 580) is a three-credit class offered every Spring semester. Practicum students are in the field a minimum of 7.5 hours per week and a minimum of 100 total clock hours, 40 of which are direct contact with clients. Full-time students typically enroll in Practicum and two additional courses. Internship (COHS 590 or COHS 594) consists of two three-credit classes beginning in the Fall semester after practicum and continuing in the following Spring. Interns are on-site a minimum of 15 hours per week for a total of 600 clock hours, 240 of which are direct contact with clients. Most full-time students take only one additional course with Internship.

Students must successfully complete Practicum with a grade of “B” or better before being enrolled in Internship. Students must successfully complete Fall Internship with a grade of “B” or better before being enrolled in Spring Internship. You do not register yourself for practicum or

internship. You are enrolled in these classes administratively by the department after receiving faculty approval. You should register for your other courses right away when registration opens and not wait for Practicum and Internship classes to be scheduled to avoid getting closed out of other courses.

MANDATORY PRACTICUM AND INTERNSHIP ORIENTATION MEETING

Students will receive an e-mail from the COHS department informing them of a mandatory Practicum and Internship Orientation Meeting held every April. During this meeting, COHS faculty give a comprehensive overview of practicum and internship guidelines and procedures. You should attend this meeting during the spring before your Practicum. If you are unsure when this is, schedule a meeting with your advisor to create a plan of study.

PREREQUISITES FOR PRACTICUM

Prerequisites for Practicum (COHS 580) class include:

- 1) be in good academic standing.
- 2) have no incompletes.
- 3) complete all Core I courses with a B or better.
- 4) have completed a minimum of 24 credits.
- 5) have no open Student Performance Review.

REQUIRED PRACTICUM FORMS

In addition to the above prerequisites, students planning practicum must complete the “Practicum Eligibility and Intent to Enroll” form and the “Statement of Readiness for Practicum” form. These forms are needed for scheduling purposes and for reviewing the counselor-in-training’s readiness to commit to the responsibilities of the clinical experience portion of the program. Your Statement of Readiness is reviewed by the faculty prior to your being approved for enrollment in the course. If you do not complete these forms by their due dates you are not guaranteed a place in the practicum course. The Intent to Enroll Form and the Practicum Readiness Form can be found under the forms tab of the COHS webpage.

<https://www.kutztown.edu/Departments-Offices/A-F/CounselingStudentAffairs/Documents/Handbook/PracticumReadinessStatement2024.pdf>

<https://www.kutztown.edu/Departments-Offices/A-F/CounselingStudentAffairs/Documents/Forms/Fillable%20Forms/Practicum%20Eligibility%20Intent%20to%20Enroll%20Form.pdf>

REQUIRED PRACTICUM AND INTERNSHIP AGREEMENTS

PRACTICUM and INTERNSHIP AGREEMENTS outline the responsibilities and requirements of the student, the site supervisor, and the faculty supervisor. You should thoroughly familiarize yourself with the requirements written in the agreement, which are also reviewed during the orientation meeting. Students are responsible for ensuring that all the requirements of the site and site supervisor can be met. Agreements are regularly updated to comply with CACREP

standards, PA Licensure Laws, ACA Professional Ethics, and other relevant guidelines and policies. <https://www.kutztown.edu/academics/colleges-and-departments/education/departments/counselor-education-and-student-affairs/forms.html>

By the third Monday in October (midway through Fall semester before Practicum), students will turn in 1) a signed PRACTICUM AGREEMENT, 2) proof of professional liability insurance, and 3) proof of professional organization membership to couclerical@kutztown.edu. By the third Monday in April during the Practicum semester, students will turn in 1) a signed INTERNSHIP AGREEMENT, 2) proof of professional liability insurance, and 3) proof of professional organization membership to couclerical@kutztown.edu

COUNSELOR PREPARATION COMPREHENSIVE EXAM

COHS students are required to take the CPCE exam after practicum and before internship. The CPCE is used for student assessment and program improvement in the eight core areas. Practicum students are notified of a CPCE orientation meeting held in the spring semester. This meeting reviews how and when to sign up for the exam and provides study suggestions and resources. The CPCE exam is structured similarly to the National Counselor Exam. Students who did not earn a passing score on the Counselor Preparation Comprehensive Examination (CPCE) will be required to take the Department of Counselor Education & Student Affairs remediation exam. This exam is designed to help upcoming graduates prepare for the National Counseling Exam (NCE) required for state licensure as a professional counselor. The remediation exam consists of 100 multiple choice questions across the 8 eight CACREP domains and a passing score is 80. The 90-minute exam will be scheduled in March for May graduates and will be proxied on the 4th floor in the Department's counseling labs. Any questions or concerns should be directed to the faculty member who oversees the process.

