

CHICAGO STATE UNIVERSITY



STUDENT HANDBOOK
2016 - 2017

COUNSELING GRADUATE PROGRAM

Master of Arts in Clinical Mental Health Counseling
&
Master of Arts in School Counseling

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PART I: PROGRAM AND STUDENT INFORMATION

MISSION STATEMENT

The Counseling Program of Chicago State University is located on the south side of Chicago, primarily serving residents who both live and work within the Chicago urban area. The students within the program are diverse and representative of the largely minority population within this region. The mission of the program is to produce highly qualified graduates equipped to serve the complex counseling demands in urban settings with a specific emphasis on addressing the needs of urban youth and their families. This mission is generated from a belief that counselors equipped to deal with the more difficult problems within large cities, will also be effective in other, less challenging settings. To accomplish its mission, the program is committed to:

- Recruiting, retaining and graduating culturally and economically diverse students;
- Employing a dedicated, caring, and culturally diverse faculty whose teaching is informed by research and clinical expertise;
- Providing a curriculum that is infused with theory and applications related to diverse, urban populations;
- Providing students with a strong preparation in counseling interventions and models of prevention directed toward meeting the complex counseling needs within urban and other settings;
- Providing opportunities for practical counseling experiences within urban schools and communities;
- Teaching students how to access resources, advocate for their clients and their profession, and serve as counseling mental health activists when needed; and
- Working in partnership with local institutions and agencies in the region to assist in the development of socially and economically viable and sustainable communities.

The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA) has granted accreditation for the Chicago State University Community Counseling (M.A.) and School Counseling (M.A.) until 2010

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ORGANIZATION AND INTRODUCTION

The intent of the Student Handbook is to communicate the policies and procedures that apply to the Counseling Graduate Program major. Occasionally, procedures of particular importance to you as a student will be presented in the Handbook even if they are not unique to this major. This publication is for informational purposes only. The information was current at the time of publication. Courses listed in this publication are subject to revision without advance notice and are not necessarily offered each term or each year.

For general University policies and procedures, as well as course descriptions and registration information, please consult the University Catalog and the University Student Handbook. Part of your responsibility, as a student is to read and understand the Handbook, the Class Schedule Bulletin, and the University Catalog.

Chicago State University is authorized by the Illinois Board of Higher Education to offer the Master of Arts in Counseling with one track for School Counseling and one track for Clinical Mental Health Counseling. The Counseling Graduate Program is designed to train students as counselors so they can work in a variety of settings with an emphasis on training counselors to work with urban youth and their families. It is also designed as a pre-doctoral study program in counselor education and supervision, counseling, or psychology.

The Counseling Graduate Program is designed to train students as counselors so they can work in a variety of settings with an emphasis on training counselors to work with urban youth and their families. It is also designed as a pre-doctoral study program in counselor education and supervision, counseling, or psychology. Graduates of the School Track are eligible to work as counselors in school settings. Graduates of the Clinical Mental Health Track are eligible to work as counselors in a variety of counseling mental health settings. The program currently qualifies students to sit for examinations for counseling certification (NCC) and Illinois Licensure for professional counselors; the requirements for these examinations are subject to change and additional requirements may be added. Completion of the master's degree program in counseling (School Track) qualifies students for the Professional Educator License in School Counseling. Certification also requires the successful completion of the Illinois Test of Academic Proficiency and the Illinois School Counselor Content Exam. Students with a master's degree in counseling or related field who want only an endorsement and licensure in school counseling, must satisfy all current requirements of the school counseling degree. The Endorsement in School Counseling Certificate Program has 31 hours of prerequisites and 15 hours of additional required coursework (totaling 51 hours). Students in the endorsement program must take the Pre-Practicum Clinical Laboratory at Chicago State University.

The school counseling program is designed to prepare students to serve the multiple mental health or counseling needs within schools in an urban setting. Students will be given a strong preparation in clinical intervention with a specific emphasis on meeting the needs of urban youth and their families. Additionally, students will learn how to develop a primary intervention program that impacts the entire school counseling mental health through implementation of The American School Counseling Association (ASCA) Model. Students will also learn how to organize counseling interventions, which are integrated into the school curriculum. Prevention and early intervention will be the primary goals taught to our students. Students entering the school track must have a valid Illinois Teacher Professional Educator License or must take and additional course (ED 5820 Education Fundamentals for School Counselors).

The school counseling program is committed to preparing students for guidance and counseling careers for the schools of metropolitan Chicago and the state of Illinois. Students successfully completing the program requirements receive a Master of Arts degree in Counseling (School Track). While receiving the same degree, students in the Clinical Mental Health Track choose to emphasize human services counseling prepare for careers in counseling mental health agencies such as mental health clinics, substance abuse facilities, and/or to work as developmental interventionists and consultants in a wide variety of educational and non-educational settings. The both tracks are also designed as a pre-doctoral study program in counselor education or counseling psychology. Students in the clinical mental health counseling track will also be given strong preparation in clinical intervention, with specific focus on addressing the needs of urban youth and their families.

