Navigating my relatively short counseling journey as a student and now a new counselor educator, one core maxim has shown itself time and again as crucial to my successful future in the counseling profession—the power is in the relationship. We are accustomed to hearing that maxim applied to professional practice settings where the relationship occurs between client and counselor, but it also applies to professional development and career opportunities.

A particularly valuable professional relationship is one established through networking: the creation of relationships based on the exchange of information that is mutually beneficial to all parties in a network. A properly built and implemented professional network has the potential to deliver jobs to an individual before that person even sends out a resume and can be the most powerful job-seeking tool when utilized effectively. The trick, of course, is establishing and maintaining a successful professional network, and just like counseling, a viable network is built on mutual gain and trust. The highest personal and professional integrity is required.

The following brief pointers should get you off on a good start to applying the art and science of professional networking.

- **Networking is a reciprocal relationship so expect to take out only as much as you invest.** Information is the commerce in a networking relationship and it is exchanged using the honor system of leave-one-take-one. You provide information for yourself and your network (leave-one) and they provide information for you (take-one).

- **Networking is completely ethical as an established and essential aspect of conducting business.** Any local Chamber of Commerce will confirm that they sponsor events and networking groups that specifically cater to business people. Similar groups and events offer great ways to promote your new counseling practice, market yourself as a potential employee, or advance your professional career in other ways.

- **In networking, who you know matters as much as what you know.** If information is the commerce of networking, then it stands to reason that you need to have some information that is of value to the particular people in the network. Learn who is in your network, what their needs are, and what added value you might bring in the way of knowledge, energy, or other forms of support.

Next just find a professional and a polite way to let that person know about your motivation, interests, and abilities.

- **You are already part of many networks on a daily basis.** Think about the last time you wanted to try a new restaurant, product, or service in your community. How many friends did you ask for a recommendation? This is one example of using a network to acquire specialized information to meet a need. Professional networking works the same way.

This introduction is only the beginning. Now visit the Career Links page on the Chi Sigma Iota website (in the Members Only section) for more networking tips, pointers, and employment search opportunities.
Leadership from CSI Family Members

Richard Hazler
CSI President

One aspect that parenting and involvement in Chi Sigma Iota have in common is that each requires effective leadership that encourages and adapts to the changing abilities, needs, and interests of those involved. An infant is totally dependent on parent energies and decisions, but as the child grows, control of actions, beliefs, and decisions must be increasingly shared with this emerging adult. This evolving situation requires parental understanding, flexibility, persistence, and encouragement in order to promote mutual benefits for the child, parents, and the family.

The example of parent and family evolution is comparable to what must take place in organizations like CSI to maximize growth and maintain essential values by adapting in creative and timely ways. Changing abilities, desires, and motivations of members must be continually recognized, encouraged, and supported by formal leaders. Those leaders who accomplish wide-ranging and creative successes are the ones that will reach well beyond their own skills and goals to promote leadership from the greatest number of colleagues. These are the actions that expand organization potentials while developing future professional leaders at the same time. This model is the heart that continually pumps vitality into CSI at both international and chapter levels.

Meetings Provide Connections

Effective families come together at home daily and as new family members arrive, they need to spend increasing time together. CSI members similarly need to maintain regular contact and particularly early in the school year when so many new and returning people need to be aware of changes, encourage each other, and advance personal and group goals. Also like families, not all meetings will deal with the most scholarly or essential organizational issues. Many times they are arranged to effectively provide the comfort and support of collegiality and friendship so greatly needed in stressful student and professional lives. Then there are other times when family chores, dealing with serious issues, or learning needs to be the focus. Effective leaders realize the need to balance social and work dimensions, arrange for them to occur, and encourage leadership by those whose particular skills or knowledge best match the needs of specific situations.

Leaders Are Not Best at Everything

Some members are more socially able, others have a knowledge base that is critical in certain situations, some will be good organizers, and others will be good at carrying out specific tasks. The most effective leaders don’t try to do it all themselves. They are the ones who know members well enough to encourage specific people to utilize their best abilities in the situations where they will be most effective. They recognize and support what less experienced members can do and then give regular encouragement and increasing responsibility as they grow.

Leaders Embrace Mistakes

When the object is to develop leadership in as many people as pos-
Membership and Chapter Activity

Thomas J. Sweeney
CSI Executive Director

As of April 30, 2005, Chi Sigma Iota is an organization of over 45,429 initiated members, with an annual dues-paying membership of 10,784. When we add Life Memberships (N = 717), we have an active membership of 11,501. Our membership goals for the fiscal year ending 30 April 2005 were exceeded (N = 4,302 vs. 4,100 new and N = 4,443 vs. 3,660 renewals). The number of renewals is another new record and an encouraging sign of member continuing support for the mission of CSI. Another new development since we went to online membership processing has been an increase in the number of online renewals using credit cards. Over 1,700 renewals were conducted this way compared to a little more than 200 in the past.

Rebates to active chapters this year will set another new record at just under $42,000 as a result of membership growth. Chapters are receiving an average rebate of $297. This is up $38 more per chapter than two years ago and slightly higher than last year as well ($5). Chapters report that the online reporting for the annual report and annual plan is easy to use and this likely helps chapters remain active.

Awards Nominations Now

If your chapter does not have an awards program, please check out the CSI awards training materials and ceremony script to carry out a first class awards program. Our slogan is “to promote excellence in the profession of counseling.” What better way to do this than by recognizing excellence at the university chapter level? Building on the chapter awards program, submit your nominations for the CSI International awards and fellowships as well! Leadership preparation for work within the profession and community at large is one of the major goals of CSI.

Leadership: An Emerging Outcome

One of the benefits of being the Executive Director of CSI is staying in touch with counselor educators, students and leaders within the profession. While I have made no effort to document my perceptions per se, I believe that we are experiencing an emergence of CSI leadership through a new generation of professionals at both the master’s and doctoral levels of preparation. In 1990, I had the privilege of chairing the ACA Professionalization Committee in order to convene the leadership of the profession to develop a plan for advancing the place of professional counselors in all settings and for all clients. During the introductory phase of the meeting, we asked about memberships and credentials held by those in attendance. Not surprisingly, most were credentialed as professional counselors by state or national bodies. What was surprising to us was

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An Invitation to Participate in the 2006 Awards Nomination Process

Julie Stephan
CSI Awards Co-Chairperson

and practitioner supervisor, as well as the Thomas J. Sweeney Excellence in Leadership Award.

