



CANISIUS
UNIVERSITY

**DEPARTMENT OF COUNSELING
AND HUMAN SERVICES**

STUDENT HANDBOOK
2024-2025
REVISED SUMMER 2024

Version 1.

WELCOME:

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

Accredited by the Council on Accreditation of Counseling and Related Educational Programs

DEFINING YOURSELF AS A CANISIUS UNIVERSITY GRADUATE STUDENT:

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

As you begin your graduate training, you quickly become aware that you are entering a whole new educational culture, one much different from your undergraduate experiences. You are no longer thrown in with other students as a matter of chance; you share a dream with those around you of becoming a counselor or therapist. There is a different feeling as you join with others to pursue not only training goals and a degree but also a new concept of who you are. Together, you are reaching for something that is not entirely known but that you sense has wonderful possibilities for your own growth and your relationships with others. You are suddenly part of a new community. You are taking a journey that will change you. Because you have such close-knit ties with others, your journey affects them all, and in some measure, they are taking the trip with you. Changes in you are inevitable because you are entering into a new kind of interpersonal milieu, one you have never experienced before. You notice that in your new community, you are called on to respond in fresh ways, take risks, collaborate with others, and be open and flexible to a degree that might be unfamiliar to you. You are expected to be game for new ventures, such as role plays and experiential exercises. You become used to seeing yourself on video recordings when learning and practicing therapeutic skills. Above all, being fully invested in forging your clinical and counseling skills requires you to be open, accessible, and collaborative with others, throwing your whole self into the experience (Carlson, 2012). The question to ask yourself now is, “Am I open to this experience?”



CANISIUS
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1 CRITICAL PLACES AND NUMBERS

Counseling & Human Services Department Faculty & Staff

Central Office for Counseling and Human Services

Churchill Tower Room 803

(716-888-3298)

Ms. Julie Marzolf

Department Administrative Associate

Bagen 201

716-888-3294

schwab12@canisius.edu

Dr. Nancy Wallace

Dean of the School of Education and Human Services

201 Bagen Hall

wallacen@canisius.edu

Lauren Kicak, MSed

Graduate Associate Dean of the School of Education and Human Services

201 Bagen Hall

kicakl@canisius.edu

Ms. Tara Pace

Practicum & Internship Field Placement Coordinator

pacet@canisius.edu

CRITICAL PLACES AND NUMBERS

(continued)

Dr. Holly D'Angelis

Department Co-Chair

Churchill Tower 812

tanigosh@canisius.edu

Advisement: (Last names beginning w/ A-D)

Dr. David Farrugia

Department Co-Chair

School Counseling Program Coordinator

Churchill Tower 808

farrugia@canisius.edu

Advisement: (Last names beginning w/ E-I)

Dr. Ashley Luedke

Clinical Mental Health Program Coordinator

Faculty Advisor and Program Coordinator of the Bridge Program

Churchill Tower 815

luedkea@canisius.edu

Advisement: (Last names beginning w/ J-M)

Dr. David Moran

Churchill Tower 813

moran11@canisius.edu

Advisement: (Last names beginning w/ N-R)

Dr. Tikana Truitt

Churchill Tower 814

truittt@canisius.edu

Advisement: (Last names beginning w/ S-Z)

CRITICAL PLACES AND NUMBERS

(continued)

Bookstore

Apparel, Merchandise, Textbooks, Gifts
canisius@bkstr.com
716-888-2335

Campus Dining Options

Dining is now Cashless-you can use
Griff Bucks, Griff Choice, Credit Cards, and Apple Pay.

Andrew L. Bouwhuis Library

Phone: 716-888-8411
Email: library@canisius.edu

Campus Ministry

Old Main 101
716-888-2420

Griff Center

Academic Achievement, Career Development, Accessibility Services
Old Main 013
716-888-2170

Counseling Center

Bosch Hall 105
716-888-2620

Department of Public Safety

Bosch Hall 105
716-888-2330

Student Financial Aid Office (SFA)

studentservices@canisius.edu
716-888-2600

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DEPARTMENT MISSION, LEARNING GOALS, AND PROGRAM OBJECTIVES

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

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

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

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

DEPARTMENT MISSION, LEARNING GOALS, AND PROGRAM OBJECTIVES

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

1. Treating others with dignity and respect;
2. Sensitivity to cultural differences;
3. Ethical behavior;
4. Promoting and maintaining healthy living, including self-care;
5. Contributing to the welfare of others; and
6. Valuing social justice.

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

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

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

DEPARTMENT MISSION, LEARNING GOALS, AND PROGRAM OBJECTIVES

Program Objectives:

- Demonstrates professional identity and ethical practice.
- Demonstrates cultural sensitivity, a commitment to social justice, and promotion of diversity.
- Applies knowledge of human growth and development in individual, group, and family counseling.
- Demonstrates the application of career development and career decision making theories within the career counseling process.
- Demonstrates essential interview and counseling skills, based on knowledge of counseling theories.
- Demonstrates leadership skills for group counseling based on an understanding of the dynamics of group work including theories of group counseling.
- Demonstrates knowledge of assessment strategies used in counseling including an understanding of statistical concepts and cultural issues related to assessment.
- Identifies research methods and statistical procedures used to study human behavior and uses appropriate data-based procedures for assessment of client outcomes and program evaluation.
- Demonstrates the knowledge, skills, and practices necessary for effective professional work in the student's specialization in counseling.
- Demonstrates the following Professional Dispositions:
 1. Dignity and Respect for Self and Others: Treats all people with respect as defined by emotionally controlled communication, and the absence of pejorative labeling. In addition, the student recognizes and practices self-care.