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GENERAL OBJECTIVES FOR CLINICAL MENTAL HEALTH COUNSELING TRACK

1. Integrate knowledge of human growth and development into the diagnostic and counseling process.
2. Appropriately use counseling assessment, research, and evaluation protocols.
3. Use the analysis of the dynamics of the helping relationship in the counseling process.
4. Prepare and utilize effective educational and career planning in clinical mental health counseling settings, including settings with the complex challenges of urban youth, families and communities.
5. Effectively respond to professional and ethical issues.
6. Implement an appropriate plan of intervention to use in effectively counseling clients, including urban youth.
7. Appropriately respond to social and cultural issues in clinical mental health counseling settings.
8. Integrate counseling knowledge and skills into effective performance as a clinical mental health counselor.
9. Effectively coordinate services with other professionals in the clinical mental health counseling setting.

GENERAL OBJECTIVES FOR SCHOOL COUNSELING TRACK

1. Integrate knowledge of human growth and development into the diagnostic and counseling process.
2. Appropriately use counseling assessment, research, and evaluation protocols.
3. Use the analysis of the dynamics of the helping relationship in the counseling process.
4. Prepare and utilize effective educational and career planning in school counseling settings, including settings with the complex challenges of urban youth, families and communities.
5. Effectively respond to professional and ethical issues.
6. Implement an appropriate plan of intervention to use in effectively teaching and counseling clients, including urban youth.
7. Appropriately respond to social and cultural issues in school counseling settings.
8. Integrate counseling knowledge and skills into effective performance as a school counselor.
9. Effectively coordinate services with other professionals in the school counseling setting.

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ADMISSION CRITERIA

- Submission of an application, official transcript(s) and two reference forms) one from either a college instructor or supervisor at work) to CSU Graduate Program by March 1 for the fall Semester. (Students will only be admitted into the program once a year for the Fall Semester.)
- Completion of six credit hours of prerequisite courses, which must include three credit hours in developmental psychology and psychological statistics (with a grade of B or better in at least one and no grades less than C). A student may be granted provisional admission until the prerequisites are met. (Note: financial aid loans are not available to students who are provisionally admitted.)
- GPA: Minimum 3.0 (on a 4.0 scale) for final 60 hours of undergraduate work. Applicants whose grade point average is between 2.75 and 2.99 may qualify for conditional admission.
- Successful completion of a written essay (for students with a GPA below 3.0) and personal interview with faculty for the purpose of assessing oral communication, writing, interpersonal skills, and the applicant's potential for the counseling field.
- Applicants for the School Counseling track or the Endorsement in School Counseling Certificate Program must have passed the Test of Academic Proficiency (formally known as Illinois Basic Skills Test). In addition, they must have a valid Illinois Teaching Professional Educator License or they must take the course ED 5820 course – *Educational Fundamentals in School Counseling* as a program prerequisite. Providing they have passed the Test of Academic Proficiency, students who do not have a valid Illinois Teaching License may be admitted conditionally pending successful completion of the Education course within the first year. Licensed teachers must have proof of a passing score report on the Illinois Certification Test of Basic Skills or TAP within the current time limits specified by the state of Illinois.
- Due to limited class size, not all qualified applicants may be accepted.

TRANSFER COURSES

Courses taken at other institutions, which are to be applied to the counseling degree requirements must be evaluated and approved by an advisor in writing within the first semester after acceptance. Courses taken from other institutions after admission into the program must be pre-approved by an advisor in writing, must be of a grade of B or better, and must be completed within six years of graduation in order to be applied to degree requirements. No more than a total of nine transferred credit hours can be applied to the degree.

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DEGREE AND PROGRAM REQUIREMENTS

- Completion of all required and elective courses, accumulating at least fifty-one (51) credit hours for the School Track or sixty (60) credit hours for the Clinical Mental Health Track at the graduate level with an average grade of B or better.
- Students must successfully complete the Comprehensive Examinations (Part 1- Objective and Part 2 – Essay).
- Students must successfully complete a Practicum (Field Experience) of 100 clock hours and an Internship of 600 clock hours (School Track and 900 Clock hours (Clinical Mental Health Track).
- Completion of all clinical courses (COUN 5790, 5990 or 5991) with a grade of B or better.
- Students in the School Counseling Program must pass the Illinois School Counseling Content prior to internship and must have already passed the Test of Academic Proficiency prior to admission.
- Students must complete all degree requirements within six years.

Specific Requirements

Option I - School track (Total 51 hours)

Core Courses

36 credit hours

(* indicates precandidacy courses)

COUN 5600 Introduction to School Counseling*
COUN 5640 Counseling Theories and Ethics*
COUN 5650 Microcounseling*
COUN 5660 Advanced Lifespan Development *
COUN 5670 Principles and Techniques of Group Counseling*
COUN 5710 Multicultural Issues in Counseling
COUN 5720 Lifestyle and Career Development
COUN 5730 Techniques of Assessment and Diagnosis
COUN 5740 Treatment Interventions for Urban Youth and Families
COUN 5780 Advance School Counseling Application
COUN 5800 Research, Statistics, and Program Evaluation
COUN 5840 Advanced Psychopathology and Treatment Planning

Special Clinical Courses

12 credit hours

COUN 5790 Prepracticum Clinical Laboratory
COUN 5950 Practicum in Counseling
COUN 5990 Internship in School Counseling (6 hrs)

Elective Courses

3 credit hours

COUN 5500 level courses selected with advisor's approval.