Changes in Application Process

The first step for nominators is to verify that the person(s) considered for awards are current members of CSI, and the second step is to visit the CSI webpage for information on the awards and the nomination process. This year nominators must enter information about themselves and their nominees online. Once this basic information is electronically submitted, a checklist of necessary items will be available, providing guidelines about required items and their order within a nomination packet.

The third step to submission is the compilation of nominee packets based on the previously mentioned checklist. Packets must be complete and must specifically address the award for which the person or chapter is being nominated. Once the items are compiled in the correct order, nominators are asked to make three copies of the documents and sort them into three piles, separated with rubber bands or manila folders.

Nominations Submitted

Finally, the completed awards nomination packet must be mailed to Dr. Susan Adams, CSI Awards Co-Chair. The packet must be postmarked no later than December 1, 2005, for a nominee to be considered. Further information on the awards nomination and selection process is available at www.csi-net.org.

Become a Fellow or Intern!

Nancy Sherman
CSI Past-President

We are once again pleased to announce the availability of Chi Sigma Iota Fellowships and Internships for 2005-06. Fellow and Intern positions provide a wonderful and unique leadership training opportunity for CSI members in the early stages of their career in professional counseling. Fellow and Intern experiences provide for development of future leaders in the counseling profession and counselor education as well as the opportunity to enhance leadership skills beneficial to individual chapters. Ten Fellowships will be awarded this year, and of those, two will be selected as Interns. I want to encourage Faculty Advisors and Chapter Leaders to identify members they believe are excellent candidates and nominate them for these outstanding opportunities!

CSI Fellowships

The Fellowship program is for CSI members, either graduate students or those within 3 years after graduation, who are in the early stages of their professional counseling careers. The program provides Fellows with the opportunity for personal and professional development through service and participation in CSI activities. Fellows serve CSI through participation in their chapter, in CSI activities and committees, and during Leadership Training at CSI day held in Montreal at the 2005 ACA Convention.

CSI Internships

CSI members nominated for the Fellowship program may also apply for one of the two CSI Internship positions. Interns participate in CSI operations under the mentoring and direction of CSI Executive Council and Committee Chairs. CSI Interns participate in CSI Executive Council Meetings at ACA and the weekend summer meeting in Greensboro, NC. In addition, Interns are provided the opportunity to participate in CSI activities, committees and other projects initiated by CSI. This is a wonderful opportunity to develop leadership skills through mentoring by CSI leaders and serving the Society.

Support

Members selected for the Fellowship program receive a $400 grant from CSI. The recipient’s local chapter must provide a $100 matching grant. In addition to this initial grant, Interns who successfully complete their commitment to the program receive an additional $500 grant (awarded next year during CSI Day) as well as reimbursement for attendance costs related to the summer CSI Executive Council meeting. Grants provide partial financial support for attending ACA and participation in CSI Day. Interns and Fellows must submit reports detailing their goals and commitment to CSI during their year in the program.

Eligibility and Application

Applicants for Fellow and Internships must be active and current members of CSI and their local Chapter. Nominations for both the Fellow and Internships must be endorsed by the nominee’s chapter. Nomination (continued on page 12)
Thriving Instead of Just Surviving: Professional School Counselors and Beginning Teachers

Julie Stephan, Associate Editor & Cathleen Barrett, Xi Chapter

As a new school year commences, counselors must contemplate anew how they can maximize their professional role within the school system to advance student learning and development. Both goals can be accomplished simultaneously when school counselors assist new teachers in acclimating to the school culture and environment by providing interventions that highlight the counselor’s role and skills.

Empirical studies provide evidence that first-year teachers are more isolated, less collegial, and less unified as a group (Pardini, 2002). They often have expectations that are incongruent with the reality of schools and may not have effective coping methods to deal with stressors common to novices, such as negative interactions with students, classroom management, a heavy workload, and the evolution of a teacher persona congruent with their self-beliefs.

Although it has been estimated that 200,000 new teaching positions are added to the American economy each year, as many as forty percent of teachers resign within their first two years, especially in large urban districts (Darling-Hammond, 2003). This rapid turnover greatly affects student success. Interestingly, as induction-year teachers strive to meet their newly assumed challenges, school counselors themselves seem to be fighting their own quiet battle within the educational arena.

Helper-Consultants

It has been noted that a wide variety of expectations are foisted on school counselors from their various constituencies, but school counselors advocate certain roles over others and are advancing a revised identity as professionals within their own right. According to the American School Counseling Association (2003), school counselors are helper-consultants who lead educational personnel to new understandings about their students and student success through collaboration.

It has been noted that administrators, teachers, and other professionals within the school are trained separately and have little opportunity to learn about the identities and perspectives of others (Shoffner & Briggs, 2001). Although teachers who have been in the system for many years may be resistant or uninformed about this new role of school counselors, it is likely that new teachers will have limited knowledge and expectations about school counselors and their roles. Counselors can create fresh possibilities for themselves within the system by providing beginning teachers opportunities to experience their handiwork first-hand.

Be Available

School counselors can take the opportunity to be available to new teachers by stopping by their classrooms from time to time, talking to them about their students, joining them at lunch, and by leading small groups of first-year teachers to process experiences and gain insight into classroom dynamics and management. Research indicates that counselor–led support groups for new teachers have resulted in positive trends in teacher development and have made strides in lowering teacher attrition rates (Reiman et al., 1995).

By providing these services, school counselors educate new teachers about their role and professionalism, promote their services, and invite them to be invested partners in the process. At the same time, the school counselor gains empathy for the new teachers’ role, builds collaborative systems characterized by collegiality, and gains essential information about students and their needs within individual classrooms.

Relationships with administrators, colleagues, and the community in general are important contributors to new teachers’ comfort and desire to remain with the system. School counselors can help create the supportive environment necessary for effective work with students. When school counselors work to initiate more effective support programs for new teachers, they increase teamwork. At the same time, they provide new professionals with a sense that they are respected, valued, and integral to the overall effectiveness of the school.

Proactive Step

Additionally, school counselors can increase their visibility—as well as their viability—within the school system when they take the proactive step of educating new teachers regarding their role by setting up experiences for beginning-year teachers that reinforce their professional worth as the in-house helper-consultant. When the school counselor becomes involved with new teachers by supporting classroom instruction and the learning environment and providing education and validation of the teacher, multiple layers of benefit are possible.