The Center for Credentialing and Education lists benefits for counseling programs using the CPCE to include the following: 1) Provides a master's program comprehensive exam that meets high psychometric standards; 2) Gives programs an objective view of the knowledge level of their students; 3) Allows programs to examine student functioning in various curricular areas; 4) Promotes longitudinal self-study; 5) Compares a program's results to national data; 6) Stimulates student integration of knowledge learned in separate courses, and 7) Gives students comparative strength and weakness feedback. For more information on the CPCE, see <https://www.cce-global.org/assessmentsandexams/cpce>

GRADUATION REQUIREMENTS AND ATTENDANCE

Students apply for graduation in New MyKU during the semester when their courses are being completed. Students should complete all program requirements by the end of that semester to participate in Commencement <https://app.kutztown.edu/policyregister/Policy/ACA-076>

PROFESSIONAL LICENSURE IN PENNSYLVANIA

All four counseling programs (AC, CMHC, MCFC, SC) meet the educational requirements for the **LICENSED PROFESSIONAL COUNSELOR (LPC)** in Pennsylvania.

<https://www.pacodeandbulletin.gov/Display/pacode?file=/secure/pacode/data/049/chapter49/cha p49toc.html>. The MCFC program *also* meets the educational requirements for the **LICENSED MARRIAGE AND FAMILY THERAPIST (LMFT)** in Pennsylvania. Students in the MCFC program are required to obtain advisor approval for any Core IV elective or substitute courses to ensure that curricular standards for LMFT licensure are met.

<https://www.pacodeandbulletin.gov/Display/pacode?file=/secure/pacode/data/049/chapter48/cha p48toc.html> The AC program, besides meeting LPC educational standards, *also* meets the curricular requirements for the **CERTIFIED ALCOHOL AND DRUG COUNSELOR (CADC)** and **CERTIFIED ADVANCED ALCOHOL AND DRUG COUNSELOR (CAADC)**. Here are links for more information on the bachelor's level CADC

<https://www.pacertboard.org/certified-alcohol-and-drug-counselor-cadc> and the master's level CAADC <https://www.pacertboard.org/certified-advanced-alcohol-and-drug-counselor-caadc>

PROFESSIONAL LICENSURE IN OTHER STATES

Students seeking licensure in states outside of PA should research the requirements of the state of interest and work closely with their advisor to ensure meeting the requirements of the other state. Your curriculum has been found to be compatible with counselor licensure in many other states, but not in all states. Although we are aware of COHS alumni who have transferred their education, clinical hours, and/or PA license to other states, licensure boards in other states may require applicants to complete additional courses or engage in other activities to be licensed in that state. In neighboring New Jersey, for instance, a minimum of three years and 4,500 hours of post-master's clinical experience is needed to be licensed, compared to PA requiring two years and 3,000 hours of post-master's clinical work to be licensed. In Florida, licensees must have taken a graduate course in human sexuality. In some cases, it may be easier to transfer a PA license than meet another state's post master's requirements for licensure. The faculty keep abreast of licensure portability issues and are advocates of professional counseling advancements such as the State Compact involving licensure portability between 28 states as of January 2024 <https://counselingcompact.org/>

NATIONAL COUNSELOR CERTIFICATION

The National Certified Counselor (NCC) credential is managed by the National Board of Certified Counselors (NBCC). The NCC credential is awarded after students complete the requisite courses, submit the required forms and fees, and pass the National Counselor Exam (NCE). The NCE is an exam that is accepted for licensure in all 50 states. The NCC credential signifies that the individual has met the educational prerequisites and passed the National Counselor Exam. These exam results are also sent to the state board. Information on the NBCC, the NCE, and the NCC are discussed extensively in courses across the curriculum; especially in COHS 518, COHS 522, and Practicum and Internship. The NCE link is here: <https://www.nbcc.org/exams/nce>

SCHOOL COUNSELOR CERTIFICATION

School counseling students are eligible to sit for the PRAXIS exam. Upon successful program completion and qualifying score on the Professional School Counselor PRAXIS examination,

certification as a Professional School Counselor is granted through the Pennsylvania Department of Education. Instructions for preparing for and taking the Praxis exam are provided across the curriculum; especially in COHS 522, COHS 580, and COHS 590.