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Option II – Clinical Mental Health Counseling Track (Total 60 hours)

Core Courses

45 credit hours

(* indicates precandidacy courses)

- COUN 5611 Principles in Clinical Mental Health Counseling*
- COUN 5640 Counseling Theories and Ethics*
- COUN 5650 Microcounseling*
- COUN 5660 Advanced Lifespan Development *
- COUN 5670 Principles and Techniques of Group Counseling*
- COUN 5710 Multicultural Issues in Counseling
- COUN 5720 Lifestyle and Career Development
- COUN 5730 Techniques of Assessment and Diagnosis
- COUN 5740 Treatment Interventions for Urban Youth and Families
- COUN 5746 Counseling Across the Lifespan
- COUN 5750 Introduction to Family Systems Counseling
- COUN 5755 Treatment Planning and Advanced Counseling Applications
- COUN 5800 Research, Statistics, and Program Evaluation
- COUN 5840 Advanced Psychopathology and Treatment Planning
- COUN 5810 Theories and Practices of Substance Abuse Counseling

Special Clinical Courses

15 credit hours

- COUN 5790 Prepracticum Clinical Laboratory
- COUN 5950 Practicum in Counseling
- COUN 5991 Internship in Counseling mental health/Clinical Mental Health Counseling (9 hrs)

THESIS OPTION

Students who are interested in pursuing a doctoral degree after graduating from the Counseling Graduate Program are strongly encouraged to complete a thesis. More information about this option can be obtained by contacting an advisor (773-995-2359) or the Office of Graduate and Professional Studies (773-995-2404).

BILINGUAL SPECIALIZATION

Students accepted in to the Clinical Mental Health or School Counseling Programs as well as the Endorsement in School Counseling Certificate Program may apply for a Bilingual Specialization. The Bilingual Specialization requires that a candidate successful complete the Helping Hispanic Families course (SPAN 5101) with a grade of B or better, satisfy the American Council on the Teaching of Foreign Languages (ACTFL) requirements for the Advanced Plus Level in Spanish, and complete a practicum in a school or counseling mental health setting serving Latino clients. Students interested in obtaining the Bilingual Specialization can request an application from the Counseling Graduate Program. Language proficiency will be initially screened by the Foreign Languages and Literature Department of Chicago State University. Final testing for the language requirements will be conducted by ACTFL

ENDORSEMENT IN SCHOOL COUNSELING GRADUATE CERTIFICATE PROGRAM

Important note about admission to the endorsement program: Given The Council for Accreditation of Counseling and Related Educational Programs (CACREP) requirements for faculty-student ratios, only a limited number of students can be admitted to this program. Priority will be given to graduates for the Chicago State University Counseling Clinical Mental Health Counseling Program who are seeking an endorsement in school counseling. All students interested in applying for this program must have passed the Illinois Test of Academic Proficiency and have a Master's in Counseling or closely related field. Applicants can submit applications for the Fall semester by March 1 to The School of Graduate and Professional Studies. Graduate Students-at-Large (not officially admitted to the program) will NOT be allowed to register for any of the courses in this program, including the required education course. All registrations for graduate Counseling classes and the ED 4820/5820 Fundamentals in School Counseling must be signed by an advisor of the Counseling Graduate Program in HWH 311 (773-995-2359).

The purpose of this certificate program is to provide an endorsement in school counseling for students with a master's degree in counseling or related field. Some students entering the program will already have a master's in School Counseling and others may have a master's in Clinical Mental Health Counseling or closely related degree. In addition, they must have a valid Illinois Teaching Professional Educator License or they must take the course ED 5820/382G, *Educational Fundamentals in School Counseling* as a program prerequisite within the first year of the endorsement program. The 36 hours of required program prerequisites and the 15 hours of program requirements will meet all 51 hours of the criteria necessary for endorsement in School Counseling.

The program emphasizes the American School Counseling Association (ASCA) Model, strong clinical training, and applied field practice as a school counselor in an elementary and high school setting.

The certificate must be completed in three years. Students may petition to apply the graduate courses taken in the certificate program (fifteen credit hours) toward the M.A. in Counseling-School Track.

Program Prerequisites 36 hours of prerequisites required

Program prerequisites include the following courses or courses judged by the program coordinator as having similar content:

- COUN 5600 Introduction to School Counseling
- COUN 5640 Counseling Theories and Ethics
- COUN 5650 Microcounseling
- COUN 5660 Advanced Lifespan Development
- COUN 5670 Principles and Techniques of Group Counseling
- COUN 5710 Multicultural Issues in Counseling
- COUN 5720 Lifestyle and Career Development
- COUN 5730 Techniques of Assessment and Diagnosis
- COUN 5790 Prepracticum Clinical Laboratory (must be taken at CSU)
- COUN5840 Advanced Psychopathology and Treatment Planning
- COUN 5950 Practicum (100 hrs Field Placement)
- COUN Elective 3 hrs of graduate level electives in counseling or a related field

Course Requirements

15 credit hours

COUN 5780

Advance School Counseling and Application

COUN 5800

Research, Statistics, and Program Evaluation

COUN 5740

Treatment Interventions with Urban Youth and Families

COUN 5990 (6 hrs)

Internship in School Counseling (600 field placement)

Other Requirements

- Proof of passing the Illinois Content Area Test for school counselors prior to enrollment in COUN 5990 (Internship in School Counseling).
- The certificate must be completed in three years.