References


CORRECTION

In the Fall 2004 edition of the Exemplar, an article titled “Interviewing the Principal” stated that the American School Counseling Association’s National Model recommended a counselor/student ratio of 1:300. The actual ratio recommended by ASCA is 1:250.
Advocating for the Counseling Profession at the Legislative Level

Jill D. Onedera, Kappa Sigma Upsilon
Christopher Roseman, Alpha Omega Chapter

It is probably safe to assume that the term “advocacy” strikes something different among counselors, counselor educators, and students. After all, each one of us has a cause that we are most passionate about working towards and advocating for, or at least spending some time thinking about. Because of our interest in advocating for the counseling profession in particular, we took the opportunity to attend the ACA Legislature Institute in Alexandria, VA earlier this spring.

The Institute provided an excellent foundation on the three tenants of advocacy: basic knowledge of Capitol Hill, an in-depth understanding of the specific issues that professional counselors face, and a platform in which to garner the support of our politicians. We were also informed as to why counselors should advocate at the legislative level, how advocacy actually does make a difference, how the policymaking process works, and what legislation and public policy resources we have within ACA.

Experiences on the Hill

Take a moment and imagine sitting on a bus with your fellow colleagues as the Capitol Building draws closer, and you realize within a few short minutes you will be speaking to a Senator or Representative concerning the profession of Counseling. We experienced some feelings of intimidation, anxiety, and self-doubt. However, for two days prior to this meeting, the ACA Legislative Staff did a tremendous job of preparing us to be competent advocates for our profession.

We had learned first to define “professional counselor” for these government representatives as core mental health providers with a master’s or doctoral degree in counseling. We learned to explain the training and supervision requirements, the state and national examination requirements, and that strict adherence to a code of ethics is required. We were then to explain how, together under this umbrella of education and training requirements, we provide a vast array of specialization areas in which services are provided in professional settings such as hospitals, clinics, mental health centers, schools, government agencies and private practice.

The Institute also had reminded us that as counselors we have the unique ability to establish relationships and develop good rapport with people. Politicians are people. Components of advocating at the legislative level require simple things such as being specific in what we want, keeping it simple, listening to the perspective of others, building credibility, being organized, maintaining contact and follow up, and having respect for not only those politicians who support us but those who oppose us as well.

The Institute also made us aware of the demanding personal and work schedules of state and federal legislators. Therefore, we knew it was important to make our messages at the legislative level crisp, concise, and pointed about how a particular issue or piece of legislation would affect the counseling profession.

Conclusion/Suggestions

After our visit with the members of the Senate and the House, our bus pulled away from Capitol Hill and our feelings of intimidation, anxiety, and self-doubt were replaced with confidence, unity, dedication, inspiration, and commitment. That day, every professional counselor became an advocate for our profession. Our experience to the hill actually talking to representatives, senators, and their staff members one-on-one provided us with a medium from which we could practice getting over the fears of stumbling over our speeches. We learned firsthand the importance of working with and talking to others in our field as well as to others who make legislative decisions which impact our profession. It is a crucial undertaking which asks each of us to commit our time and focus.

Margaret Mead once wrote, “Never doubt that a small group of thoughtful committed citizens can change the world; indeed, it’s the only thing that ever does.” As professional counselors, committed to our clients, we have a responsibility and opportunity to impact legislation that benefits all of society.

Advocacy Project Poster Showcase

CSI Day 2006

Looking for a way to get your chapter involved during CSI Day 2006? Why not submit your chapter’s advocacy project for display during the Awards Reception in Montreal!

Posters should be mounted on 36 x 48 inch, free standing presentation board, visually displaying your advocacy project(s). Chapters should arrange for a member to be present during the reception to answer questions about the posters.

Awards for Outstanding Advocacy Projects will be given to the top three posters selected by a panel of judges who will be considering depth of contribution to counseling and advocacy, visual display, originality, outcome and may be focused either on professional or client advocacy.

To be included in the showcase, chapters should send a 250 word description of their project poster to: Susan B. Paez Advocacy Committee Co-Chair via e-mail at spaez@kent.edu by Wednesday, December 14, 2005.
Lessons I Have Learned . . .
Reflections of a Practicum Student

Kimberly Beavers
Iota Omega Chapter

With much excitement (and some anxiety) I began my practicum experience last fall. Finally, I had arrived at the beginning of the actual counseling work after spending a couple of years studying about it. I found that I was ready for the challenge of beginning the counseling process, meeting with clients, and applying the information I had learned. It occurred to me that while I had been focusing on the academic portion, I had also been gaining the momentum for this process. This happened without my knowing it, much like the therapeutic relationship impacts the counseling process. As I reflect back on my practicum experience, I recall many things I learned that only the actual process can teach.

Being Present

I learned that in order to be available for clients and to stimulate the counseling relationship, I must be fully present. There were times when circumstances distracted me and prevented this from happening. Early in the semester, I canceled an appointment due to the death of a dear friend. I struggled with this decision but was encouraged by my colleagues to spend that time with the family during their time of loss. At the time, I really believed I could have followed through with my commitment to the client. However, looking back, I realize that the counseling relationship would have suffered more from my presence than it did from my absence.

I also found that at times my distractions prevented me from feeling prepared for clients. Unexpected and unwarranted circumstances happened and altered my plans and attempts to be prepared for counseling sessions. On those occasions, I entered the sessions with the intent of asking “open” questions and reflecting on the process. While I thought very little good would come from these sessions, I learned that using questions and affirming progress yielded productive results as it allowed clients to identify growth in their journey. While I do not intend to foster such practices, it is encouraging to know that there are other techniques that can be used to facilitate the counseling process. I learned that being cognitively prepared is sufficient when the emotional strength is just not there.

Being Flexible

Another lesson I learned was that clients face frustrations which impact their attitudes and feelings about counseling. One week in particular, three clients experienced some difficulties unrelated to their reason for seeking counseling. Those difficulties impacted their attitude and effectiveness in the counseling process. It occurred to me that none of us are segmented or compartmentalized beings. When frustrations occur in one area of our lives, it does impact another area, and those frustrations will play into the counseling process. Flexibility is necessary in meeting with clients as they encounter distractions in their lives. Without this flexibility, the therapeutic process is ineffective and clients leave the session feeling more frustrated than they were when they arrived.

Demonstrating Grace

I quickly learned that grace is a necessary element within the counseling relationship...grace to allow frustrations to be voiced or expressed nonverbally...grace to give space and freedom for the client to bring all of their frustrations to the counseling session whether they are related to the principal objective or not...grace not to push clients to work on initial issues when other issues have presented themselves. By extending grace, more trust is developed and the relationship is enhanced, thus providing a safer environment to address the primary source of discontent.