DEPARTMENT MISSION, LEARNING GOALS, AND PROGRAM OBJECTIVES

2. Embraces Diversity: Seeks to understand all persons and cultures. Never behaves in a prejudicial or discriminatory manner to any group of people.
3. Professional Integrity: Demonstrates personal responsibility in academic and professional endeavors; personal and professional maturity; honesty and congruence.
4. Ethical Behavior: Always acts in an ethical manner as described in the current version of the Ethical Standards of the American Counseling Association.
5. Empathy: Demonstrates empathy by recognizing and being able to verbalize the emotional and experiential realities of others.
6. Openness/Accepts Feedback: Accepts feedback in a constructive manner as demonstrated by professional and thoughtful consideration and subsequent modification of behavior without discounting the suggestions made by professors and fellow students.
7. Engagement/Communication: Engages with other students and professors in a positive manner as experienced by students and professors.

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CACREP ACCREDITATION

The Graduate Experience:

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

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

CACREP Accreditation:

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

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ASSESSMENT SYSTEMS

From Admission to Graduation

The Department assesses candidates through a systemic process that includes a detailed evaluation of student learning outcomes of the program curriculum and CACREP standards. The assessment system of the Department aligns with the assessment system of the School of Education and Human Services and measures candidates' progress through the program. The Department keeps an Assessment Portfolio for each candidate. A benchmark comparison with other counselor education programs using the Counselor Preparation Comprehensive Exam (CPCE) provides information regarding candidates completing the two programs. In addition, a detailed analysis of CACREP standards and learning outcomes is conducted through a continuous review of course outcomes. Each year, assessment data are systematically analyzed for program improvement. Please see the Department Assessment Manual located on our Department Home Pages for a more detailed description of the assessment systems.

Transitions:

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

Transition Point I (Admission to the Program):

Applicants seeking admission to the Counseling programs meet requirements established by the Graduate School of Education and Human Services.

Applicants must have a baccalaureate degree earning no less than a 3.0 undergraduate grade point average. An applicant with less than an undergraduate GPA of 3.0 may need to complete the Graduate Records Examination (GRE) in addition to other application materials: a complete application, an essay and two letters of recommendation.

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

ASSESSMENT SYSTEMS

Transition Point II

To become eligible for the practicum (field experience) candidates must take the Counseling Candidate Screening Battery followed by an interview with one's full-time faculty member-advisor. The purpose of this procedure is to determine the appropriateness of the candidate for continuation in the program. Preferably, the candidate completes the Screening Battery and Interview before candidates begin classes, however, it is permissible to take the screening within the first semester of studies.

A candidate's screening process and results may prevent or delay a candidate from starting fieldwork/practicum, or be advised to discontinue one's studies should the screening reveal a profile inappropriate for the counseling profession. The screening process consists of a short autobiography, an empathy test, the Minnesota Multiphasic Personality Inventory II, and an interview. Students will be sent information on how to take and schedule all parts of the Screening Battery process via email a few weeks prior to the start of their first semester, as well as during the first couple of weeks of classes. Please watch your Canisius email for this information. The Counseling Candidate Battery Screening fee of \$50 will be included with your general university fees in your bill. For questions about your tuition statement, please contact Student Records and Financial Services at 716-888-2600.

ASSESSMENT SYSTEMS

MMPI-2 Policy

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

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

If the advisor is the Coordinator of the student's program, the student should contact one of the Co-Chairs of the Department. The faculty members will confer on their meetings with the candidate and will determine an appropriate course of action.

Potential courses of action: the student continues in the program, a remediation plan is developed, personal counseling with a licensed mental health professional, a suggested pause in graduate studies to facilitate personal growth, and in very rare cases, a recommendation to discontinue enrollment in the Counseling program.

ASSESSMENT SYSTEMS

Please meet with your advisor for an interview and interpretation of the screening to complete the process. In addition to reviewing one's Screening Battery results, the candidate and one's faculty advisor completes a "formal academic advisement" during the interview. Although the screening process helps identify serious personal attributes that would prohibit successful pursuit of a career in counseling, lesser concerns may arise from this activity. In such cases, a student may be asked to seek personal counseling as a condition of enrollment or be advised to take some other course of action. When necessary, a faculty committee (often one's advisor and the Program Coordinator) makes a recommendation to discontinue studies in the counseling program. If a student takes a leave of study and does not take classes for three consecutive semesters, the student will be required to successfully retake the screening battery.

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

- EDC 570 Introduction to Professional Counseling and Ethics,
- EDC 573 Counseling Theory, and

Either EDC 567 Principles of School Counseling (for those in the School Counseling Program) or EDC 568 Principles of Mental Health Counseling (for those in the Clinical Mental Health Program)

ASSESSMENT SYSTEMS

Transition Point III

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

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

ASSESSMENT SYSTEMS

Transition Point IV

Candidates must successfully complete the Counselor Preparation Comprehensive Exam (CPCE). A candidate generally completes the CPCE during the internship semester. The CPCE is a standardized, proctored, online comprehensive exam administered at the University, that covers the eight core counseling domains specified by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). The CPCE is offered once during the Fall, Spring and Summer semesters.

Candidates must register for EDC 606 Counselor Preparation Comprehensive Exam during course registration for the semester in which they plan to sit for the CPCE (Fall, Spring or Summer). There is no official course associated with EDC 606. The examination cost per student is \$75. Candidates have one attempt to pass the CPCE. Should a candidate fail the CPCE on their first attempt, this will trigger a remediation plan (essay questions) that will cover the subtests where one scored less than 1 SD below the national mean.