ANCILLARY SERVICES

FINANCIAL AID

The KU Financial Aid Office can assist with different options for financing your education. Some ways that students finance their education include using federal financial aid, paying out of pocket, taking out loans, and using educational benefits through an employer. Many students finance their education through FAFSA during regular semesters and the summer. More information about financial aid appears on the Financial Aid webpage:

<https://www.kutztown.edu/about-ku/administrative-offices/financial-aid.html>

<HTTPS://WWW.CACREP.ORG/FOR-PROGRAMS/2016-CACREP-STANDARDS/>

ROHRBACH LIBRARY

The Rohrbach Library is a full-service library offering computer labs, study spaces, research services and access to more than 100 databases. The library offers research assistance for students. Students can request help locating articles and other resources for papers and presentations. The webpage for the library is here:

<https://www.kutztown.edu/academics/library.html>

INSTITUTIONAL TECHNOLOGY (IT) HELP CENTER

The IT Help Center can assist you with problems accessing your KU accounts and campus technology. The help center webpage is <https://www.kutztown.edu/about-ku/administrative-offices/information-technology/it-help-and-support.html> The e-mail is helpcenter@kutztown.edu

CAREER DEVELOPMENT CENTER

The Career Development Center offers resources and services for graduate students, including assistance with job fairs, internships, and other services. Career Services can be found here:

<https://www.kutztown.edu/about-ku/administrative-offices/career-development-center/for-graduate-students.html>.

UNIVERSITY COUNSELING SERVICES (UCS)

Confidential counseling services that are non-crisis related are provided to graduate students for a fee. Referral and crisis intervention services will be offered to all students. Students who present with needs that exceed the resources of UCS or who would best be served by a community provider will be referred to resources outside of the University. If students have not paid the Health and Wellness fee, fees for psychiatric services may apply. UCS offers services for students experiencing difficulties with anxiety, depression, family and relationship troubles, substance use, and other concerns. Services include, but are not limited to, initial consultation,

individual and group counseling, crisis intervention, psychiatric consultation, and community referrals. More information about UCS services appears here <https://www.kutztown.edu/about-ku/administrative-offices/counseling-and-psychological-services/counseling-services.html>. The [KU Policy on eligibility for counseling services appears here: https://app.kutztown.edu/policyregister/Policy/STU-008](https://app.kutztown.edu/policyregister/Policy/STU-008)

HEALTH AND WELLNESS SERVICES

Full-time matriculated graduate students are required to submit a health record and pay a health service fee. Part-time students may waive the service and fill-out an alternate form. Some of the services include injuries, illness, care and treatment for reproductive/gynecological health, short-term mental health counseling and assistance to students who develop negative relationships with drugs and alcohol. For information about the Health and Wellness Center, see their webpage at: <https://www.kutztown.edu/about-ku/our-campus/maps/health-and-wellness-center.html>.

DISABILITY SERVICES

The Disability Services Office (DSO) assists the university in providing reasonable accommodations for individuals with disabilities who are members of the university community (students and employees) and who utilize the university facilities (guests and visitors). The DSO is committed to providing accommodations to individuals with disabilities to ensure equal access to university programs, services, and facilities. The DSO webpage is: [https://www.kutztown.edu/about-ku/administrative-offices/disability-services-\(dso\).html](https://www.kutztown.edu/about-ku/administrative-offices/disability-services-(dso).html). The COHS department is committed to supporting students with disabilities in the classroom and across campus. The KU policy on disability accommodations appears here: <https://app.kutztown.edu/policyregister/Policy/DIV-004>

MULTICULTURAL SERVICES

The multicultural center (MCC) is a valuable resource for developing positive, forward-thinking individuals from diverse backgrounds. The MCC offers opportunities for students to develop their multicultural competencies in the areas of 1) Leadership; 2) Scholarship; 3) Collaboration, and 4) Globalization. The MCC promotes understanding of cultural, ethnic, and diverse elements of our region, nation and world. For more information on the MCC, follow the link to their webpage here: <https://www.kutztown.edu/about-ku/our-campus/maps/multicultural-center.html>.