Recognizing Life’s Challenges

Through my clients, I learned that life is hard. I learned that my life, even with its frustrations and disappointments, is free from devastating blows and overwhelming circumstances such as those I heard from my clients. Many spoke to me of their weariness with life. Some told horrific stories and others fought woes that raised their ugly heads in day-to-day living. No matter the issue, I saw that life is hard. The depth of the pain or degree of the issue is relative to the person carrying the difficulty. In their attempts to face these difficulties, clients want someone to join them on the journey. It is quite an honor to be asked to participate and it is my responsibility to be prepared for the walk.

Allowing for Differences

Many clients came to me saying they wanted to share a journey of change with me, but I learned through the many missed appointments or unfinished assignments they will not always live out this desire. I misunderstood some that who fell into this category were so distraught they were unable to commit to the process, while others expected me to solve their problems as they chose to sit in the stands with little or no involvement. By their absence, I learned that the presence or lack of follow through may have been an indication of their lack of commitment to the process or it may have been a reflection of their interpersonal struggles.

I also discovered that what seemed to be a natural understanding to me was not necessarily a natural understanding for my client. I discovered I cannot expect my clients to operate under the same guidelines I operate, and I cannot judge them when they make decisions and choices that go against what I would have done. It is an exercise in grace — extending compassion and safety for clients to feel the freedom to express their deepest thoughts, feelings, and desires. It is an exercise in awareness — awareness of what I am thinking about their decisions, awareness about what they were thinking when they made those decisions, and an awareness of the difference between the two.

Trusting the Process

Through my work, I now know I need to trust the counseling process and focus my attention on my clients by studying their lives. By allowing the clients to come to their own under-

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Cheryl Holcomb-McCoy
Associate Professor
University of Maryland
College Park, MD

Academic and Professional Experience
Cheryl Holcomb-McCoy received her Ph.D. in counseling and educational development from the University of North Carolina at Greensboro (UNCG). She is an Associate Professor in the Department of Counseling and Personnel Services at the University of Maryland, College Park. Her research interests include school counselor multicultural self-efficacy and urban school counselor preparation. She has written numerous book chapters and refereed articles on issues pertaining to diversity in counselor education. Dr. Holcomb-McCoy was Secretary of CSI (2000-2002) and was the recipient of the CSI Outstanding Research Award in 1998. She was Maryland’s Counselor Educator of the Year in 2001 and was awarded the Alumni Excellence Award from UNCG in 2002. Dr. Holcomb-McCoy has served on the editorial boards of the Professional School Counseling Journal and the Journal of Counseling and Development. She is currently serving as the American School Counselor Association’s (ASCA) Diversity Professional Network Chairperson.

Goals Statement
I am honored to be nominated for President-elect of Chi Sigma Iota (CSI) and to be among such a remarkable slate of candidates. CSI membership has been invaluable to my career and professional development, and I am excited about the prospect of serving this great organization in the role of President. Over the past ten years, I have had the opportunity to serve CSI in a number of capacities and to work with teams of dynamic, energetic, and enthusiastic individuals who share my commitment to counseling and counselor education. From 2000-2002, I served as CSI Secretary and for the past seven years I have served as the Faculty Advisor of the Alpha Delta Chapter at the University of Maryland.

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June Williams
Assistant Professor
Southeastern Louisiana University
Kenner, LA

Academic and Professional Experience
June Williams is an Assistant Professor at Southeastern Louisiana University and has previously held both clinical and administrative positions in higher education. She is the Chapter Faculty Advisor for Sigma Lambda Upsilon Chapter. She is a Licensed Professional Counselor and is a member of the Louisiana LPC Board.

June has been actively involved in CSI since joining in 1988, serving as president of Alpha Eta Chapter (1991-1992), as Louisiana State Co-coordinator of CSI chapters (1993-1995), as associate editor of the Exemplar since 1997, and as Awards Chair since 2001. She received a CSI fellowship as a master’s student (1991) and as a doctoral student (1994).

June’s leadership experience includes currently serving as President of the American College Counseling Association and previously serving as President of the Louisiana Counseling Association and the Louisiana College Counseling Association, serving on several editorial boards, and chairing various committees in professional organizations.

Goals Statement
As a life member of Chi Sigma Iota, I am honored to be nominated for President-elect. CSI has played a central role in my professional development, and I am energized by the commitment to excellence modeled for us by our present and past leaders and by our chapters at the grassroots level. As I reflected on what my goals would be as president, I was thankful for the structure and network of CSI that has been established over the years. CSI is a very dynamic organization, one that has changed and adapted as necessary. A well-established organizational system and a strong committee structure enable CSI to provide leadership in a number of areas. I am committed to ensuring cons-

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Holly J. Hartwig Moorhead
Assistant Professor
Walsh University
North Canton, Ohio

Academic and Professional Experience
Holly Hartwig Moorhead is an Assistant Professor in the Counseling and Human Development Program at Walsh University. She received a doctorate and master’s degree at the University of North Carolina-Greensboro. Holly’s involvement with CSI has included co-chairing the Chapter Development Committee; contributing the Exemplar’s Chapter Faculty Advisor Highlight; being a member of the Advocacy Committee and related task forces; serving as a reviewer for the Excellence and Developmental Counseling and Therapy (DCT) Grants Committees; being selected as a CSI Intern; and serving as Secretary for the Upsilon Nu Chi chapter. In other professional organizations, she enjoys serving as Chair of the Ohio Counseling Association’s Ethics Committee and being a member of the ACES Advocacy Interest Network. Her clinical experience includes work with children, adolescents, adults, and families in both in- and out-patient settings. Her research interests include wellness of at-risk females, the integration of strengths-based interventions, and counselor identity and development.

Goals Statement
CSI is an unquestionably strong, persistent force in supporting excellence in professional counseling – practice, training, research, and advocacy. I share the professional values embodied in the mission of CSI (i.e., standards of excellence, nurturing leadership, promoting the wellbeing of our counseling profession) and would be honored to serve an organization that has demonstrated consistent commitment to upholding and strengthening these things. As Secretary, I would strive to support CSI leadership in promoting excellence in professional practice, providing support for timely research that further enhances the credibility of professional counseling. I am confident that my role as a teacher and mentor will allow me to become an active participant in the organization.