Diploma Request Form & Application to Graduate

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

Admission of Professionals Not Seeking a Degree:

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

ASSESSMENT SYSTEMS

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

Diversity Recruitment Policy:

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

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

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

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

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FACULTY ADVISORS & ADVISEMENT

Faculty Advisors & Advisement

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

- Last name beginning with: A -->D Dr. Holly D'Angelis
- Last name beginning with: E --> I Dr. David Farrugia
- Last name beginning with: J --> M Dr. Ashley Luedke
- Last name beginning with: N -->R Dr. David Moran
- Last name beginning with: S --> Z Dr. Tikana Truitt

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

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

Graduate candidates, enrolled for a minimum of 4.5 credits may qualify for a Federal Unsubsidized Student Loan. The amount of one’s loan depends upon one course-load for semester, with a maximum annual load amount of \$20,500. Please meet with Financial Aid staff for additional information.

Graduate Assistantships

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

FACULTY ADVISORS & ADVISEMENT

Transfer of Credit

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

Grading, Retention and Dismissal Policies:

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

Grade Grievance Procedure

"Occasions may arise when a student does not agree with the grade he or she has received in a course. When this happens, the question of whether the grade should be reconsidered is addressed in two stages" (Canisius University Graduate Catalog, p.18 (<https://catalog.canisius.edu/graduate/academics/academic-policies/#grade grievance text>)). Please discuss concerns regarding course grades first with the course instructor. "If the student and instructor cannot agree on the appropriateness of the grade in question, the student may contact the chair of the instructor's department, in writing, within ten working days after the meeting with the instructor" (Graduate Catalog, p. 18). For additional information, please review the Graduate Catalog or the Department Assessment Manual located on our Department Home Page (<https://catalog.canisius.edu/graduate/school-education-human-services/counseling-human-services/>) for a more detailed description of the procedure.

FACULTY ADVISORS & ADVISEMENT

Malpractice Insurance

All candidates are required to have personal professional liability coverage at the start of their practicum experience. Graduate students may want to use the free liability insurance provided with student membership in the American Counseling Association or the American School Counselors Association.

Non-Academic Reasons for Dismissal

In addition to academic questions, and consistent with the ethical standards of the American Counseling Association and University policy, advisors as well as faculty, are responsible to ensure that students are able to be ethical and personally effective in their professional role. Concerns that may prohibit a candidate's success in the field arising from candidate dispositions or behaviors are not considered confidential and may be discussed among faculty members and University administrators. If concerns arise:

- The professor, advisor or candidate may request a meeting at any time to address the concerns. At this informal stage the advisor or the professor, and the student will review the concerns and discuss possible solutions to enact;
- If the concerns are not resolved informally or if a formal consideration is warranted without an informal attempt to a solution, a written referral is made to the Chair of the Department, who determines if a Candidate Concerns Committee should consider the concern. The Candidate Concerns Committee reviews the concern and develops a Remediation Plan. In some situations, a Remediation Plan may require personal counseling as a condition for continued enrollment.
- Failure to meet the conditions of the Remediation Plan will result in a review by the Chairperson who may dismiss the candidate or revise/re-establish the remediation plan. The Department Chairperson may also dismiss a candidate from the program for a single egregious breach of professional and/or ethical behavior.
- Throughout the advisement process and up to dismissal from the program, the student can explore educational and career alternatives with the program advisor.
- Failure to successfully meet any Transition Point requirement will automatically trigger the candidate concerns process.

FACULTY ADVISORS & ADVISEMENT

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

Faculty Endorsement Policy

(Letters of Recommendation) Students are advised to seek recommendation letters from faculty members who have had them for multiple courses or are in the best position to comment on their competence, clinical training, and potential for future employment or advanced study. Faculty may only recommend a student for a given area of employment if the student has successfully completed all designated curriculum requirements for the area for which the student is applying. This includes the completion of the required field experiences in each area of specialization. For example, a student applying for a school counselor position would need to fulfill all program requirements in order to be recommended by a faculty member for a position in this area. In addition to direct experience with the graduate student, faculty members will consider input from practicum supervisors when making recommendations.

Regarding letters of support, for continued advanced study faculty members take into consideration the student's demonstrated abilities and potential to successfully engage in research and scholarly writing. Our endorsement policy aligns with the 2014 ACA Code of Ethics. Before we endorse current students and/or alumni for future employment or advanced education, faculty ensures that an individual possesses the appropriate training, clinical experience, and competence with a review of one's transcript.

Personal Counseling

Personal counseling is available at no charge through the Canisius University Counseling Center. The counseling center is not part of our Department and confidentiality matters follow the same principles as any other counseling service. If a student is asked to attend counseling as part of a remediation plan with an advisor, a release form may be sought, but only to disclose that the student has been attending sessions.

6 METHOD OF DELIVERY OF PROGRAMS & CURRICULUM

Checklist of Critical Steps for the Master's Degree:

- ✓ Complete Application to Graduate School and forward transcripts.
- ✓ Attend Graduate Orientation for new students.
- ✓ Complete the Department of Counseling and Human Services Screening Battery and have the results interpreted by your advisor.
- ✓ Make sure all transfers or waived classes are cleared with your advisor.
- ✓ Keep in mind eventual goals for certifications or license and plan your studies accordingly.
- ✓ Apply for your practicum or internship placements in the semester preceding the actual fieldwork.
- ✓ Successfully complete the Comprehensive Exam.
- ✓ Complete Diploma Request Form at <http://www.canisius.edu/GradEd> at the start of your last semester.
- ✓ Apply for appropriate certification or license after you complete the requirements for your degree.

Method of Delivery of Programs

The majority of classes for both Counseling Programs, as well as Certificates of Advanced Study, convene in traditional face-to-face classrooms once a week. We do offer online and hybrid courses as well. Classes run Monday (Monday classes scheduled from 4 PM- 7 PM) through Thursday 4 PM-6:45 PM or 7 PM-9: 45 PM.

