



Student Handbook

Department of Counselor Education

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Department and Faculty Contact Information

Department Information

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Important Telephone Numbers

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

Mission and Goals

Mission Statement

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

(Approved October 22, 2014)

Department Goals

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

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

(Approved October 22, 2014)

Accreditation and Conceptual Framework

Accreditation

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

All programs in the Department of Counselor Education are accredited nationally by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

WCU is proud to have received an eight-year accreditation (the longest allowed) and will be seeking re-accreditation again in 2025.

Mission, Vision and Conceptual Framework

The programs in the Department of Counselor Education are aligned with West Chester University's College of Education and Social Work's Mission, Vision & Conceptual Framework found here: <https://www.wcupa.edu/education-socialWork/missionVision.aspx>

Program Descriptions

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

M.Ed. in School Counseling (SC)

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

The advising sheet for the SC program is located in the Appendix.

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

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

The advising sheet for the CMHC program is located in the Appendix.

Post-Master's Certificate in Professional Counselor Licensure Preparation

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

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

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

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

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

Candidates who hold a master's degree in counseling must have their previous master's degree course work reviewed by the Department Assistant Chair to determine what additional coursework is required for certification. A letter from the Department Assistant Chair will serve as a contract and detail requirements necessary for certification. It is the student's responsibility to provide the Department Assistant Chair with the requested detail of prior study so the letter of contract can be completed. Once a student is admitted into the program, and a faculty advisor is assigned, it is the student's responsibility to contact the advisor as soon as possible to discuss program requirements. Students who already hold certification from WCU may be permitted to use former course work to meet those requirements.

Application and Matriculation Procedures

Application Materials

Application materials are available online from The Graduate School or by calling 610-436-2943. All required transcripts, letters of recommendation, and other application materials should be sent directly to The Graduate School as directed in the application; sending materials to the

Department of Counselor Education will delay the processing of your application. It is recommended that you self-manage the completion of your application by monitoring the completion of your application, especially those items that need to be completed by others (e.g. transcripts, recommendations, etc.). West Chester University transcripts are available at The Graduate School and need not be sent.

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

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

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

Admission Requirements

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

Diversity Recruitment Policy

The Department of Counselor Education embraces, enacts and embodies West Chester University's mission to improve diversity, access, and equity. The department, as evidenced by the composition of our student body and faculty, has benefited from the strategies employed campus-wide to insure the recruitment and retention of a diverse population at all levels of University life.

Application Deadlines

Admission to both the School Counseling and Clinical Mental Health Counseling programs are made once a year for an official start in the fall semester.

Clinical Mental Health Counseling program: Applicants applying for this program should complete their applications by **February 1**. In order for the department to review a candidate's credentials, **ALL materials must be received by The Graduate School by February 1**. If any materials are not received by this date, the application is incomplete and cannot be reviewed.

School Counseling program: Applicants applying for this program should complete their applications by **March 1**. In order for the department to review a candidate's credentials, **ALL materials must be received by The Graduate School by March 1**. If any materials are not received by this date, the application is incomplete and cannot be reviewed.

Standardized Test Scores

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

Advising

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

Orientation for New Students

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

Certification Requirements for School Counseling

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

What?

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

When?

First Semester of Coursework
Typically Taken at the End of the Program
In the month of your graduation

In order to receive your PA Certification for School Counseling you must register in The Teacher Management System (TIMS) found on the Pennsylvania Department of Education (PDE) website under Certification. There is detailed information on the College of Education and Social Work website under Certification and on the Counselor Education (CEE) site on D2L under School Counselors/Certification. Graduating students must have

- Completed the Intent Form
- Met all academic requirements
- Met all PA test requirements (**Praxis test scores are to be mailed to WCU and PDE**)
- Applied online through TIMS

- Completed a preparation program and, if applicable, received graduation clearance by all departments and the Registrar's Office.

Candidates who are applying for a position before their Certification is received will often provide districts or sub services with their unofficial or official transcript to show their current GPA and graduation progress. If the district's application system requires something be uploaded, some candidates create a Word document with that information so they have something to enter in that section of the application. It is suggested that candidates work with the district's HR office directly regarding their applications.