Victoria Kress
Associate Professor
Youngstown State University
Youngstown, OH

Academic and Professional Experience
Victoria Kress has been on the counselor education faculty at Youngstown State University (YSU) since 2001. She is the Chapter Faculty Advisor for the Eta Tau chapter at YSU. Dr. Kress received her doctorate in counselor education from the University of Akron in 1999. She is an Ohio Licensed Professional Clinical Counselor, with a supervising credential. Dr. Kress is on the Journal of Counseling and Development Editorial Review Board, is the ACES Advocacy Interest Network Chair, and is a member of the Chi Sigma Iota Advocacy Committee. She won YSU’s 2003 Distinguished Scholar award, as well as the Ohio Counseling Association’s 2004 Research and Writing Award. She co-authored a book on the topic of counselors’ use of the DSM-IV TR and has published over 20 articles on the topics of clinical supervision, professional counselor advocacy, self-injurious behavior, the DSM-IV TR, and childhood sexual abuse and trauma.

Goals Statement
Clear, thoughtful, timely communication, combined with thorough, organized record keeping are critically important skills that an effective secretary must possess. The aforementioned skills are all of great value to me, and as the Chi Sigma Iota Secretary I will strive to use these skills in serving the Executive Council, and the greater Chi Sigma Iota membership. As the Chi Sigma Iota Secretary, I will work to uphold the values of the organization: excellence in scholarship, research, professionalism, leadership, and service. It would be an honor and privilege to serve as the secretary of an organization that does so much to promote the profession, and facilitate counselor excellence.
Leadership from CSI Family  
(continued from page 2)  
Effective leaders realize that mistakes and failures are not disasters, but instead learning experiences. Stepping beyond comfort zones to try something new promotes growth. Taking chances, having success, experiencing mistakes, and learning from them is how CSI headquarters and chapters have made such tremendous strides in such a short time. We are scholars who take responsible risks with people and ideas, learn from what doesn’t work, and become increasingly better for this assertive approach to professional development.

Everyone Can Be a Leader  
You don’t have to be an officer to be a leader in CSI just as you don’t need to be the parent to lead a family in positive directions. We need to expel the idea that there are only followers and leaders, and replace it with the recognition of both formal and informal leaders. Each of us has strengths and weaknesses that change as we grow. Our greatest tasks are to find where the best aspects of others and our self can be utilized and lesser aspects given opportunities to be tested and developed. So what are some ways that each of us can take the leadership challenge?

- Create a list of the best aspects of yourself and make use of several each day.  
- Don’t let a meeting go by without using one of your strengths to the group’s benefit.

Membership and Chapter Activity  
(continued from page 3)  
In Atlanta this year on two different panels we heard from several of the leaders who were at the 1990 meeting. We also heard from several young professionals who represent in my mind the emerging leadership of the profession. As the authors of articles in the most recent special issue of the Journal of Counseling and Development (Summer, 2005) so eloquently note, leadership is about service, not self-aggrandizement. Pan- elists Drs. Carol Bobby, Ed Herr, Courtland Lee, Don C. Locke, Judy Miranti, Jane Myers, and Ted Remley represent the best in characterizing the CSI Principles and Practices of Excellence in Leadership.

As I reflected on the remarks of panelists Drs. Christine Suniti Bhat and Shawn Surgeon, as well as Christopher Janson and the discussions in the CSI chapter meetings, I was reminded of the telephone conversations and e-mails that I have been receiving where increasingly chapters and those aspiring to having chapters are being mentored by faculty who are CACREP graduates and/or who have served as CSI officers while completing their graduate studies. In addition, where CSI used to boast the number of CSI members who had served previously as officers of other professional organizations, we now see even more CSI officers and members at both the chapter and international levels moving into leadership of other professional organizations. This is as it should be if we are being effective in serving our mission.

In Sum  
CSI is moving into another year fiscally sound and with ever increasing membership and chapter vitality. As we reflect upon the coming year, we should expect positive outcomes. Perhaps, the most significant outcomes, however, are not so visible. The quality and quantity of leadership character at all levels may be emerging more uniformly and uniquely suited to the profession and those whom we offer professional service. I believe this is so and look forward to seeing even more evidence that it is clear to others as well.

Student Ideas and Experiences Need for Publication!  
Liz Mellin and Richard Hazler  
We are looking for CSI student members’ ideas to be published in the spring and summer editions of Exemplar around the “Student Insights” question listed below. The new questions are:

Submission Deadline November 15  
Service to others is an important function of our profession. What benefits have you experienced or do you expect to see from CSI Chapter sponsored service activities?

Submission Deadline April 15  
How do you balance professional program responsibilities with the rest of your life?

Submissions of no more than 400 words should be made to Richard Hazler and Elizabeth Mellin by email hazler@psu.edu or mail to 331 CEDAR Building, Penn State University, University Park, PA 16823.
Student Insights
What Courses are Having the Most Effect on Your Professional Growth?
Edited by Liz Mellin and Richard Hazler

Diagnosis and Treatment Planning combined research, clinical experiences, personal passion, and wisdom that transformed the once foreign and voluminous DSM IV-TR into a manageable guide. Kay Albers, Theta

Ethics enhanced my knowledge and awareness in relation to professional “Do’s and Don’ts.” I learned the significance of my own thoughts, feelings and biases and the importance of recognizing them. Tiffany Anderson, Beta Omicron

Cross Cultural Counseling was approached with enthusiasm and some arrogance from previous trainings and work with marginalized populations. I was quickly humbled by the realization that education and competence is an ongoing process where increasing self-knowledge is the foundation for acknowledging inherent biases and ensuring to the best of our ability that we do not impose our ideologies upon others. Monisha Batra, Sigma Kappa Chi

Counseling Sexual Abuse Survivors taught me how unprepared counselors are to deal effectively and empathetically with these clients. Counselors need great sensitivity and emotional stability to fully hear client stories of abuse and provide needed help. Yun Hui Gardner, Mu Sigma Upsilon

Cultural Context taught me that within each culture are subcultures that must be understood in order to meet people’s needs, so I decided to explore this through a cultural social hour for students, faculty, and community. This experience provided the “moment’s insight” where I realized my passion to be a student affairs professional. Ann Gill, Rho Chi Sigma Iota

Multicultural Counseling required attendance at the ACA Conference where I felt welcomed into professional ranks. Experiencing famous leaders gave the words “professional counselor” new meaning as I saw them participating in this professional organization, following ethical codes, and presenting their ideas and passions. Kelly Kozlowski, Alpha Rho

Multicultural Counseling and Counselor as Leader helped me see my vocational development process. I was able to identify personal biases, strengths and my growing edge in ways that will make me a better counselor and human being. Alicia Perry, Gamma Zeta

Social and Cultural Foundations taught me greater respect for individual differences in clients, everyday acquaintances, and co-workers. It helped me appreciate cultural differences and become more open to learning about cultural differences. Suzette Williams, Beta Omicron