PUBLIC SAFETY & POLICE SERVICES

Overall safety and security for the Kutztown University campus community are provided by the Department of Public Safety & Police Services. In addition, this department enforces fire and traffic safety regulations. A dispatcher, located in the Public Safety & Police Services Office in the basement of Old Main, is on duty 24 hours a day to take calls for the campus emergency number (610) 683-4001; or from the red emergency telephones located throughout the campus. The non-emergency number is (610)683-4002 or publicsafety@kutztown.edu.

THE REGISTRAR

The Registrar provides a variety of services to KU graduate students, and it is the hub of registration. On the Registrar's website, you can find online forms, e.g., to request a transcript, withdrawal from a course, change a name or address, or take a leave of absence. The Registrar's webpage provides an academic calendar and has links to academic policies that affect graduate students: <https://www.kutztown.edu/about-ku/administrative-offices/registrar.html>

RESIDENCE LIFE, HOUSING, AND DINING SERVICES

The Office of Residence Life, Housing, and Dining Services manages all aspects of the university's on-campus housing, on-campus living, and on-campus dining. Graduate students who are interested in living on campus should send their request for information to housing@kutztown.edu

STUDENT ID CARDS

The KU card is an official Kutztown University photo ID card. In addition to identifying the relationship to Kutztown University, the card provides access to campus events and activities, residence halls/other buildings, meal plans, flex dollars, Bear Bucks, and the library. ID cards are available in the KU Card Office in the Academic Forum, 610-683-4825, kucard@kutztown.edu

STUDENT SUCCESS CENTER

The Center for Student Success & Academic Excellence works with students to set goals for academic success and acquire the academic skills needed to achieve these goals. The Center provides personalized support to help students with Transition to College, Time Management, Note Taking, Text Book Reading, Test Taking, Learning Styles, Retention & Student Success. success@kutztown.edu

TUITION PAYMENTS

The Office of Student Accounts (Bursar) is responsible for tuition assessment, invoicing of charges, accepting payments, disbursing aid released from Financial Aid, processing deferment requests received, and collections management. Office of Student Accounts, 225 Stratton Administration Center, 610-683-4133, studentaccounts@kutztown.edu

WEATHER EMERGENCIES

Students are advised to consult with the individual course instructor or review the course syllabus for a plan of action should the University remain open during severe weather conditions. The course instructor may notify students of a weather emergency closing through email or D2L. The Kutztown University Severe Weather Emergency Hotline is: 610-683-4649. All local news stations are notified if the University closes due to weather emergencies.

Rev. Feb 26, 2024

APPENDIX A

Dispositions Policy Department of Counselor Education and Student Affairs Kutztown University

- I. **Purpose.** The purpose of the Disposition Policy is to promote and assure student professionalism aligned to national standards. To that end, this policy defines guidelines for educating students about professional disposition in their discipline, evaluation of professional dispositions, establishment of fair process procedures for review of concerns, and the creation of remediation plans.
- II. **Scope.** All students in counseling or student affairs graduate programs.
- III. **Informing and Educating Students about the Professionalism Policy**
All prospective students will, in their new student agreement letter, be directed by the department to read the online student handbook containing the disposition policy and the Student Academic Performance Evaluation Rubric (SAPER); students will be asked to attest and sign that they have read and understood the student handbook and agree to abide by all department policies. Incoming students are also required to attend a mandatory initial advisement seminar meeting that provides additional information and training about the disposition policy. Any failure on the part of the student (e.g., attesting that they read the handbook when in fact they did not; failing to ask questions about aspects of the policy that they do not understand) does not relieve the student of responsibility for understanding this policy.
- IV. **Evaluative Elements:** The SAPER is the primary evaluation instrument; please see the online student handbook for the detailed rubric. SAPER criteria considered in evaluation of counseling and student affairs students include problematic behavior in any of the following nine areas:
 - Openness to New Ideas and Feedback
 - Cooperation with Others
 - Self/Other Awareness
 - Acceptance of Responsibility
 - Expression of Feelings and Thoughts
 - Attention to Ethical, Legal, and Academic Standards
 - Initiation and Motivation
 - Respectfulness
 - Cultural Sensitivity
- V. **Evaluative Arenas.** Students will be evaluated by counseling and student affairs faculty for professional competency in all academic, practicum, and field experience courses. An evaluation of each student will also be conducted by the faculty advisor at the time of the student's candidacy, and by the faculty and on-site supervisor during a student's field experience.