WCU's Certification Office also offers to reach out to the employer/districts on behalf of the candidate to explain WCU's process if the candidate provides the employer's contact. Information or a letter of completion, printed on university letterhead, may be mailed to an interested employer after the candidate has completed all criteria for certification.

If applying for jobs in other states, candidates may have to complete a verification of program completion form as part of the application. For example, in New Jersey, this form (<http://www.nj.gov/education/educators/license/forms/college1.pdf>) requires the Certification Office at WCU to complete a section related to program completion, (*"Has this applicant completed your state-approved educator preparation program. If yes, please list date of completion"*). This will not be able to be completed with the Dean's signature as the Authorizing Officer until degrees are conferred.

Candidates should have their Praxis official score reports to submit directly with their job applications if they are applying before Certification is processed, if the Praxis score is needed in that state, as it is in PA. Scores for any other test are not needed for PA School Counseling Certification.

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

Certification Application Deadline dates:

December Graduates – first week of November

May Graduates – first week of April

August Graduates – last week of July

More information on certification can be found at: <https://www.wcupa.edu/education-socialWork/certificationInfo.aspx>

Approved Program of Study (APS) form

The Approved Program of Study (APS) form is provided to each School Counseling student during Orientation and is signed by either the Department Chair or Assistant Chair. The APS form must be completed during the first semester of matriculation and submitted to the

Certification Office following the directions on the form. Failure to complete this form in a timely manner may result in cancellation of coursework or the inability to apply for the PK-12 School Counseling Certificate. For more information on this document, see your academic advisor.

Licensure

Each state sets the legal requirements for licensure in that state. Act 136 requires the completion of a planned program of study consisting of 60 semester hours of graduate course work in counseling or a closely related field. It is strongly recommended that candidates for licensure inform themselves on the state requirements in any and all states where the candidate hopes to practice. Information on Pennsylvania's Licensure Laws can be found on the website of the State Board of Social Workers, Marriage and Family Therapists, and Professional Counselors: <http://www.dos.pa.gov/ProfessionalLicensing/BoardsCommissions/SocialWorkersMarriageandFamilyTherapistsandProfessionalCounselors/Pages/default.aspx>

Nationally Certified Counselor (NCC) Credential

As a graduate of a CACREP accredited program, students in the Department of Counselor Education can seek the NCC credential immediately following graduation. Earning the credential requires completion of several requirements, most notably passing the National Counselor Exam (NCE). For more information on the NCC credential, see the National Board of Certified Counselors website: www.nbcc.org or <https://www.nbcc.org/certification/ncc>.

Registration

Students who have been accepted into a degree program or who have been accepted into a certification or Letter of Completion program may register on-line using the **myWCU** system. Courses and course times are available from the **myWCU** Web Page. All students should meet with their academic advisor to develop a plan of course completion. Degree seeking students are given initial priority when registering for courses and encouraged to do so immediately. Check your WCU email regularly for processes and requirements for registration. Advanced permission may be required for registration.

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

Semester Class Times

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

Summer Sessions

Three summer sessions are available to Counselor Education Students:

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

Important Student Meetings

Throughout your time in the program, there will be important informational meetings and opportunities for professional development. Please check your email for these dates. Topics covered during these meetings may include: preparation for field experience, job searching, and resume writing, comprehensive exam preparation, Chi Sigma Iota meetings, and so forth.

Disability Accommodations

Please make your needs known by contacting the Office of Services for Students with Disabilities at <https://www.wcupa.edu/universityCollege/ossd/> and provide your letter of accommodation to your professors. Please allow sufficient time to make necessary accommodations. West Chester University desires to comply with the Americans with Disabilities Act of 1990.

WCU email accounts

Throughout your program several areas on campus will be communicating with the student population in general. These communications are made through the WCU university email account provided to you at the time of your admission. With this system, all faculty and students have immediate access to your email address from any location by way of the "global address book". Faculty will correspond with you only through your WCU email account. We strongly advise and encourage you to access your university email account on a regular basis as we will not be held responsible for information that is disseminated but not opened and read by you. If you need assistance in accessing your email account please contact the Student Help Desk at 610-436-3349.