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RECOMMENDED COURSE SEQUENCE FOR MASTERS DEGREE

Full Time Schedule

YEAR ONE – Fall Semester	
COUN 5600	Introduction to School Counseling* or
COUN 5611	Principles in Clinical Mental Health Counseling*
COUN5650	Microcounseling
COUN 5640	Counseling Theories and Ethics
COUN 5660	Advanced Lifespan Development
YEAR ONE – Spring Semester	
COUN 5790	Prepracticum Clinical Laboratory
COUN5780	Advanced School Counseling Applications*
COUN 5840	Advanced Psychopathology and Treatment Planning
COUN 5710	Multicultural Issues in Counseling
COUN 5750	Introduction to Family Systems Counseling*
YEAR ONE – Summer Semester	
COUN 5670	Principles and Techniques of Group Counseling

YEAR TWO - Fall Semester

COUN 5740	Treatment Interventions for Urban Youth and Families
COUN 5730	Techniques of Assessment and Diagnosis
COUN 5720	Lifestyle and Career Development
COUN 5950	Practicum in Counseling

YEAR TWO – Spring Semester

COUN 5990	Internship in School Counseling (3 hrs) *
COUN 5800	Research, Statistics, and Program Evaluation
COUN 5991	Internship in Community/Clinical Mental Health Counseling(6 hrs)*
COUN 5810	Theories and Practices of Substance Abuse Counseling*
COUN Elective (5500 of higher level courses only)*	

YEAR TWO - Summer Semester

COUN 5990	Internship in School Counseling (3 hrs) *
COUN 5991	Internship in Community/Clinical Mental Health Counseling (3 hrs) *

YEAR THREE – Fall Semester

COUN 5755	Treatment Planning and Advanced Counseling Applications*
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Three - Quarter Time Schedule

YEAR ONE – Fall Semester	
COUN 5600	Introduction to School Counseling*

COUN 5611 Principles in Clinical Mental Health Counseling*
COUN 5640 Counseling Theories and Ethics
COUN 5660 Advanced Lifespan Development

YEAR ONE – Spring Semester

COUN 5650 Microcounseling
COUN 5710 Multicultural Issues in Counseling
COUN5780 Advanced School Counseling Applications*
COUN 5750 Introduction to Family Systems Counseling*

YEAR ONE – Summer Semester

COUN 5670 Principles and Techniques of Group Counseling

YEAR TWO - Fall Semester

COUN 5720 Lifestyle and Career Development
COUN 5730 Techniques of Assessment and Diagnosis
COUN 5790 Prepracticum Clinical Laboratory

YEAR TWO – Spring Semester

COUN 5740 Treatment Interventions for Urban Youth and Families
COUN 5780 Advanced School Counseling Applications*
COUN 5755 Treatment Planning and Advanced Counseling Applications*
COUN Elective (5500 of higher level courses only)*

YEAR TWO – Summer Semester

COUN 5950 Practicum in Counseling

YEAR THREE – Fall Semester

COUN 5810 Theories and Practices of Substance Abuse Counseling*
COUN 5800 Research, Statistics, and Program Evaluation
COUN 5990 Internship in School Counseling (3 hrs) *
COUN 5991 Internship in Community/Clinical Mental Health Counseling(3 hrs)*

YEAR THREE – Spring Semester

COUN 5990 Internship in School Counseling (3 hrs) *
COUN 5991 Internship in Community/Clinical Mental Health Counseling (6 hrs)*



Half-time Schedule

YEAR ONE – Fall Semester

COUN 5600 Introduction to School Counseling* /
COUN 5611 Principles in Clinical Mental Health Counseling*
COUN 5640 Counseling Theories and Ethics

YEAR ONE – Spring Semester

COUN 5660 Advanced Lifespan Development
COUN5650 Microcounseling

YEAR ONE – Summer Semester

COUN 5670 Principles and Techniques of Group Counseling

YEAR TWO – Fall Semester

COUN 5710 Multicultural Issues in Counseling
COUN 5790 Prepracticum Clinical Laboratory

YEAR TWO – Spring Semester

COUN5780 Advanced School Counseling Applications*
COUN 5720 Lifestyle and Career Development
COUN 5740 Treatment Interventions for Urban Youth and Families
COUN 5750 Introduction to Family Systems Counseling*

YEAR TWO – Summer Semester

COUN 5950 Practicum in Counseling

YEAR THREE – Fall Semester

COUN 5730 Techniques of Assessment and Diagnosis
COUN 5840 Advanced Psychopathology and Treatment Planning

YEAR THREE –Spring Semester

COUN 5800 Research, Statistics, and Program Evaluation
COUN Elective*
COUN 5755 Treatment Planning and Advanced Counseling Applications*
COUN 5810 Theories and Practices of Substance Abuse Counseling*

YEAR THREE – Summer Semester

COUN 5990 Internship in School Counseling (3 hrs) *
COUN 5991 Internship in Community/Clinical Mental Health Counseling (3 hrs)*

YEAR FOUR - Fall Semester

COUN 5990 Internship in School Counseling (3 hrs) *
COUN 5810 Theories and Practices of Substance Abuse Counseling*
COUN 5991 Internship in Community/Clinical Mental Health Counseling (6 hrs)*

* School Counseling Track only

* Clinical Mental Health only

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COURSE DESCRIPTIONS

Note: Unless permission of the department is given, only students enrolled in the school or counseling mental health counseling programs are eligible to enroll for 5000-level classes. Prior consultation with the department is required for enrollment into any 5000-level courses in Counseling.