VI. Informal Mentoring

All students are developing as professionals and are expected to have varying needs for professional disposition growth. Individual faculty commonly identify areas of growth as they mentor and help students in courses and during field experiences to develop as professionals, and advisors may also address needs for growth through informal mentoring. The department as a whole periodically reviews students who are identified as needing support and work together to bring issues to an informal resolution. If concerns persist after informal guidance has been given or if a serious dispositional incident has occurred, then faculty may contact their chair to request a formal review.

If an issue arises, the faculty member will have an informal discussion with the student. If the faculty member or the student does not feel that this initial informal discussion resolved the issue, then a second informal mentoring meeting between the faculty member and the student, along with the student's advisor, will take place to further discuss an informal resolution to the issue. If the faculty member or the student do not feel that the issue was resolved at this second informal mentoring meeting, then a Disposition Formal Review will take place.

VII. Disposition Formal Review

1. Formal review is initiated by the faculty member who first identified the concern or the Department as a whole. A formal meeting should only occur when informal mentoring has been unsuccessful or a serious incident has occurred.
2. Formal review related to identified concerns will take place in a meeting including the student and any advocate that the student requests to include in the meeting, the faculty member(s) who identified the issue, and the student's advisor. In cases involving field experience, input from the field experience site will be solicited, either through direct participation in the meeting or through other means (e.g., written comments regarding the concern).
3. Formal review of professional dispositions will be completed using the SAPER.
4. Students must be notified in writing at least one day in advance of the purpose of the meeting and the fact that it could result in an unsatisfactory review and the implementation of a Remediation Plan. Students will be informed that they will have a right to appeal the evaluation of their dispositions or the Remediation Plan and that they may bring an advocate and relevant evidence to the meeting. There should be no decisions or plans drafted before the meeting.
5. If the meeting results in an unsatisfactory rating, a Remediation Plan will be collaboratively created in the meeting; in the event that a Remediation Plan is not created in the initial meeting, the plan will be created within 7 days and the student will be notified. Remediation Plans should specify current deficiencies, goals, support provided to meet goals, identification of point-in-time when goal achievement will be assessed, and potential consequences for failure to meet goals. Potential remediation may include recommendations to take time off or initiate personal counseling, requirements to take or retake courses to address deficiencies or to complete additional weeks of field experience, or removal from the program.

6. If the review finds that the student’s behavior is such that participation in any field placements could result in unsatisfactory professional performance that could affect students or clients in that field placement then Kutztown University reserves the right to not place a student in a field experience or to withdraw the student from a field experience until the student has been successful with their Remediation Plan. The Remediation Plan may include an additional short-term field experience not part of their regular program where the student can demonstrate success before entering or completing a field experience that is part of the program.
7. A lead faculty member will be identified to assess whether the goals of the Remediation Plan have been met. A student may appeal the evaluation of their dispositions or the success of the Remediation Plan, as set forth below.

Appeals Process

1. Students have a right to appeal decisions arising from the formal review process. The first appeal is to the Department of Counselor Education and Student Affairs faculty who were not involved in the initial formal meeting.
2. Final appeal is to the Dean of the College of Education. The Dean of the College of Education will consider appeals based on (1) whether the procedures defined in this document have been followed, (2) new evidence that was not available to the Appeals Committee has been found, or (3) if the sanction is not commensurate with the severity of the disposition concern.