Urban Leadership required volunteering in an urban community and to take active leadership and decision maker roles in effecting change. I learned so much about everyday societal inequities, the link between poverty and poor health, barriers to healthcare for the uninsured, and the difficulties of providing social services on a limited budget within a complex bureaucracy. Marja Humphrey, Alpha Delta

Advocacy means giving voice, lending support, and empowering those who are disenfranchised. I realized that as counselors we have the ability to influence and impact others through a total therapeutic process including advocacy. Mary Smolenski, Theta

Spirituality in Counseling filled in a missing piece in addressing the whole individual. While being vigilant that personal religious beliefs are not pushed on the client, it is important to recognize the importance and power that spiritual life has for either positive or negative effects. Penny Breslin, Mu Tau Beta

Theories helped me flexibly address client culture and needs through a powerful combination of ideas and tools. I don’t experience “stuckness” for long, because I return to what the theories for guidance on the purpose of client behavior, what they tell themselves, what they are doing (or not doing), and how that works for them. Sarah Brown, Chi Epsilon

Supervision promoted understanding that school counselors can receive valuable support supervision throughout their professional lives. To remain relevant in our field and to best serve students, we must become lifelong learners. Justin Fields, Alpha Lambda Rho

Counselor Education presented materials via a learning-centered approach that brought out my ability as a future counselor educator. Assignments were practical and discussions invaluable as they promoted growth of critical thinking skills. Alissa Leisure, Alpha

Practicum gave me a chance to spread my wings and try new techniques, blessed with a supervisor who went beyond the call of duty to keep me focused on client needs while guiding my development. Jennifer Nadelkov, Upsilon

Analysis of the Counseling Process provided opportunity to overcome feelings of discomfort by learning to provide positive feedback to peers. Small class size allowed us to grow more comfortable, which helped ease the anxiety of being publicly critiqued. Kara Whitney, Upsilon Sigma Alpha

These submissions in their entirety can be found on the CSI Webpage at www.csi-net.org.

DCT Grant
Applications Due by December 15, 2005
For information, go to www.csi-net.org.
Cheryl Holcomb-McCoy
(continued from page 8)

versity of Maryland at College Park.

Other counseling associations focus on specific aspects of counseling or on specific issues that affect the way counselors do their work. However, CSI has two main goals that are very different from other counseling associations. These are, one, to recognize and promote excellence in all areas of counseling and two, to act as a leadership training ground for CSI members (particularly counseling students) by providing opportunities to collaborate and network with national leaders, practitioners, and scholars. In my opinion, these two goals are CSI's most important tasks, and if I am elected as President, my term in office will be focused on improving and continuing efforts to achieve these goals. I passionately believe that we should prepare counselors to become not only great counselors but also great leaders!!

As President of CSI, I will work to:

- A visible face and credible voice for counselors and counselor education.
- An influential advocate for excellence and leadership in counseling.
- A careful listener and accountable CSI officer. I will work to translate members' needs into responsive and successful CSI initiatives.
- An advocate for the cultural and ethnic diversification of CSI leadership at the chapter and international levels.
- An advocate for the inclusion of social justice principles into CSI's goals and mission. I believe that CSI should lead efforts to ensure that counselors are mindful of social injustices (e.g., poverty, homophobia, racism, sexism) and are willing to rectify them. This is critical to the clients we serve and to the communities in which we live.
- A supporter of CSI committees (e.g., Membership, Awards, Technology, Advocacy)
- A promoter of continued leadership training for faculty advisors and CSI chapter officers.
- A developer of new ways to increase the participation of professional members or practitioners.

The remarkable record of CSI is a testimony to its past leadership. I consider it a privilege to be a candidate for President-Elect and to be able to contribute to the continued vitality of CSI. To CSI members, I offer you my enthusiasm, energy, passion, and personal commitment to the goals of CSI. I thank you for your support and I respectfully ask for your consideration of my candidacy.

June Williams
(continued from page 8)

continued excellence in all areas; however, I have identified a few goals that I would like to accomplish:

Increased networking among chapters. Over the years, I have observed chapters experiencing inconsistent levels of activity — being very active for years, then quietly becoming much less active, then being resurrected. This has been a perpetual problem for CSI, and I don't propose to have all of the answers; however, CSI has developed structures and tools to address this problem, and I would work closely with the Chapter Development Committee to support their work and to encourage more networking among chapters. I would like to help chapters maximize the resources that are available to them.

Increased retention of members. Another challenge that CSI has always experienced is the retention of members. Typically, members join as students, but too often once they graduate they let their membership lapse. One characteristic that I have observed in chapters which are the most active and vital is a balance in the membership between student and professional members. I would like to work with the Membership Committee, Faculty Advisors, and Chapter Development Committee to aggressively address this problem.

Providing additional opportunities for leadership development. CSI has always provided excellent opportunities for leadership development. I would be committed to ensuring that we continue to make leadership development opportunities avail-

able for members. The intern and fellows program is an important aspect of leadership development, and I would be committed to the continued development of this program and would like to provide expanded leadership development programming for members.

Commitment to diversity. One of the stated goals of CSI is “to mentor counselors-in-training and professional counselors from diverse cultural backgrounds.” I would be committed to encouraging such mentoring opportunities by working closely with faculty advisors. I would also encourage chapters to provide programming that addresses issues of diversity and social justice.

Whether I am elected or not, I will continue to be firmly committed to the mission of CSI to recognize and promote excellence in counseling, and I will be actively involved in helping to fulfill that mission.

Holly J. Hartwig Moorhead
(continued from page 8)

He was appointed to his current position as Associate Professor of Counseling and Director of the Counseling Program at the University of Kentucky in 1994. He has also been a visiting Professor at the University of Maryland at College Park.

Holly J. Hartwig Moorhead
(continued from page 8)

fessional counseling, nurturing leadership, and bringing recognition to professional advocacy and identity issues via the following:

a) contributing to the efficient dissemination of information to CSI leadership.

b) participating in discussions, decision-making, and initiatives that further CSI's established mission.

c) encouraging efforts specifically related to promoting diversity within CSI's membership and providing leadership opportunities for emerging leaders.

Thank you for your consideration.

Become a Fellow or Intern
(continued from page 4)

information and online applications are available on the CSI web page (www.csi-net.org). Online applications must be posted no later than 5 p.m. on December 1, 2005. Mail applications to Dr. Nancy E. Sherman, 306 Westlake Hall, Bradley University, 1501 W. Bradley Ave, Peoria, IL 61625.
Sandy Magnuson and Dr. Heather Helm are co-Chapter Faculty Advisors to the Rho Epsilon chapter at the University of Northern Colorado at Greeley. They collaborate in leading their chapter and encouraging one another.