5300 ADVANCED EDUCATIONAL PSYCHOLOGY (3)

Prerequisite: Admission to the College of Education – for COE students only

A seminar in the critical analysis of educational theories, instructional techniques and implementation in learning experiences, including measurement, evaluation and applications in the educational setting.

5600 INTRODUCTION TO SCHOOL COUNSELING (3)

Prerequisite: Completion of program prerequisites or concurrent enrollment and admission into the counseling master's degree program.

Introduction to the roles and functions of the school counselor within a developmental and other school counseling programs. Examines all aspects of professional functioning including history, organizational structure, ethics, standards, and credentialing. Credit not given for both PSYC 406 and 400.

5611 PRINCIPLES IN CLINICAL MENTAL HEALTH COUNSELING (3)

Prerequisite: Admission to Counseling Graduate Program or permission of the department.

Addresses the roles, functions, settings, and management of clinical mental health counseling. Introduces relevant models and theories, ethical and legal issues, professional organizations, preparation standards and credentialing, and management of mental health services.

5640 COUNSELING THEORIES AND ETHICS (3)

Prerequisite: COUN 5600 or 5611 or concurrent enrollment. Admission to the master's degree program.

Major theories, principles, ethical concerns, and techniques of counseling. Introduction to Afro-centric and other models and exploration of techniques for children, adolescents, and special populations.

5650 MICROCOUNSELING (3)

Prerequisite: COUN 5600 or 5611 or concurrent enrollment. Admission to the master's degree program.

Practical and experiential laboratory designed to build basic counseling and interviewing skills, including counselor self-awareness. Focus on development of understanding of the counseling process through readings, lectures, analogue exercises, and video demonstrations.

5660 ADVANCED LIFESPAN DEVELOPMENT (3)

Prerequisites: COUN 5600 or 5611 or concurrent enrollment

Examines development and counseling across the life span and addresses issues that impact counseling and development such as ethnicity, economics, disabilities, and abuse/neglect. Introduces concepts of family development and basic learning theory.

5670 PRINCIPLES AND TECHNIQUES OF GROUP COUNSELING (3)

Prerequisite: COUN 5650, 5640. Admission to the master's degree program.

Group methods for identifying, understanding, and solving common problems. Explores counseling and therapy in a group setting.

5710 MULTICULTURAL ISSUES IN COUNSELING (3)

Prerequisite: COUN 5600 or 5611 or concurrent enrollment. Admission into the master's degree program.

This course is designed to build expertise in counseling individuals from diverse cultural backgrounds including but not limited to individuals of African American, Hispanic, Asian, and American heritage. It includes a study of change, ethnicity, changing roles of women and sexism, urban and rural societies, changing population patterns, cultural mores, and differing life patterns.

5720 LIFESTYLE AND CAREER DEVELOPMENT (3)

Prerequisite: COUN 5600 or 5611 or concurrent enrollment. Admission to the master's degree program.

Theories and principles of vocational choice, relationship between career choice and life style, sources of occupational and educational information, computerized guidance services, financial aid, college admissions, approaches to career decision making processes and career development exploration techniques.

5730 TECHNIQUES OF ASSESSMENT AND DIAGNOSIS (3)

Prerequisites: COUN 5600 or 5610 or concurrent enrollment; PSYC 3500 or equivalent basic statistics course. Admission to the master's degree program.

Selection, administration, interpretation, and evaluative use of intelligence, aptitude, personality, interest, and achievement test. Use and/or construction of questionnaires, sociograms, anecdotal records, and other appraisal devices. Practice of differential diagnosis and clinical interviewing. Additional course fee.

5740 TREATMENT INTERVENTIONS IN URBAN YOUTH AND FAMILIES (3)

Prerequisites: COUN 5600 or 5611 and COUN 5660. Admission to the master's degree program.

Seminar on issues (e.g.) gangs, violence, abuse, drugs, poverty, etc.) facing youth and families in urban inner-city environments. Exposes students to theories of adolescent development, how development is comprised in such youth, and using research to guide effective treatment strategies for this population. Introduces family system theory and application with youth and families.

5750 INTRODUCTION TO FAMILY SYSTEMS COUNSELING (3)

Prerequisite: COUN 5650, 5640. Admission to the master's degree program.

An introduction to general systems theory and survey of the major systems of family therapy, emphasizing theory and treatment strategies.

5755 TREATMENT PLANNING AND ADVANCED COUNSELING APPLICATIONS (3)

Prerequisite: COUN 5640, 5840. Admission to the master's degree program.

Covers integration of diagnostic assessment, biopsychosocial model, history, treatment format and planning, and evaluation of treatment effectiveness. Introduces students to psychopharmacology, crisis intervention, trauma counseling (for individuals, groups, organizations, and communities), and emergency preparedness.

5780 ADVANCED SCHOOL COUNSELING APPLICATIONS (3)

Prerequisite: COUN 5600. Admission to the master's degree program.

Focuses on the skills and techniques needed to assist students during school years and the transition to work/college (e.g., transcript review and college applications). Addresses social and emotional learning standards, special education law, effective case management and the development of Individual Educational Plans through multidisciplinary staffing involving parents, students, and school professionals. Provides experience with computer programs and other tools used by school counselors as well. Students will also be required to write a comprehensive Developmental Counseling Program.