Overview of Process

Stage in Process	Context	Delivery by whom/by what method
Informing students of policy and rubric.	So that students understand expectations and procedures.	a) Departmental new student agreement letter directs students to disposition policies and SAPER published online in student handbook on department website; b) at mandatory initial advisement seminar meeting
Ongoing evaluation of student progress	To identify areas of concern	Concerns are identified throughout the program, (including in all classes, field experiences, and advisement) and discussed during department meetings by all counseling and student affairs faculty
Evaluation of student progress at candidacy	To assess student readiness to progress in the program	Candidacy applications

Evaluation of student progress during field experience	To assess student ability to competently perform during field experience	Faculty and onsite supervisor evaluations of students during field experience
Informal mentoring and support.	To provide support and to improve performance in line with acceptable criteria in disposition rubric.	Faculty and advisors working with students.
Formal dispositions review meeting	Initiated when informal mentoring does not lead to improvement or more serious incident aligned with unsatisfactory criteria occurs. Students have due process rights for informal meetings.	Faculty request the department chair arrange a meeting. The department chair includes the appropriate faculty and assures the student is informed in writing of their rights.
Appeals committee	Students may appeal the findings coming from the formal meetings, the Remediation Plan, or the evaluation of the success of the Remediation Plan.	Department faculty not directly involved in the initial SAPER meeting
Appeal to Dean	Students have a second level of appeal after the appeals committee to the Dean of the College of Education. These appeals may focus on the criteria described in the policy.	The Dean of the College of Education.

Department of Counseling and Human Services

Kutztown University of Pennsylvania

Student Academic Performance Evaluation Rubric

Openness to New Ideas and Feedback

	1. Closed	2.Minimally Open	3.Open	4. Highly Open
Including but not limited to these behaviors or attitudes:	<ul style="list-style-type: none"> We usually dogmatic about own perspectives and ideas Ignored/ discouraged/ was defensive about/ actively rejected constructive feedback Showed very little or no evidence of incorporating constructive feedback in order to change own behavior 	<ul style="list-style-type: none"> Was often dogmatic about own perspective and ideas Showed variable ability to accept feedback in nondefensive manner Showed slight and/ or variable evidence of incorporating feedback in order to change own behavior 	<ul style="list-style-type: none"> We Usually open to discussion of perspectives other than own Accepted Constructive feedback without defensiveness Showed generally acceptable evidence of incorporating feedback in order to change behavior 	<ul style="list-style-type: none"> Solicited others' opinions and perspectives about own work Invited constructive feedback Showed strong and Consistent evidence of actively incorporating feedback in order to change behavior

Cooperation with Others

	1.Uncooperative	2.Minimally Cooperative	3.Cooperative	4. Strongly Cooperative
Including but not limited to these behaviors or attitudes:	<ul style="list-style-type: none"> Showed very little to no engagement in collaborative activities Actively undermined goal achievement in collaborative activities through aggressive resistance/ subgrouping/ distraction/ other inappropriate input Displayed no effort at problem solving and/ or active hostility when solutions were proposed Rejected compromise in collaborative activities and was wholly absorbed in own needs and goals 	<ul style="list-style-type: none"> Minimally engaged in cooperative activities Passively undermined goal achievement and/ or failed to demonstrate active commitment to goals of collaborative activities Displayed minimal effort at problem solving and/ or passivity in face of proposed solutions At times rejected compromise and was often absorbed in own needs and goals 	<ul style="list-style-type: none"> Engaged in collaborative activities on apar with peers Generally accepted goals of collaborative activities and worked to meet them Displayed satisfactory effort at problem solving and satisfactory commitment to proposed solutions Accepted but rarely initiated compromise and was generally able to balance own needs and group goals 	<ul style="list-style-type: none"> Worked proactively and energetically in collaborative activities Strongly supported group goals and offered creative and appropriate input into collaborative activities Initiated problem-solving efforts and actively sought out consensus to resolve conflict Worked actively to initiate compromise and offered creative and appropriate solutions to mediate between own needs and group goals