Updates to your personal information

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

Record Keeping

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

Technology

Students may access/borrow the following when needed for class and course assignments: cameras, iPads, laptops for in-building use, scanners and printers. See course syllabi for specific assignments requiring recording.

School Closing Information

For information regarding school closings, please sign up for E2Campus text alerts <https://www.wcupa.edu/wcualert/>, check the WCU home page at www.wcupa.edu or contact Campus Information at 610-436-1000.

Professional Development and Student Involvement

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

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

School Counseling:

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

In addition to membership in these organizations, each provides opportunities for professional growth through magazines, peer reviewed journals, and professional meetings and conferences. Students are *strongly* encouraged to attend professional meetings, both for the opportunity to learn as well as to present: alone, with classmates, or with faculty. A pool of funds for graduate students who are presenting at or attending professional conferences is available through the University.

Chi Sigma Iota Honor Society

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

Statement of Professionalism

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

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

1. Display maturity and receptivity to corrective feedback;
2. Maintain appropriate boundaries with clients, supervisors, faculty and peers;
3. Adhere to all rules and regulations governing classroom and clinical settings;
4. Understand and embrace the ethical codes of the profession;
5. Refrain from engaging in uncivil, rude, and disrespectful behaviors such as: carrying on conversations with others during class, leaving class early or arriving late without prior notification, employing electronic equipment (e.g. cell phones, laptops, netbooks, etc.) for non-instructional purposes and without prior permission of the faculty member, etc., and;
6. Adhere to standards of student conduct as outlined in West Chester University's Student Handbook.

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

Interpersonal Skills and Dispositions Inventory

During each class and fieldwork experience throughout a student's career, faculty and site supervisors will evaluate the candidate's interpersonal skills and dispositions using the Interpersonal Skills and Dispositions Inventory found in the Appendices. The purpose of these evaluations is to assess the student's suitability for the profession, and to provide formative feedback as necessary. The ISDI document is a method of providing formal feedback to students on skills necessary for success as a professional counselor. Faculty will complete the ISDI form for every student in every class. Faculty members will discuss with the student any issues of concern that are documented on the ISDI form and in the case of multiple concerns or across multiple courses, the Department Chair will discuss remediation with the student, as well. If the concern cannot be resolved with the Department Chair, the process then will include the Associate Dean and Dean of the College of Education and Social Work. The ISDI document will be maintained as part of the student's educational record and the department reserves the right

to use the information from this inventory for evaluative and decision-making purposes regarding candidates' continued participation in the program up to the point of graduation, to protect the public welfare.

Degree Candidacy

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

In order to apply for Degree Candidacy, a student must complete the following courses with a grade of B or better: EDC503, EDC567, EDC570, EDC571, and EDC506. The Degree Candidacy Application (see Appendix) must be completed immediately after successful completion of these five required courses.

As part of the of degree candidacy process, students' academic performance will be reviewed and their demonstrated interpersonal skills and dispositions will be assessed as indicators of the likelihood of success within the Counselor Education program and eventual performance as competent, professional master's level counselors. (See Interpersonal Skills and Dispositions-18 form in the Appendix). The department reserves the right to use the information from this inventory for evaluative and decision-making purposes regarding candidates' continued participation in the program up to the point of graduation, in order to protect the public welfare. In the event that a candidate's level of interpersonal skill is rated as needing significant improvement on these screening instruments, a meeting will be arranged between the faculty and the candidate to discuss the assessments and to consider an appropriate course of action. Failure to complete the Degree Candidacy process may result in some or all of your courses being dropped, potentially without refund.

Academic Flexibility Policy

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

Other Important Forms and Documents

Transfer of Credit

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

The application for transfer of credit can be found at:

http://www.wcupa.edu/_ADMISSIONS/SCH_DGR/current.aspx

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

Change of Curriculum

To file a change of curriculum application, go to:

http://www.wcupa.edu/_ADMISSIONS/SCH_DGR/current.aspx

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

Elective Coursework

A number of elective courses are offered within the Department of Counselor Education. For elective course requests outside the department, the student must complete the Application to Approve Graduate Elective Credit (Appendix) and submit this document the Assistant Chair for review **PRIOR TO BEGINNING THE COURSE**. The form requires submission of a course description that can be found in the Graduate Catalog.