5790 PRE-PRACTICUM COUNSELING LABORATORY (3)

Prerequisite: COUN 5600 or 5610; 5660, 5650, 5640, and accepted as candidate for clinical courses. Completion of all pre-candidacy courses in the program and written application submitted by appropriate deadline.

Clinical laboratory experience with actual clients and live and videotaped supervision in techniques of counseling/Psychotherapy.

5800 RESEARCH STATISTICS AND PROGRAM EVALUATION (3)

Prerequisite: COUN 2080 or 3500, or equivalent basic statistics course. Admission to the master's degree program.

Study of research methods, both qualitative and quantitative computer programs for data management and testing; application of program evaluation principles; legal and ethical considerations in research and programs.

5810 THEORIES AND PRACTICES OF SUBSTANCE ABUSE COUNSELING (3)

Prerequisite: COUN 5611 or 5600

The assessment, etiology, description, understanding, and treatment of addictions. Addresses prevention, education, dual diagnosis, risk assessment, crisis intervention, and issues related to diagnosis and treatment in multicultural populations. Evidence-based individual and group interventions will be studied.

5840 ADVANCED PSYCHOPATHOLOGY AND TREATMENT PLANNING (3)

Prerequisite: COUN 5600 or 5611, or concurrent enrollment in the same.

The assessment, etiology, description, understanding, and treatment of Psychological disorders. Included in the study are schizophrenia, affective and anxiety disorders, substance abuse/dependency, personality disorders, disorders of childhood and adolescence as well as other disorders in the DSM-IV and issues related to diagnosis and treatment in multicultural populations.

5850 SPECIAL TOPICS IN COUNSELING (3)

Seminar focusing on a specific topic in counseling. The exact topic will vary from semester to semester. May be repeated with a different topic. (Maximum of six hours.)

5890 INDEPENDENT STUDY IN COUNSELING (3)

Prerequisite: Admission to the master's degree program and consent of the department.

Independent and/or group studies, relating to student's special interests or programs. Hours are to be arranged.

5950 PRACTICUM IN COUNSELING II (3)

Prerequisite: Completion of COUN 5790, accepted as a candidate for clinical courses and written application during semester prior to enrollment. Admission to the master's degree program.

Supervised field placement in counseling/Psychotherapy. Minimum of 100 hours of supervised experience required in field placement.

5990 INTERNSHIP IN SCHOOL COUNSELING

(6)

Prerequisite: Completion of all required 5000-level courses, passing the Illinois School Counselor Content Exam

Examination in School Counseling, and written application submitted by appropriate deadline. Admission to the master's degree program OR the Type 73 Endorsement in School Counseling Certificate Program.

Supervised field placement in a school setting (K-12). May be taken for three credit hours indicating 300 hours of experience or six credit hours indicating 600 hours of experience. May be taken twice for three credit hours or once for six credit hours to fulfill the required six credit hours of internship.

5991 INTERNSHIP IN COMMUNITY COUNSELING

(6)

Prerequisite: Completion of all required 5000-level courses and written application submitted by appropriate deadline. Admission to the master's degree program.

Supervised field placement in a counseling mental health setting. May be taken for three credit hours requiring 300 hours of experience or six credit hours requiring 600 hours of experience. May be taken twice for three credit hours or once for six credit hours to fulfill the required six credit hours of internship.

5992 THESIS IN GUIDANCE AND COUNSELING

(3-6)

Prerequisite: Completion of all required graduate courses and consent of the department. Admission to the master's degree program.

Supervised research and thesis in guidance and counseling as approved by the department. (May be taken in two semesters, with three hours per semester for up to six hours.)

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ADMISSION PROCEDURES

1. Students must have completed an undergraduate degree and submit an application with transcripts and 2 reference forms (one from either a college instructor or a supervisor at work) to the CSU graduate office. Students applying to the school track and School Counseling Endorsement Program must have passed the Illinois Test of Academic Proficiency. In addition, they must have a valid Illinois Teaching Professional Educator License **or** they must take the course ED 5820, *Educational Fundamentals in School Counseling* as an additional program prerequisite. Providing they have passed the Test of Academic Proficiency (formally known as Illinois Basic Skills Exam), students who do not have a valid Illinois Teaching Professional Educator License may be admitted conditionally pending successful completion of ED 5820 within the first year.
2. If students have a graduate degree from a university in a related field, then they may be given priority admission consideration after completing any needed prerequisites.
3. Students with a 2.75 or above on a 4.0 scale on their last 60 hours of coursework may be invited to complete an oral interview and/or written essay to assess their basic oral and written skills. Students with a GPA below 2.75 will be rejected.
4. Students who have a total score of 3 (Satisfactory, on a 5 point scale) or above on the oral interview and had an undergraduate GPA of 3.0 or better on a 4.0 scale on their last 60 hours of coursework will be accepted into the program unconditionally (if faculty-student ratios allow).
5. Students with a 2.75 to 2.99 GPA who have a total score of 3 or above on **both** the written essay and oral interview may be conditionally accepted into the program (if faculty-student ratios allow). They must complete any program prerequisites, if any, which they have not taken and 3 courses from COUN 5600/5611, 5660, 5650, and 5640 with a 3.0 average or better in order to be unconditionally admitted to the program. If they do not maintain a 3.0 average at the end of these courses, then they must withdraw from the program and may not register for any other Counseling graduate courses.
6. Two-program faculty will co-interview each applicant with a standard set of questions and independently complete an Oral Rating Form evaluating the applicant. Any additional questions, which are asked, will be noted and explained on the rating form. Any concerns or additional comments relevant to the applicant's appropriateness for the graduate program will also be noted on the form. The overall score of each rater will be averaged to obtain the total score for each applicant.
7. Two-program faculty will independently read and evaluate the written essay of each applicant using the Written Rating Form. The overall score of each rater will be averaged to obtain the total score for each applicant.
8. Applicants who obtain a total average score of less than 3 (Satisfactory, on a 5-point scale) on either the Written Rating Form or the Oral Rating Form will not be accepted into the graduate program.
9. Students who do not meet the requirements for admission may take a **maximum** of 12 credit hours as a graduate student at large (**including any transfer coursework**), which may be applied toward the graduate degree. Program course prerequisites do not count toward the 12 credit hours. Students must seek approval from faculty advisors regarding course selection.