Self/ Others Awareness

	1.Unaware	2.Minimally Aware	3.Aware	4. Highly Aware
Including but not limited to these behaviors or attitudes:	<ul style="list-style-type: none"> Lacked awareness of own motivation and characteristic attitudes and behaviors Lacked concern about the impact of own behavior on others Severely lacked ability to consider other points of view and/ or actively rejected other points of view 	<ul style="list-style-type: none"> Demonstrated limited awareness of own motivation and characteristic attitudes and behaviors Evidenced variable concern for impact of own behavior on other and/ or was frequently inaccurate in analyzing impact of own behavior Demonstrated limited ability to consider other points of view and/ or demonstrated low motivation to consider other points of view 	<ul style="list-style-type: none"> Showed general ability to articulate the full range of own feeling & thoughts Showed general willingness and accurate ability to acknowledge the feelings & Thoughts of others Expressions of feelings & thoughts were generally appropriate to the setting Was appropriately willing to discuss own feelings & thoughts in group or individual settings 	<ul style="list-style-type: none"> Showed advanced skill and facility in articulating own feelings & thoughts Showed advance skills and facility in acknowledging the feelings & thoughts of others Expressions of feelings & thoughts were highly appropriate to the setting Was highly skilled and motivated in discussing own feelings & thoughts in group or individual settings

Acceptance of responsibility

	1.Rejecting	2.Minimally Accepting	3.Accepting	4. Strongly Accepting
Including but not limited to these behaviors or attitudes:	<ul style="list-style-type: none"> Refused to admit mistake and/ or refused to examine own contributions to problems Lied, gave selective information, or embellished the truth to shield self from blame or extricate self from problem situations Consistently blamed others for problems Showed no willingness to examine own roles in conflict and/ or displayed hostility when own role in conflict was painted out 	<ul style="list-style-type: none"> Minimally admitted to mistakes and/ or minimally examined own contributions to problems Made statements and/ or behaved in such a way as to shield self from blame or extricate self from problem situations Often blamed other and/ or was inconsistent in considering own contributions to problems Showed low motivation to examine own role in conflict and/ or displayed resistance when own role was pointed out 	<ul style="list-style-type: none"> Generally admitted mistakes and examined own role in problem situations when directed Was generally able to honestly, accurately, and nondefensively describe problem situations with help and supervision Was generally able to avoid uncritically blaming others for problems Examined own role in conflict when directed to do so able to self-critique own role with assistance 	<ul style="list-style-type: none"> Independently monitored own mistakes and own role in problem situations Independently analyzed own role and invited constructive critiques Reframed problem situations as opportunities for professional growth and development Independently examined own roles in conflict and able to offer self-critique without assistance

Expression of Feelings & Thoughts

	1.Unskilled	2.Minimally Skilled	3.Skilled	4. Highly Skilled
Including but not limited to these behaviors or attitudes:	<ul style="list-style-type: none"> • Showed no evidence of willingness and ability to articulate own feelings & thoughts; acted out negative feelings & thoughts rather than articulating them • Showed no evidence of willingness and ability to recognize and acknowledge the feelings & thoughts of others • Expression of feelings & thoughts were inappropriate to the setting • Was actively resistant to discussion of feeling & thoughts in group or individual settings 	<ul style="list-style-type: none"> • Showed variable willingness and ability to articulate own feelings & thoughts; showed limited range in articulating own feelings & thoughts • Showed variable willingness and ability to recognize and acknowledge the feelings & thoughts of others • Expressions of feelings & thoughts were questionably appropriate to the setting • Was passively resistant to discussions of feelings & thoughts in group or individual settings 	<ul style="list-style-type: none"> • Showed general ability to articulate the full range of own feelings& thoughts • Showed general willingness and accurate ability to acknowledge the feelings & thoughts of others • Expressions of feelings & thoughts were generally appropriate to the setting • Was appropriately willing to discuss own feelings & thoughts in group or individual settings 	<ul style="list-style-type: none"> • Showed advanced skills and facility in articulating own feelings & thoughts • Showed advanced skill and facility in acknowledging the feelings & thoughts of others • Expressions of feelings & thoughts were highly appropriate to the setting • Was highly skilled and motivated in discussing own feelings & thoughts in group or individual settings