The University's learning management system, "Desire-2-Learn (D2L)" contains materials, examinations, and other information for many of our courses. Please consult with your advisor and/or course instructors for more information.

METHOD OF DELIVERY OF PROGRAMS & CURRICULUM

Curriculum

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

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

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

METHOD OF DELIVERY OF PROGRAMS & CURRICULUM

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

EDC 505 Dignity for All Students Act mandated by NYS (completed in EDC 590)	0 cr.
EDC 566 School Violence and Intervention Workshop mandated by NYS (completed in EDC 576)	0 cr.
EDC 567 Principles of School Counseling	3 cr.
EDC 576 (with EDC 566) School Clinical Practicum	3 cr.
EDC 590 Advanced School Counseling	3 cr.
EDC 604 School Internship K-8	3 cr.
EDC 605 School Internship HS	3 cr.
Elective	3 cr.
Elective	3 cr.
EDC 606 Counselor Preparation Competency Exam	0 cr.
Total Credits for Master's Degree in School Counseling	60 cr.

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

EDC 568 Principles of Clinical Mental Health Counseling	3 cr.
EDC 577 Clinical Mental Health Practicum (prereq. 568, 575 & 597)	3 cr.
EDC 598 Case Formulation, Treatment Planning & Psychopharmacology	
**This class must be completed BEFORE one enters MH Internship	3 cr.
EDC 600 Full-Time Internship (Prereq = EDC 577)	6 cr.
OR	
EDC 601 Part-Time Internship	3 cr.
EDC 602 Part-Time Internship	3 cr.
EDC 606 Counselor Preparation Comprehensive Exam (CPCE)	0 cr.
Elective	3 cr.
Elective	3 cr.
Total Credits for Master's Degree Clinical Mental Health Counseling	60 cr.

METHOD OF DELIVERY OF PROGRAMS & CURRICULUM

Full-time students must take care in selecting courses; a few courses are only offered in the Fall OR Spring semester, thus once per academic year. Full-time students should follow the Recommended Sequence of Studies listed in Appendix 3 in this Handbook titled Recommended Sequence of Studies.

Note that EDC 575 Pre-Practicum Helping Skills is a prerequisite to EDC 576/577. For successful completion of Pre-Practicum, students must earn a grade of B or better in order to progress to practicum. For successful completion of Practicum, students must earn a grade of B or better in order to progress to internship. We do not permit EDC 576/577 during one's first semester of study, nor may a candidate take one's Practicum and Internship concurrently.

METHOD OF DELIVERY OF PROGRAMS & CURRICULUM

Certificate of Advanced Study in Mental Health Counseling (Bridge Program): Faculty Advisor and Program Coordinator of the Bridge Program: Dr. Ashley Luedke, Email: (luedkea@canisius.edu)

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

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

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

METHOD OF DELIVERY OF PROGRAMS & CURRICULUM

Bridge Program Required Courses:

EDC 568 Principles of Clinical Mental Health Counseling (SYNCH ONL)	3 cr.
EDC 585 Chemical Dependency and Rehabilitation (ASYNCH ONL)	3 cr.
EDC 597 Psychopathology	3 cr.
EDC 598 Case Formulation, Treatment Planning & Psychopharmacology	
**EDC 598 must be completed BEFORE one enters the MH Internship	3 cr.
EDC 600 Full-Time Internship	6 cr.
OR	
EDC 601 Part-Time Internship	3 cr.
EDC 602 Part-Time Internship	3 cr.
Total Credit Hours for Bridge Program in Mental Health Counseling	18 cr.

7 LIBRARY NOTES, EMPLOYMENT OPPORTUNITIES & USE OF TECHNOLOGY

Library Note

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

Employment Opportunities in Counseling

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

The Use of Technology & Information on Program Announcements

Candidates will be required to use relevant technology throughout the program. Upon entering the program, all students are given a campus email account. Look for your username and other account information on your class registration form.

We also use Facebook for similar purposes. Join the group "**Psi Chi Gamma**" (our Chapter of the international counseling honor society). You do not need to be a member in order to join. Also join "**Canisius University Counseling Grads and Alum**" by logging onto Facebook and searching for this group.

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

8 CERTIFICATIONS AND

PROFESSIONAL ASSOCIATIONS

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

Professional Credentials & Professional Associations

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

1. New York State Certification for School Counseling

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

New York State Certification requirements for School Counselors specify that the Initial Certification process (requiring completion of your Master's degree) will include evidence of having achieved satisfactory performance on the New York State examination for school counselors. The web address is <http://www.highered.nysed.gov/tcert/teach/> Assistance with the certification process is available through the Associate Dean located in Bagen Hall, Room 201.

CERTIFICATIONS AND PROFESSIONAL ASSOCIATIONS

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

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

2. Licensed Mental Health Counselor (LMHC)

New York State requires a state license to practice psychotherapy. In addition to academic background, an exam and 2 years of professional experience are required. The LMHC is essential for mental health counselors. Candidates in our program who follow the academic program for mental health counseling are positioning themselves to qualify for this credential. They should obtain a hard copy of the state application material for the license (phone: 518-474-3817, email: op4info@mail.nysed.gov/).

Although professional licenses are provided by individual states, there is a National Counselor Registry, which is administered by the American Association of State Counseling Boards that allows for a shared repository for professional credentials allowing for an easier application process. About half of the states allow for use of the registry. Updated information can be found at www.aascb.org/. Professional counselors who hold related Master’s degrees need additional coursework to qualify for the license and should contact their program adviser. It is recommended that they apply to the State recognizing that the review will reveal specific courses that will be required.