Students who are not accepted into the program may request re-evaluation through the office of Graduate Studies for the following admission period.

10. All students who are accepted into the program are on probation until they have completed COUN 5600/5611, 5660, 5650, 5640, and 5670 with a GPA of 3.0 and have applied and been accepted as a degree candidate (*see information about candidacy*).

11. Due to limited class size, all qualified applicants may not be accepted.

12. There is a limit of 12 semester hours of credit that can be transferred to program credit. This includes courses taken at CSU prior to admission to the program AND a maximum of nine semester hours of transfer credit from other institutions. All transfer credit must be approved by the program coordinator within the first semester of enrollment and submitted to the Graduate Dean on the appropriate form to assure credit is given.

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ORIENTATION PROCESS

Letter of Intent:

All applicants who have been accepted into the Chicago State University Counseling Graduate Program must sign a Letter of Intent in order to finalize their acceptance into the program. This letter indicates the student's expected progress through the program in terms of number of hours taken each semester.

New Student Orientation and Advising:

All students accepted in the graduate program are required to attend a mandatory New Student Orientation Seminar within the first semester in which policies and procedures of the graduate program are explained. They must also sign a Student Affirmation Statement indicating that they are familiar with the policies in the Student Handbook and agree to follow those procedures as well as the ethical guidelines of the American Counseling Association. Within the first semester of study, students should also make an appointment with an advisor to complete a plan of study indicating which classes they should take to complete their degree, including any prerequisite courses that they may need to take. All students must be advised each semester prior to registration. Any changes in registration must be approved by an advisor. Students who enroll in ANY class or section without prior approval from an advisor are subject to administrative withdrawal AND disciplinary action.

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PROGRAM PREREQUISITES

Students should have completed the following pre-requisites with a grade of B or better in one and no grade lower than a C: a course in developmental psychology and a course in psychological statistics.

GRADE REQUIREMENTS

Students must maintain a B average. They must also make a grade of B or better in all of the following courses: PSYC 5790, 5950, and 5990/5991. Students who make below a B in these courses must retake the course with departmental permission. Students are allowed to only make two Cs. If students make two Cs or if their grade average falls below a B, they will be placed on academic probation. Students will have one semester to improve their grade average. If they do not improve their average within a semester or if they make a third grade of C, they will be dismissed from the program and would have to ask to be reinstated, which would only occur at the discretion of the department and Graduate Council.

PROGRAM PROCEDURES

Students must complete all degree requirements within six years. Only courses taken within six years of graduation may be used to fulfill degree requirements. Courses, which are older than six years must be re-taken prior to applying for graduation. This time limit also includes any coursework transferred into the university upon admission to the graduate program.

Students must receive written permission from the Graduate Coordinator prior to taking any coursework to be applied toward the degree from another university or this coursework CANNOT be applied to fulfill degree requirements.

Students need to make an appointment for completing a plan of study during their first semester in the program.

Students receiving a grade of "I" in coursework during any semester will be given one academic year to remove the incomplete grade assignment. All "I" grades remaining on student records after one academic year will revert to a letter grade of "F."

LIBRARY

The New Academic Library maintains a collection of over 387,000 books. The collection consists also of periodicals, government documents, curriculum materials, microfiche, microfilms and pamphlets. In addition, the library maintains an extensive collection of films, records, filmstrips, kits, and other contemporary learning resources. Thesis collections are evaluated constantly in an effort to keep them relevant to the university's diverse and expanding curricula.

The New Academic Library, in its effort to expand the quality and quantity of library materials available to its patrons, participates in interlibrary cooperative programs. The library has membership in ILLINET/On-line, which provides patrons computerized, access to over twenty million volumes in the collections of over forty-five college and university libraries throughout the state. A valid CSU ID card is all that is needed to check out materials from cooperating

academic libraries. In addition, upon request the reference department may issue “infopasses” which will allow use of most libraries and other resource centers within the Chicago metropolitan area.

CANDIDACY

Students who have completed the Preclinical courses (COUN 5600/5611, COUN 5670, COUN 5650, COUN 5640, COUN 5670) with a B average, who are currently taking COUN 5790, and who have participated in the counseling lab as a counselee are eligible to apply for candidacy. For students who are currently enrolled in COUN 5790, the application will be reviewed pending successful completion of the course with a grade of B or higher. For students who have not volunteered as a counselee, the student will need to be a counselee during another section of 5790. Program faculty complete precandidacy evaluation forms prior to the candidacy review process.