Attention to Ethical, Legal, and Academic Standards

	1.Inattentive	2.Minimally attentive	3.Attentive	4. Highly Attentive
Including but not limited to these behaviors or attitudes:	<ul style="list-style-type: none"> • Clearly violated applicable professional ethical standards • Clearly violated applicable professional legal standards • Clearly Violated applicable academic honesty policy or academic code of conduct 	<ul style="list-style-type: none"> • Demonstrated deficits in ethical judgement, insight, or behavior • Demonstrated deficits in judgement, insight, or behavior in regard to professional legal standards • Demonstrated deficits in judgement, insight, or behavior in regard to academic honesty or academic code of conduct 	<ul style="list-style-type: none"> • Demonstrated satisfactory ethical judgement, insight, and behavior • Demonstrated satisfactory ethical judgement, insight, and behavior in regards to professional legal standards • Demonstrated satisfactory ethical judgement, insight, and behavior in regard to academic honesty or academic code of conduct 	<ul style="list-style-type: none"> • Demonstrated advanced ethical judgment, insight, and behavior • Demonstrated advanced ethical judgment, insight, and behavior in regards to professional legal standards • Demonstrated advanced ethical judgment, insight, and behavior in regards to academic honesty or academic code of conduct

Imitation and Motivation

	1.Unmotivated	2.Minimally motivated	3.Motivated	4. Highly Motivated
Including but not limited to these behaviors or attitudes:	<ul style="list-style-type: none"> Usually Missed deadlines and/ or attended few classes Rarely Participated in class activities Often failed to meet minimal extractions in assignment Displayed little or no initiative and/ or effort in meeting course/ program/ graduate school requirement 	<ul style="list-style-type: none"> Missed and unacceptable number of deadlines and/ or classes Infrequently participated in class activities Met only the minimal expectations in assigned work Displayed minimal initiative and/ or effort in meeting course/ program/ graduate school requirements 	<ul style="list-style-type: none"> Generally meet attendance requirements and deadlines Often participated in class activities Met and occasionally exceeded expectations in assigned work Displayed reasonable initiatives and/ or effort in meeting Course/program/ graduate school requirements 	<ul style="list-style-type: none"> Fully met all attendance requirements and deadlines Enthusiastically participated in class activities Frequently exceeded assigned expectations in assigned work Displayed exceptional initiative and/ or effort in meeting course/ program / graduate school reequipments

Respectfulness

	1.Disrespectful	2.Minimally respectful	3.Respectful	4. Highly
Including but not limited to these behaviors or attitudes:	<ul style="list-style-type: none"> Displayed verbal and/ or nonverbal behavior that was blatantly disrespectful, devaluing, and or demeaning to course instructor Displayed verbal and/ or nonverbal behavior that was blatantly disrespectful, devaluing, and/ or demeaning to peers Displayed verbal and/ or nonverbal behavior that was blatantly disrespectful, devaluing, and/or demeaning to university faculty/staff, offsite supervisors, and others affiliated with program 	<ul style="list-style-type: none"> Demonstrated verbal and/ or nonverbal behavior that could be interpreted as disrespectful to course instructor Demonstrated verbal and/ or nonverbal behavior that could be interpreted as disrespectful to peers Demonstrated verbal and/ or nonverbal behavior that could be interpreted as disrespectful to university faculty/ staff, offsite supervisors, or others affiliated with program 	<ul style="list-style-type: none"> Was respectful to course instructor Was respectful to peers Was respectful to university faculty/ staff, offsite supervisors, or others affiliated with program 	<ul style="list-style-type: none"> Was highly respectful & tactful to course instructor Was highly respectful & tactful to peers Was highly respectful and tactful to university faculty/ staff, offsite supervisors, or others affiliated with program

Cultural Sensitivity

	1.Insensitive	2.Minimally sensitive	3.Sensitive	4. Highly Sensitive
Including but not limited to these behaviors or attitudes:	<ul style="list-style-type: none"> • Acted with prejudice toward those of different race, culture, gender, or sexual orientation than self • Displayed blatant disregard for human dignity and intrinsic worth 	<ul style="list-style-type: none"> • Was occasionally insensitive toward others different than self • Made statements and/ or displayed behavior that questioned own commitment to human dignity and intrinsic worth 	<ul style="list-style-type: none"> • Was generally sensitive to diversity • Displayed consistent commitment to human dignity and intrinsic worth 	<ul style="list-style-type: none"> • Demonstrated advanced skill and sensitivity to diversity • Displayed superior skill on advancing human dignity and intrinsic worth