CERTIFICATIONS AND PROFESSIONAL ASSOCIATIONS

3. National Certified Counselor (NCC)

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

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

4. American Counseling Association (ACA) and the American School Counselor Association (ASCA)

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

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

CERTIFICATIONS AND PROFESSIONAL ASSOCIATIONS

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

American Counseling Association (ACA)

599 Stevenson Avenue

Alexandria, VA 22304

(703) 823-9800 or (800) 347-6647

American School Counselor Association

1101 King Street, Suite 310, Alexandria VA 22314

(703) 683-ASCA

<https://www.schoolcounselor.org>

New York Mental Health Counselors Association (NYMHCA)

<http://www.nymhca.org>

We encourage candidates' membership in NYMHCA. The LMHC within NYS continues evolving and the horizon changes. NYMHCA members have the best chance for ongoing updates.

New York State School Counseling Association

PO Box 217

Leicester, NY 14481

<http://www.nyssca.org/>

PRACTICUM AND INTERNSHIP COURSES

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

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

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

PRACTICUM AND INTERNSHIP COURSES

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

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

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

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

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

REQUEST FOR PRACTICUM & INTERNSHIP FORM & STUDENT AGREEMENT FORM

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

PRACTICUM AND INTERNSHIP APPLICATION PROCESS

Submission of Practicum and Internship Applications

Students will complete and submit practicum and internship applications electronically.

Electronic Submission

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

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

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

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

10 THE COUNSELOR PREPARATION COMPREHENSIVE EXAM

Cooperating Counselors Handbooks

The Department provides a virtual copy of the Cooperating Counselor Handbooks for all field experiences, in addition to the link for cooperating counselors, it is available on the Department webpage. These handbooks guide you and your cooperating counselor in shaping activities appropriate to your level of skill as you progress through your education as a counselor. The Department presumes that the particular nature of each field site will influence the activities of the student. These handbooks are available for viewing at any time on the Department website.

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

The Counselor Preparation Comprehensive Examination

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

One can complete the CPCE during the Summer, Fall and Spring semesters by registering for “EDC 606 Comprehensive Exam” during course registration in the Fall, Spring and Summer registration periods. One traditionally completes the CPCE the same semester as completing the Internship. There is no official course associated with EDC 606. During the online registration process for the CPCE, students will pay the examination fee of \$75.00. Candidates have one attempt to pass the CPCE. Should a candidate fail the CPCE on their first attempt, this will trigger a remediation plan (essay questions) that will cover the subtests where one scored less than 1 SD below the national mean.

THE COUNSELOR PREPARATION COMPREHENSIVE EXAM

(continued)

The CPCE assesses a candidate's knowledge of the eight common-core areas as defined by CACREP:

- Professional Orientation and Ethical Practice
- Social and Cultural Diversity
- Human Growth and Development
- Career Development
- Helping Relationships
- Group Work
- Assessment
- Research and Program Evaluation

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

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

PROGRAM SURVEY RESULTS

Program Surveys

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

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

APPENDIX 1

Professional Background of Full Time Professors

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

Dave Farrugia, Ph.D. (Department Co-Chair, School Counseling Program Coordinator) has been a member of the faculty at Canisius University since 1981. In 2008, he received the Canisius University Koessler Distinguished Professor Award. He teaches the following courses in the counseling program: Counseling Theory, Practicum, Principles of School Counseling and Managing School Counseling Programs. Dr. Farrugia has maintained a private practice in counseling throughout his tenure at Canisius. Due to his private work, he is able to ground his courses in the everyday practicality of experience. He presents materials in a variety of teaching formats and continually updates his methods of teaching. Dr. Farrugia is a Licensed Mental Health Counselor, a National Certified Counselor, and a Certified Rehabilitation Counselor. He has worked in both school and agency settings. He also has a background in the field of deafness and hearing impairment. His publications are eclectic, reflecting his diverse interests in the field. Some of the titles of published works include "Recognizing Emerging Borderline Personalities", "The Experience of the Family When a Child Dies", "An Adlerian Perspective for Understanding Deafness", "Recognizing and Treating Adults with Attention Deficit Disorders", "Exploring the Counselor's Role in 'Right to Die' Decisions", "Selfishness, Greed, and Counseling" and "Working with Clients who are in Chronic Pain". In addition to his professional background, Dr. Farrugia is a father of three, grandfather of 6 and an active sailor, skier and tennis player.

APPENDIX

Ashley J. Luedke, Ph.D. (Clinical Mental Health Program Coordinator, Faculty Advisor and Program Coordinator of the Bridge Program) joined the faculty at Canisius in Fall of 2024. Dr. Luedke earned her Ph.D. in Counseling from Florida Atlantic University, her M.S. in Community Mental Health Counseling from Canisius University, and her B.A in Psychology from SUNY Fredonia. She has been a counselor educator for the past ten years and has taught a variety of courses including crisis and trauma counseling, psychopathology, counseling theories, counseling practicum, internship in mental health counseling, as well as family and couples counseling. Dr. Luedke is also a Licensed Mental Health Counselor in both NY and FL and is part of a group practice in Williamsville, NY. Along with her clinical work she engages in consultation and supervision for other counseling professionals. Her area of specialty is with adolescents as well as crisis and trauma work. Her primary research interests include clinical supervision, self-care and wellness, the therapeutic relationship, and online program development and gatekeeping. Dr. Luedke is also very active within the profession through her service roles. She is a CACREP site team member and chair and has been elected President Elect for the North Atlantic Region Association for Counselor Education and Supervision (NARACES). Previously she served as Secretary for NARACES and President for the New York Association Counselor Education and Supervision (NYACES).