Graduation Application

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

<http://www.wcupa.edu/registrar/graduation.aspx>

Students who are completing a certificate or Letter of Completion program can apply for graduation on the Graduate Studies website at:

http://www.wcupa.edu/_ADMISSIONS/SCH_DGR/current.aspx

Petition for Exception to Policy

If a student needs an exception to any Departmental or University policy, the student must complete a Petition for Exception to Policy that can be found here:

https://www.wcupa.edu/_admissions/SCH_DGR/documents/Graduate_Petition_Form.xls

The document is to be filled out in the MS Excel format and emailed to the Assistant Chair, who will review the petition and submit a recommendation to the Department Chair. The Chair will then make a recommendation to the Graduate Dean, who will make a final determination on the petition. The student will be informed by the Graduate Dean's office of the final determination on the petition.

Course/Term Withdrawal

Should a student need to withdrawal from a course or all courses after the add/drop period has ended, the student must complete the Course/Term Withdrawal form located at:

http://www.wcupa.edu/_ADMISSIONS/SCH_DGR/current.aspx

Continuous Enrollment/Leaves of Absence

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

http://www.wcupa.edu/_ADMISSIONS/SCH_DGR/current.aspx

The request should be filed in advance of the semester in which course work is terminated. Approved leaves of absence do not release the student from the six-year time limitation stipulated for the completion of degree requirements (see section on Academic Policies for more information on the six-year limit).

Other Important Documents

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

Comprehensive Examination

Prior to graduation, all candidates must successfully complete the comprehensive exam. All students are required to take and pass the Counselor Preparation Comprehensive Exam (CPCE).

Academic Policies

All academic policies are available in the WCU Graduate Catalog located online at:
<https://catalog.wcupa.edu/graduate/>

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

Good Standing

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

Academic Probation/Dismissal

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

F Grades

A graduate student earning an F grade in any course will be dismissed from the University. Exceptions may be made for a course outside the student's discipline upon the recommendation of the Assistant Chair and the approval of the graduate dean. An F earned at West Chester University may not be made up at another institution of higher learning for the same course.

IP and NG Grades

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

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

Six Year Limit

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

Field Experience Grade Policy

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

Academic Integrity Policy

Academic dishonesty is prohibited at West Chester University. It is a serious offense because it diminishes the quality of scholarship, makes accurate evaluation of student progress

impossible, and defrauds those in society who must ultimately depend upon the knowledge and integrity of the institution and its students and faculty. Students are advised to review the academic dishonesty policy stated in the University Catalog located at:

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

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

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

www.counseling.org and/or the *ASCA Ethical Standards for School Counselors* located here:

<https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>

Grade Appeals

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

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

Endorsement Policy

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

Non-Academic Dismissal Policy

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

Process

As part of the total evaluation process, students are assessed in each course and in subsequent field experience courses using the department's Interpersonal Skills and Dispositions Inventory-18 (ISDI-18) (Appendix). In addition to terminating students for academic cause, students may be dismissed for ethical violations and/or evidence of personal unsuitability for the profession. When faculty identify a student of concern, a protocol is followed that can be found in the ISDI-18 document located in the Appendix.

Appeal

According to University Policy, a student may appeal the decision of the College of Education dispositions policy as indicated at: <https://www.wcupa.edu/education-socialWork/assessmentAccreditation/dispositions.aspx>

Respecting Diversity

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

ACA Ethics Code

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

Nondiscrimination

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

Respecting Differences

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

Personal Values

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

Appendix A: M.Ed. School Counseling PK-12 Advising Sheet
Advising Sheet
M.Ed. School Counseling
Courses meet CACREP Accreditation Requirements
51 Credits

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

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

+denotes suggested classes to take during the summer term.