Sharing Experiences

Dr. Magnuson holds an Ed.D. in Counselor Education from the University of Alabama and a master’s degree in Elementary School Counseling from Southwest Missouri State University. She has been a marriage and family counselor in private practice, mental health center clinician, and school counselor. Dr. Magnuson specializes in play therapy practice and supervision and an NBCC approved supervisor, and a registered play therapist and supervisor. Maintaining humor about the travails of counselor licensure portability through attaining licensure in Missouri, Alabama, Texas, and Colorado, Dr. Magnuson jokes that she and her husband are “professional nomads.” Her research interests include professional development across the lifespan and “excellent and not so excellent supervision.” Currently, she has been president of the Alabama School Counseling Association, co-president of Alabama ACES, co-editor of the Alabama Counseling Association’s newsletter and journal, and editor of Colorado’s School Counselor Association newsletter. She is a member of ACA, ACES, ASERVIC, AGLBIC, IAMFC, ASCA, and these associations’ Colorado branches.

Dr. Helm earned a Ph.D. and master’s degree in Counselor Education from the University of Mississippi. Her clinical expertise includes university counseling and specialization in adolescent and adult substance abuse, play therapy, and couples and family counseling. Dr. Helm is an NCC and Colorado LPC. Her research interests include adolescent aggression expression and attachment. Additionally, she is treasurer for the Colorado Counseling Association. She maintains memberships in ACA and ACES.

Enjoying a Legacy of Leadership

Drs. Magnuson and Helm were encouraged to pursue leadership by faculty during graduate school. Dr. Magnuson notes that Drs. Ken Norem and Jan Kratohvil at the University of Northern Alabama started a CSI chapter to help students participate in a professional organization that promoted excellence, acquaint students with other professionals, and teach leadership skills. Similarly, Dr. Helm recalls faculty enthusiasm as key to the growth of a fairly new CSI chapter at the University of Mississippi.

Having observed others’ effective leadership, Dr. Magnuson supports members and advisors, including having helped to coordinate statewide initiation ceremonies in Alabama with the state counseling organization and ACES division. She values CSI’s commitment to excellence and professional pride, sharing and celebrating these values with others, and outstanding leadership training. Likewise, Dr. Helm has continued a legacy of leadership within CSI by serving as vice-president and president of Epsilon Mu, and currently co-advising Rho Epsilon. Dr. Helm values “the sense of community, connection, and pride that being a part of Chi Sigma Iota gives as members new and “seasoned” come together [to promote] commitment, integrity, and excellence.”

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Dr. Magnuson appreciates opportunities for students to hear inspiring speakers as well as the valuable “opportunity to inform our deans, provosts, vice presidents, and presidents about the counseling profession and our commitment to high standards as they attend the ceremonies.”

Currently, Rho Epsilon is prioritizing leadership development by creating handbooks, developing procedural guidelines, and planning a leadership workshop. They are also generating ideas for strengthening membership.

Lessons Learned From Leadership

What has CSI leadership taught Drs. Magnuson and Helm? Dr. Magnuson appreciates opportunities for her own leadership development as well as that of her students. Additionally, she “must talk about pride in the profession, advocacy for the profession, and practice what I preach.” Dr. Helm adds that training leaders who impact the profession is vital, along with using membership to promote professional pride. She likes “recognizing accomplishments and honoring those who take leadership roles and strive for personal and professional excellence.”

Both advisors identify some pressing issues that face the counseling profession today as: a) mediocrity that waters down excellence; b) compromising standards to balance budgets without attending to excellence; c) fragmentation within counseling (i.e., specialized areas) that segregates instead of presenting one strong, clear, unified voice; and d) responses to new developments (i.e., life coaching, distance education, internet counseling) that must balance our professional integrity and credibility while maintaining our relevance in contemporary society.

Professional pride runs deep in these chapter faculty advisors who ended their interview with saying, “we’re dyed in the wool, arrogant counselors who know how to have a great time at ACA!” We’ll be looking for Drs. Magnuson and Helm in Montreal next spring.
Retaining CSI Members After Graduation

June Williams
CSI Associate Editor

Several chapters responded to our call for submissions related to the topic of retaining members after graduation. Below are some of the activities and programs that these chapters have established (or planned to establish) to actively include alumni in their chapter activities. We hope that this column will provide some helpful suggestions to other chapters.

Chapter Newsletters
Several chapters use their newsletter as a tool to remain in contact with CSI members who have graduated. Alpha Upsilon Mu includes a column on the front page that features graduates (e.g., achievements) and another section lists where graduates are working and announces if someone has moved into a new position. Gamma Mu Upsilon plans to solicit articles from graduates, focusing on such topics as “advice from the field,” “what to expect after graduation,” and similar topics. Chi Sigma Omicron has established an alumni newsletter that allows graduates to network and maintain a working relationship with the counseling program.

Opportunities for Professional Development
Offering opportunities for professional development is another method chapters use to keep graduates involved. Alpha Upsilon Mu invites former students to participate as speakers at their workshops, and Gamma Mu Upsilon plans to target graduates to participate in their annual mini-conference, not just as attendees, but also as presenters on counseling issues or trends. As an incentive for graduates to attend, they offer a special graduate discount rate for professional development events. Similarly, Eta Chapter sponsors two conferences in the fall and spring semester that draw in many professionals and graduates, and Gamma Mu Upsilon and Upsilon Rho Iota invite graduates to speak at CSI initiatives to offer advice and share their stories of success.

Another chapter focusing on professional development is Beta Upsilon, which draws from students, alumni, and professional associates to advocate for GLBT issues as we rally to reestablish the Gay/Straight Alliance locally and encourage awareness in the community. The chapter also promotes each member’s commitment to learning, counseling, and excelling as individuals and representatives of the counseling profession by planning monthly peer consultation group meetings addressing professional issues of certification and licensure, publication, counseling theories/techniques, and job placement.

Socializing and Mentoring
To create a strong alumni base, Upsilon Rho Iota encourages the continuous support and networking of alumni by hosting Saturday morning breakfast socials, volunteer projects within the community, holiday socials, and movie events that include current student members and graduate members. Chi Sigma Omicron will be implementing a mentoring program including monthly gatherings hosted by current officers on a rotating basis. The gatherings will include discussions with the new members and students their class assignments and papers. Many students feel “in the dark” about what graduate school is all about, and hopefully these connections will orient them and keep them involved after graduation.