David Moran, Ph.D. joined the Counselor Education faculty in 2024. Dr. Moran is a certified school counselor in New York state. He earned his undergraduate degree in Human Services from Hilbert College, a master's degree in School Counseling from Canisius University, and a Ph.D. in Counselor Education and Supervision from Old Dominion University. Dr. Moran is a proud alumnus of the school counseling program. His school counseling experience ranges across elementary, middle, and high schools within private and public settings in New York and Virginia. Dr. Moran also has experience with CACREP as an employee, consultant, and site team chair for over 11 years. His research interests include strength-based approaches toward Hispanic students and their families, bilingual assessment development, and professional identity development of school counselors.

APPENDIX

Tikana Truitt, Ph.D. joined the Canisius University faculty in 2024. She received her Doctorate in Counseling and Counselor Education from Syracuse University. She has a minor in Cultural Foundations of Education. Dr. Truitt is a Licensed Mental Health Counselor, and she maintains a private practice which allows her to blend theoretical and practical knowledge in her courses. Dr. Truitt has provided professional counseling in inpatient, outpatient, and school settings. Her clinical specialties include child and adolescent therapy. Dr. Truitt previously served as an adjunct faculty member at Canisius University and the University at Buffalo. She also assisted with managing U.S. Department of Education grant programs for both the University at Buffalo and Syracuse University. In the private sector, Dr. Truitt managed consumer insights and innovation research for consumer-packaged goods, and global toy and family entertainment companies. Dr. Truitt's courses include Introduction to Professional Counseling and Ethics, Social Cultural Issues in Counseling, and Case Formulation, Treatment Planning, and Psychopharmacology.

APPENDIX

APPENDIX 2

Application for School Counselor Certification:

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

<http://www.highered.nysed.gov/tcert> and create a TEACH login and password at the New York State Directory Services site. After accessing the NYSED web site, click on the TEACH Online Services Icon located on the right. Then choose either Self-Registration or Login to TEACH. Instructions guide you through this process. Once you have created your login and password, this step is completed, and you never have to repeat this process (unless you forget your password).

Creating a TEACH Account & Completing the Application

Create Applicant Profile

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

SELECT: Approved New York Teacher Certification Programs

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

Institution Name: Canisius University

Award Title: Master of Science: degree requirements have been completed (60 Master's degree credits).

Program Code for Master of Science (60 credits): 40985

APPENDIX

You must take and pass the New York State Teacher Certification Exam for School Counselors (CST 193) Information on the Exam including exam sites and dates offered in WNY can be found at

https://www.nystce.nesinc.com/PageView.aspx?f=GEN_Tests.html

OR

If Provisionally Certified Before 2024 and seeking the Advanced Certificate (48 Graduate Hours are completed) The Advanced certificate requires an additional 12 post-master's credits.

Program Codes:

4312 for Master of Science

81101 Counselor Education for Advanced Certificate

NEXT: Enter the Required Information:

Major: Pupil Personnel Services Date Degree Received: [Format: mm/dd/yyyy] TEACH System Will Not accept future dates.

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

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

Number of Credits:

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

Select Certificate(s) from the Teach Home Page

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

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

Subject Area: School Counseling

Select the Grade Level: Pre K-12 All Grades

Select the Title: School Counselor

Select the Type of Certificate: Initial or Professional (prior to 2024, Provisional or Permanent)

Click the add button on the lower right.

Enter program code again:

60 Graduate Hours - Code 40985 then click SUBMIT.

APPENDIX

Check information carefully, then select the button to apply for that certificate. Continue through the application answering all required questions; sign the affidavit and application; and make your payment. Pay online using a credit card or print out the payment coupon and mail in a US Postal Money Order. Print paper copies from TEACH, save with your records.

Canisius University:

Contact by email Only

Dr. Nancy Wallace, Dean Graduate Ed.

mail to: wallacen@canisius.edu

New York State Education Dept. Technical support available

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

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

APPENDIX

APPENDIX 3

Recommended Sequence of Studies:

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

Note:

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

EDC 568 ONL Principles of Mental Health Counseling – Taught Spring semester only (Online Synchronous Class).

EDC 597 Psychopathology taught in the Fall and Spring Semesters

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

Please note: School Practicum/Internship are not available during the Summer semester. The Summer semester offers limited agency placements for Summer seminars for Practicum/Internship.

Please see the links provided below to view the recommended sequence of courses for both majors.

School Counseling:

Click Here: [2024-2025 Recommended Sequence of Courses](#)

Clinical Mental Health Program:

Click Here: [2024-2025 Recommended Sequence of Courses](#)

Note:

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

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

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

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

Mental Health Program Four Classes/Semester

Fall Start	Spring Start
EDC 570 (with 560) Intro to Prof. Counseling and Ethics	
EDC 573 Counseling Theory	
EDC 579 Social and Cultural issues in Counseling	
EDC 593 (ASYNCH ONL) Lifespan Development	
Spring Semester	Spring Semester
EDC 568 (SYNCH ONL) Principles of Mental Health Counseling	EDC 570 (with 560) Intro to Prof. Counseling and Ethics
EDC 571 Psych & Ed Assessment	EDC 573 Counseling Theory
EDC 597 Psychopathology	EDC 568 (SYNCH ONL) Principles of Mental Health Counseling
EDC 572 (ASYNCH ONL) Career Counseling	EDC 597 Psychopathology
Fall Semester	Fall Semester
EDC 574 Group Counseling	EDC 571 Psych & Ed Assessment
EDC 561 Trauma, Crisis, and Loss	EDC 579 Social and Cultural issues in Counseling
EDC 575 Pre-Practicum	EDC 572 (ASYNCH ONL) Career Counseling
EDC 598 Case Form., Tx. Planning & Psychopharmacology	EDC 598 Case Form., Tx. Planning & Psychopharmacology
Spring Semester	Spring Semester
EDC 577 Mental Health Clinical Practicum	EDC 593 (ASYNCH ONL) Lifespan Development
EDC 585 Chemical Dependency and Rehabilitation (ASYNCH ONL)	EDC 575 Pre-Practicum
EDC 589 Family and Couples	EDC 574 Group Counseling
Elective (3 one credit courses)	EDC 561 Trauma, Crisis, and Loss
Fall Semester	Fall Semester
EDC 600 Internship (SYNCH ONL)	EDC 577 Mental Health Clinical Practicum
Elective (EDC 564 Gender/Sexuality)	EDC 585 Chemical Dependency and Rehabilitation (ASYNCH ONL)
EDC 615 (ASYNCH ONL) Research	EDC 615 (ASYNCH ONL) Research
CPCE (0 credits)	Elective (EDC 564 Gender/Sexuality)
	Spring Semester
	EDC 600 Internship (SYNCH ONL)
	EDC 589 Family and Couples
	Elective (3 one credit courses)
	CPCE (0 credits)

Mental Health Program Three Classes/Semester

Fall Start	Spring Start
EDC 570 (with 560) Intro to Prof. Counseling and Ethics	
EDC 573 Counseling Theory	
EDC 593 (ASYNCH ONL) Lifespan Development	
Spring Semester	Spring Semester
EDC 568 (SYNCH ONL) Principles of Mental Health Counseling	EDC 570 (with 560) Intro to Prof. Counseling and Ethics
EDC 579 Social and Cultural issues in Counseling	EDC 573 Counseling Theory
EDC 597 Psychopathology	EDC 568 (SYNCH ONL) Principles of Mental Health Counseling
Fall Semester	Fall Semester
EDC 572 (ASYNCH ONL) Career Counseling	EDC 593 (ASYNCH ONL) Lifespan Development
EDC 571 Psych & Ed Assessment	EDC 571 Psych & Ed Assessment
Elective (EDC 564 Gender/Sexuality)	EDC 597 Psychopathology
Spring Semester	Spring Semester
EDC 589 Family and Couples	EDC 579 Social and Cultural issues in Counseling
EDC 561 Trauma, Crisis, and Loss	EDC 585 Chemical Dependency and Rehabilitation (ASYNCH ONL)
EDC 574 Group Counseling	EDC 574 Group Counseling
Fall Semester	Fall Semester
EDC 575 Pre-Practicum	EDC 615 (ASYNCH ONL) Research
EDC 598 Case Form., Tx. Planning & Psychopharmacology	EDC 598 Case Form., Tx. Planning & Psychopharmacology
EDC 585 Chemical Dependency and Rehabilitation (ASYNCH ONL)	EDC 589 Family and Couples
Spring Semester	Spring Semester
EDC 577 Mental Health Clinical Practicum	EDC 575 Pre-Practicum
EDC 615 (ASYNCH ONL) Research	EDC 561 Trauma, Crisis, and Loss
Elective (3 one credit courses)	Elective (3 one credit courses)
Fall Semester	Fall Semester
EDC 600 Internship (SYNCH ONL)	EDC 577 Mental Health Clinical Practicum
CPCE (0 credits)	"EDC 572 (ASYNCH ONL) Career Counseling
	Elective (EDC 564 Gender/Sexuality)
	Spring Semester
	EDC 600 Internship (SYNCH ONL)
	CPCE (0 credits)

School Counseling Program Four Classes/Semester

Fall Start	
EDC 570 (with 560) Intro to Prof. Counseling and Ethics	
EDC 573 Counseling Theory	
EDC 567 (ONL) Principles of School Counseling	
EDC 597 Psychopathology	
Spring Semester	Spring Semester
EDC 561 Trauma, Crisis, and Loss	EDC 570 (with 560) Intro to Prof. Counseling and Ethics
EDC 572 (ASYNCH ONL) Career Counseling	EDC 573 Counseling Theory
EDC 571 Psych & Ed Assessment	EDC 597 Psychopathology
EDC 575 Pre-Practicum	EDC 593 (ASYNCH ONL) Lifespan Development
Fall Semester	Fall Semester
EDC 576 (with EDC 566) School Clinical Practicum	EDC 567 (ONL) Principles of School Counseling
EDC 574 Group Counseling	EDC 572 (ASYNCH ONL) Career Counseling
EDC 593 (ASYNCH ONL) Lifespan Development	EDC 561 Trauma, Crisis, and Loss
Elective (3 one credit classes)	EDC 575 Pre-Practicum
Spring Semester	Spring Semester
EDC 604 Internship K-8 (SYNCH ONL)	EDC 576 (with EDC 566) School Clinical Practicum
EDC 585 Chemical Dependency and Rehabilitation (ASYNCH ONL)	EDC 571 Psych & Ed Assessment
EDC 590 (ONL) Advanced School Counseling	EDC 574 Group Counseling
EDC 579 Social and Cultural issues in Counseling	EDC 590 (ONL) Advanced School Counseling
Fall Semester	Fall Semester
EDC 605 Internship HS (SYNCH ONL)	EDC 604 Internship K-8 (SYNCH ONL)
EDC 589 Family and Couples	EDC 579 Social and Cultural issues in Counseling
EDC 615 (ASYNCH ONL) Research	EDC 615 (ASYNCH ONL) Research
Elective (EDC 564)	Elective (EDC 564)
CPCE (0 credits)	
	Spring Semester
	EDC 605 Internship HS (SYNCH ONL)
	EDC 589 Family and Couples
	EDC 585 Chemical Dependency and Rehabilitation (ASYNCH ONL)
	Elective (3 one credit courses)
	CPCE (0 credits)