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

I Common Core (27 Credits)

Degree Candidacy courses must be completed before your 9th course

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

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

*Must be taken before Practicum course

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

II Specialty Requirements (15 credits)

- EDC 504 Organization and Administration of School Counseling Program (must be taken before or concurrently with first internship course)
- EDC 505 School Counselors Working with Diverse Learners
- EDC 552 Trauma and Crisis Intervention Work and the Professional Counselor
- EDC 559 Human Exceptionality for Counselors (must be taken before or concurrently with first internship course)
- EDC 576 Consultation and Coordination in Guidance and Counseling (must be taken before internship)

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

EDC 590 Practicum in School Counseling

(PREQs: EDC 503, 567, 570, 571)

Application required- Department processes permission for registration in practicum course
School Practicum includes a minimum of 100 hours, with a minimum of 40 direct hours in an approved school setting.

Degree Candidacy must be completed before student is admitted into Internship.

Internships

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

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

(PREQs: EDC 506, 576, 590)

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

Application required - Department processes permission for registration in internship courses

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

(PREQs: EDC 506, 576, 590)

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

Application required - Department processes permission for registration in internship courses

A comprehensive examination is required. Students are encouraged to review requirements for this examination with their advisor.

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

Teacher Candidacy must be completed before internship. The criteria is a GPA of 3.0 or higher and is required of all students pursuing an educational certificate.

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

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

I Common Core (27 Credits)

Degree Candidacy courses must be completed before your 10th course

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

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

Denotes courses for Degree Candidacy: Note that Degree Candidacy must be completed before your 10th course

II Specialty Requirements (15 credits)

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

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

- EDC 554 Grief Counseling
- EDC 555 Marriage and Family Counseling
- EDC 558 Counseling Military Professionals and Their Families
- EDC 561 Current Issues in Mental Health Counseling
- EDC 562 Counseling Children and Adolescents
- EDC 563 Counseling & Human Sexuality

III Elective Coursework cont.

EDC 564 Counseling Supervision and Consultation
EDC 565 Animal Assisted Therapy and Counseling
EDC 566 LGBT Considerations in Counseling

IV Field Experience Requirements (9 credits)

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

Application required - Department processes permission for registration in practicum course
Practicum includes a minimum of 100 hours (with a minimum of 40 direct hours) in an approved setting.

Degree Candidacy must be completed before student is admitted into Internship

EDC 605 Clinical Mental Health Counseling Internship
(PREQs: EDC 506, 580, 560, COREQ 572)

Application required - Department processes permission for registration in internship course
Internships must be completed with a minimum of 600 on-site hours over at least two semesters in an approved setting.

A comprehensive examination is required. Students are encouraged to review requirements for this examination with their advisor.

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

Appendix C: Interpersonal Skills and Dispositions Inventory-18

Student Name:

(Last name)

(First name)

(MI)

Instructor:

Course:

EDC

Sectionnumber

Date:

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

Scoring legend:

AC = Acceptable

WI = Warranted Intervention

CI = Continued Intervention Needed

U = Unable to Observe

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

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

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

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

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

If you believe continued intervention is necessary, please explain.

Interpersonal Skills and Dispositions Inventory Policy and Procedures (ISDI-18) (rev Spring, 2018).

- The ISDI-18 is completed for every student in every class taken as part of the student's curriculum.
- If a student's observed classroom or field experience behavior is acceptable, the evaluator will document this on the form and no additional intervention is required.
- All ISDI-18 forms that are marked Acceptable on all items will be returned to the Department Secretary and noted as completed on the associated class roster.
- Any ISDI-18 forms that identify the need for intervention will be delivered directly to the Department Chairperson. The class roster will indicate that the form was returned to the Department Chair.
- A faculty member who identifies a student behavior that warrants intervention will be required to intervene with the student and provide opportunity for remediation, when appropriate.
 - If the faculty member requires consultation on the issue, s/he will discuss the concern with the Department Chair or Assistant Chair & Assistant Chair prior to engaging in the remediation process. This may include initiation of other relevant College and University policies.
- The Department Chair will review the documents, determine if it constitutes a first, second, or third dispositional issue, ensure that remediation took place when necessary and review any concerns with the individual faculty member.
- The Department Chair will correspondingly:
 - Determine if additional follow-up or remediation is warranted based on the behaviors documented in the ISDI-18 (Continued Intervention Needed was marked)
 - Ascertain if this constitutes a second or third dispositional issue, or if the Chair deems a dispositional issue to be serious, the Chair will institute the formal action plan process (see Department PROFESSIONAL DISPOSITIONS - ACTION PLAN FORM)
 - Determine if the student's behavior warrants initiation of other relevant College and University policies.
- Specific directions detailed in the action plan form will be followed, contract(s) developed, and appropriate follow-up instituted.