Another networking opportunity for current and former student is Eta Chapter’s Welcome Back Social in the fall and spring semesters. In addition, they have started a book club that affords the opportunity to keep members, including current and former students, connected by meeting to discuss and share their thoughts on the book.

Encourage Leadership
Recently Chi Upsilon Sigma hosted its first annual Silent Auction/Charity Event. Part of the proceeds went to Pikes Peak Family Connections, a major supporter of many of their practicum and intern students. In addition to inviting CSI alumni via a local press release, site supervisors, Air Force leadership students, and all counseling students and faculty were included, providing a wonderful social network for counseling professionals.

Welcome New Chapters
Welcome to the following new Chi Sigma Iota Chapters

- Alpha Upsilon Tau
  Argosy University–Tampa

- Chi Delta Psi
  South Dakota State University–West River
Chapter Development Tip

Opportunities for Involvement

Holly J. Hartwig Moorhead & Dr. Nancy Forth
Chapter Development Committee Chairpersons

In past issues, we have talked about various topics of importance to CSI chapters, including how to keep members involved and sources of support for leaders. In this issue, we focus on opportunities for members to become involved locally and internationally within CSI.

Chi Sigma Iota is more than a society which exists to provide camaraderie for professional counselors. It is a force within the profession for standards of excellence, training present and future leaders, collaborating with other professional organizations on issues of importance, and promoting the recognition of and need for professional advocacy. CSI also provides valuable experiences for members to become involved within the Society and take on leadership roles, both at the local and international levels.

Local and International Involvement

At the local level, opportunities for member involvement are numerous and varied. Members might take advantage of attending continuing education events and socials at which important networks and contacts are made, and enjoy being part of a professional organization with all the benefits that come with membership. Opportunities to CSI members also include the potential of serving within a leadership position — being elected to an Executive Officer position or being appointed to chair a committee.

At the international level, members are able to attend leadership training which is held during CSI Day at the ACA annual convention. Helpful resources pertaining to a myriad of professional issues are accessible from the CSI webpage, the Exemplar, and from CSI Headquarters.

Quick Ways to Encourage Involvement

With all of the opportunities available to members to become involved in CSI, what are some quick ways to get your chapter members involved at the local and international levels?

- The personal touch matters! Personally invite new or existing members to run for an elected position within your chapter, serve as a mentor to an incoming member, and/or serve on a chapter committee. You might even invite members to submit articles for your chapter newsletter or serve as newsletter editor.
- Money talks! Go to www.csi-net.org and familiarize yourself with the numerous awards and grants that are available to CSI members! Your members can apply for funds with which to conduct research and/or put on chapter programming, e.g., with DCT Research Grants or Personal Excellence Grants.
- Did you know that your chapter members can be nominated to be a CSI Intern or Fellow? These awards provide CSI members with opportunities to be involved with the International Society’s leadership, projects, and leadership training.
- Don’t let your chapter’s hard work go unnoticed by others. Download the necessary forms from CSI’s webpage and nominate your chapter for any number of awards. These awards are given in two categories, those for large chapters and those for small chapters.

So many CSI chapters are making a significant, positive difference for their members and the counseling profession. Don’t forget that there are resources for the taking that exist to help you help your members. We welcome your questions and encourage you to inform us of ways to help you lead and participate in your chapter. Contact us at nfort1@uis.edu or hmoorehead@walsh.edu.

Lessons I Have Learned

(continued from page 7)

standing or insight as it relates to their difficulties, I help them gain momentum and ownership, propelling them into a successful pursuit of their deepest desire. I have learned that when the client uncovers an insight, it is often more powerful for them, for it deeply impacts where they are, what actions they have taken, and what adjustments they need to make.

Seeing Clients as Individuals

Clients have different needs which require varied treatment plans with which to meet those needs. My clients were all over that continuum. Through this practicum experience, they taught me how important it is to see each one as an individual and to address the needs with a personalized treatment plan. In order to tailor the plan for each client, I had to know the client, understand how he/she processed things, how he/she learned, and balance that with his/her willingness to work.

Taking What Was Learned

So it was and so it is. And I, with much excitement (and some anxiety), began my internship experience this past spring. As I have approached each session, I have carried these lessons from practicum with me, drawing from their strength, reflecting on their wisdom. Even now I have already learned that I, too, am in a process of becoming, just like my clients.
Where can you shop as long as you want and not drop? Try the many options at the CSI Shopping Mall at www.csi-net.org. You can purchase CSI memorabilia for yourself or in bulk for your chapter, CSI memorabilia as gifts for friends/fellow CSI members, and you can purchase jewelry with the CSI logo, and you can purchase just about anything for any reason AND provide a donation to CSI at the same time.

When you visit the CSI Store for individual purchases, the prices you see are the prices you pay for graduation merchandise, logo clothing, stationery, picture frames, koozies, notepads, pens, mugs, and more. Graduation items include honor cords, now with the CSI medallion and logo, stoles, and large medallions with ribbons. You can buy all three in our new deluxe package, and soon you can add a box frame to display your graduation regalia.

If you are looking for CSI logo items to sell as fundraisers for your chapter, click on the “contact us” button at the CSI Store. Chapter can purchase items in bulk at a wholesale price. Any item available on the web page can be purchased, and the price will vary depending on the number of items ordered. In addition to the CSI logo, you can have the name of your chapter added to any bulk purchase item. The CSI logo is trademarked and cannot be used without permission. So what happens if you find a logo item you want that is not on theCSI web page? Click on the contact button, tell the CSI Store what you want, and chances are that we can get it for you, logo and all! Be creative – and just ask!

Want jewelry with the CSI logo? Go to the Shopping Mall, click on CSI Logo Jewelry, and you are off to the Jewelry Store to shop. Rings, tie clips, pins, buttons, and more are available. And, if you want an item you don’t see, send an e-mail to info@csi-net.org and let us check into order the item for you.

Finally, take some time to browse the many buttons at the Shopping Mall and have your mall experience in the comfort of your favorite computer chair. The vendors are names you will recognize – Amazon.com, target.com, walmart.com, and many, many more. What is unique about entering these on-line stores from the CSI Mall is that for each purchase you make, the stores will donate between 3% and 6% of your total purchase to CSI! What better way to support CSI and get your shopping done.

So, while many veteran shoppers advocate that you “Shop til you drop” the advice here is to shop often, shop long, and always start your search at the CSI Store!! Parking is never a problem and you can stay as long as you like – our hours are 24/7.