School Counseling Program Three Classes/Semester

Fall Start	
EDC 570 (with 560) Intro to Prof. Counseling and Ethics	
EDC 573 Counseling Theory	
EDC 567 (ONL) Principles of School Counseling	
Spring Semester	Spring Semester
EDC 593 (ASYNCH ONL) Lifespan Development	EDC 570 (with 560) Intro to Prof. Counseling and Ethics
EDC 579 Social and Cultural issues in Counseling	EDC 573 Counseling Theory
EDC 571 Psych & Ed Assessment	EDC 579 Social and Cultural issues in Counseling
Fall Semester	Fall Semester
EDC 572 (ASYNCH ONL) Career Counseling	EDC 567 (ONL) Principles of School Counseling
EDC 597 Psychopathology	EDC 597 Psychopathology
EDC 589 Family and Couples	EDC 574 Group Counseling
Spring Semester	Spring Semester
EDC 575 Pre-Practicum	EDC 593 (ASYNCH ONL) Lifespan Development
EDC 561 Trauma, Crisis, and Loss	EDC 561 Trauma, Crisis, and Loss
EDC 574 Group Counseling	EDC 571 Psych & Ed Assessment
Fall Semester	Fall Semester
EDC 576 (with EDC 566) School Clinical Practicum	EDC 575 Pre-Practicum
EDC 585 Chemical Dependency and Rehabilitation (ASYNCH ONL)	EDC 572 (ASYNCH ONL) Career Counseling
Elective (3 one credit classes)	EDC 585 Chemical Dependency and Rehabilitation(ASYNCH ONL)
Spring Semester	Spring Semester
EDC 604 Internship K-8 (SYNCH ONL)	EDC 576 (with EDC 566) School Clinical Practicum
EDC 615 (ASYNCH ONL) Research	EDC 615 (ASYNCH ONL) Research
EDC 590 (ONL) Advanced School Counseling	EDC 590 (ONL) Advanced School Counseling
Fall Semester	Fall Semester
EDC 605 Internship HS (SYNCH ONL)	EDC 604 Internship K-8 (SYNCH ONL)
Elective (EDC 564 Gender/Sexuality)	EDC 589 Family and Couples
CPCE (0 credits)	Elective (EDC 564 Gender/Sexuality)
	Spring Semester
	EDC 605 Internship HS (SYNCH ONL)
	Elective (3 one credit classes)
	CPCE (0 credits)

APPENDIX

APPENDIX 4

Availability of Courses & Noted Prerequisite Requirements

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

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

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

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

Core Courses (Both Programs):

COURSE	SEMESTER
EDC 561 Trauma, Crisis and Loss	Fall & Spring
EDC 570 Introduction to Professional Counseling Ethics (done with EDC 560 Child Abuse & Prevention)	Fall & Spring
EDC 571 Psychological and Educational Assessment	Fall & Spring
EDC 572 Career Counseling	Fall & Spring
EDC 573 Counseling Theories	Fall & Spring
EDC 574 Group Counseling	Fall & Spring
EDC 575 Pre-Practicum Helping Skills	Fall, Spring & Summer
EDC 579 Social and Cultural Issues in Counseling	Fall & Spring
EDC 585 Chemical Dependency and Rehabilitation	Fall & Spring
EDC 589 Family and Couples Counseling	Fall & Spring
EDC 593 Lifespan Development	Fall & Spring
EDC 597 Psychopathology	Fall & Spring
EDC 615 Research Techniques	Fall & Spring

APPENDIX

School Counseling Courses (Beyond Core):

COURSE	SEMESTER
EDC 567 Principles of School Counseling	Fall
EDC 576 School Practicum Done with EDC 566 School Violence Prevention	Fall & Spring
EDC 590 Advanced School Counseling Done with EDC 505 DASA Dignity for All Students (*Ideally, EDC 590 is completed after EDC 576 <u>OR</u> concurrent with EDC 576)	Spring
EDC 604 School Internship K-8	Fall & Spring
EDC 605 School Internship High School	Fall & Spring

Mental Health Counseling Courses (Beyond Core):

COURSE	SEMESTER
EDC 568 Principles of Community Mental Health Counseling	Spring
EDC 577 Clinical Practicum (Agency)	Fall, Spring & Summer
EDC 598 Case Formulation, Tx Planning, and Psychopharmacology	Fall
EDC 600 Full-Time Internship	Fall, Spring & Summer
OR	
EDC 601 Half-Time Internship	Fall, Spring & Summer
EDC 602 Half-Time Internship	Fall, Spring & Summer

APPENDIX

APPENDIX 5

Course Prerequisite Requirements:

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

Prerequisite = must take the prerequisite course before course indicated

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

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

Core Courses: School Counseling and Community Mental Health Counseling

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

APPENDIX

APPENDIX 6

Certificate of Advanced Study in School Counseling (CAS) Registration Procedure for the CAS and Additional Coursework

Graduates of the 48-hour Master's Degree Program in School Counseling (before 2024) who plan on seeking Permanent Certification in New York State (NYS), must obtain an additional 12 hours of graduate credit in order to meet the academic requirements for NYS. You may either continue your studies or acquire the necessary course work, or you may take the coursework sometime before your provisional certification expires. Note that work experience is also part of the requirements for Permanent Certification.

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

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

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

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

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

APPENDIX

APPENDIX 7

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

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

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

Mental Health:

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

APPENDIX 8

Professional Counselor Licensure/Certification Boards for Each State:

Link to ACA Website:

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

APPENDIX 9

School Counselor Licensure/Certification Agencies for Each State:

Link to ACA Website:

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

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