ISDI-18 Matrix: Behavioral Examples

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

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

<ul style="list-style-type: none"> - Disregarded supervisory advisement if not in agreement with own position. - Made little or no attempt at problem solving. - Displayed inappropriate behavior(s) during conflict situations. 		<ul style="list-style-type: none"> - Initiated problem solving efforts in conflict situations. - Actively participated in problem solving efforts.
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7. Ability to accept personal responsibility

<p style="text-align: center;">Warrants Intervention</p> <ul style="list-style-type: none"> - Unable to admit mistakes or self-reflect on problem situations. - Lied, minimized or embellished the truth to extricate self from problems. - Consistently blamed others for problems without self-examination. 		<p style="text-align: center;">Acceptable</p> <ul style="list-style-type: none"> - Was willing to examine own role in problem situations. - Was accurate and honest in describing own and others role in problems. - Open to feedback regarding problem situations.
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8. Ability to communicate appropriately
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<p style="text-align: center;">Warrants Intervention</p> <ul style="list-style-type: none"> - Showed little willingness or ability to articulate own feelings. - Showed little willingness or ability to recognize and acknowledge the thoughts and feelings of others. - Expressed thoughts or feelings that were inappropriate to the setting. - Showed resistant to discussion of feelings in supervision. 		<p style="text-align: center;">Acceptable</p> <ul style="list-style-type: none"> - Exhibited the willingness and ability to articulate their thoughts and feelings appropriately - Showed willingness and ability to acknowledge others' feelings - Willing to discuss own feelings in supervision when directed.
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9. Attention to ethical and legal considerations

<p>Warrants Intervention</p> <ul style="list-style-type: none"> -Engaged in boundary violations with clients. - Acted with prejudice toward those of different race, culture, gender, or sexual orientation than self. - Endangered the safety and the well-being of clients. - Breached established rules for protecting client confidentiality. - Used judgment that could have put client safety and well-being at risk - Used judgment that could have put client confidentiality at risk 		<p>Acceptable</p> <ul style="list-style-type: none"> - Maintained clear personal-professional boundaries with clients. - Demonstrated consistent sensitivity to diversity. - Satisfactorily ensured client safety and well-being. - Appropriately safeguarded the confidentiality of clients. - Was responsive to supervision for minor lapse in professional judgment or ethical concern - Was responsive to supervision for minor insensitivity to diversity in professional interactions.
10. Academic Responsibility		
<p>Warrants Intervention</p> <ul style="list-style-type: none"> - Often missed deadlines and classes. - Rarely participated in class activities. - Often failed to meet minimal expectations in completed assignments. - Missed the maximum allowable classes and deadlines. 		<p>Acceptable</p> <ul style="list-style-type: none"> - Met all attendance requirements and deadlines. - Participated in class activities. - Met or exceeded expectations in assigned work. - Consistently took responsibility for completing assigned work.
11. Multicultural Competence		

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

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

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

NAME: _____ DATE: _____

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

WCU EMAIL ADDRESS: _____

TELEPHONE: HOME: _____ WORK: _____

STUDENT ID: _____

DEGREE (check one): _____ M.Ed. School Counseling _____ MS CMHC

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

Total Number of Course Hours Completed: _____ Advisor: _____

SECTION ONE

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

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

SECTION TWO

 Signature of Advisor Date

OFFICE USE ONLY

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

Department Action: Approved___ Denied___ Reason for Denial _____

 Signature of Department Chairperson or Degree Candidacy Coordinator Date

Graduate Office Action: Approved _____ Denied _____

 Signature of Dean of Graduate Studies and Extended Education Date

SECTION THREE

Appendix E: Application to Approve Graduate Elective Credit

Student Name _____
Last
First
Maiden Name

Address: _____

WCU I.D. # _____ Telephone No. _____

e-mail _____

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

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

Attached course description

Submit to Assistant Chair

Approved: _____
Assistant Chair
Date

Approved: _____
Department Chairperson
Date