While the student is enrolled in Prepracticum, the Counseling Graduate Committee will meet to review the precandidacy evaluations, academic record and faculty assessments and determine degree candidacy status. Students who are accepted as a candidate will be allowed to take COUN 5950. Candidacy indicates that a student has demonstrated adequate performance in the pre-candidacy courses, appears to be prepared to take the clinical field placement courses, and has demonstrated no problems in areas (e.g. writing skills, verbal skills, ethical behavior, emotional maturity, personal stability, etc.) which may impact his/her ability to function as a counselor. Students may be accepted as a candidate, rejected outright as a candidate, or asked to reapply after fulfilling appropriate remedial or other action depending on the specific recommendations of the committee.

In the event that a student is denied candidacy, the student may appeal to the graduate director. The graduate director will review the decision with the graduate committee and a final determination will be made. Even after a student has been granted candidacy status, they must successfully complete all of the remaining requirements of the degree in order to graduate. Students who do not make satisfactory progress in the clinical or other courses may still be asked to leave the program at that time.

Faculty members may request a departmental review of a student’s performance at any time whenever she or he develops concerns about the student’s suitability for the program, believes that the student has failed to demonstrate the required skill level despite remedial efforts, or has knowledge of a serious incident of unethical behavior. Faculty will first discuss such concerns about retention in the program during an interview with the student and suggest resolution of problem areas through a remedial program. The graduate committee will review any situations that are not successfully resolved in this manner and may meet with the student to discuss recommendations. The committee will then monitor the progress toward complying with these recommendations. Failure to comply with the recommendations or to successfully resolve the problem could result in the student being dropped from the program. Students who are not satisfied with the decision of the graduate committee may appeal the decision to the Psychology Department chairperson as outlined in the Grievance Procedures.

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PART II: CLINICAL COURSEWORK

THE CLINICAL COURSES

Students should consult the [Student Clinical Handbook](#) for more detailed information regarding clinical coursework.

LIABILITY INSURANCE

All students enrolled in any clinical course must purchase their liability insurance coverage online or via fax and submit a copy of certification to the Counseling Graduate Program Office. Students will only have to pay this fee once each year that they are enrolled in a clinical course (COUN 5790, 5950, 5990/5991). Students may not begin a clinical course of field placement until liability insurance has been obtained.

PRE-CLINICAL LABORATORY

Students are eligible to enroll in the Preclinical Laboratory (COUN 5790) after attaining completing the precandidacy courses. Students in this class will have sessions with actual clients, which are supervised live by faculty in the Counseling Laboratory. Students will learn and apply a brief model of counseling with two separate clients during the semester. They will also observe other students' sessions and review audio and videotapes of sessions, as well as completing case reports on their experiences with the clients. Students must receive a grade of "B" or better in COUN 5790 in order to enroll in practicum.

PRACTICUM

Students are eligible to enroll in the practicum course (COUN 5950) after completing COUN 5790 with a grade of B or better and should have completed or be concurrently enrolled in all other required and elective courses with the exception of internship. This practicum requires the student to serve 100 hours in an actual counseling setting in the counseling mental health or school. Of these hours, forty must be in direct individual and group client contact. Students may negotiate with the university supervisor to set up an appropriate site for their practicum. Students will take Part I of the Comprehensive Examination while they are enrolled in Practicum or in the following Fall Semester, if they take Practicum in the summer. Students in the Clinical Mental Health Track may **NOT** use their place of employment as an internship or practicum site to reduce the complications resulting from dual relationships in the field experience. The Counseling Graduate Program Director and the student's University Supervisor of the field experience must approve any exceptions to this rule.

INTERNSHIP

A student is eligible to apply for internship after the successful completion of **all** the pre-internship courses and completion of practicum with a grade of B or better. Students who need to take at least six hours for financial aid each semester may petition to take a course with internship. Students can only take COUN 5800 and program electives during internship. Students who need to take a course with internship may only register for three hours of internship each semester and cannot be working full time. Students who have a GPA below 3.0 or any outstanding grades of I (Incomplete) will not be allowed to register for their final semester of internship. Students should apply for internship the semester before enrollment. Applications are available in the Counseling Graduate Office. Completed applications should be returned along with the certification for liability insurance to this office by October 15 for the Spring Semester and by February 15 for the Fall Semester.

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Students have some choice in selecting their internship site, but as in the case of practicum, it generally should not be at their site of employment. Students are encouraged to choose an internship site that is in their particular area of interest (e.g., substance abuse programs, psychiatric hospitals, and mental health agencies). The university supervisor who will supervise the students during his/her internship experience must approve each site. The university internship supervisors and Counseling Graduate Program Office retain lists of pre-approved sites. A student may petition for a new site to be added to this list. Each site must have an appropriate field supervisor with at least a master in counseling or closely related area, two years of post-master's experience as a counselor, and appropriate certification or licensure. This supervisor must be able to provide each student with a minimum of one hour of supervision each week. Each site must allow audio or videotaping of clients and be able to provide the required hours of direct contact in individual and group counseling.

The internships are comprised of 600/900 hours. A minimum of 240/360 hours will be direct services (e.g., individual/group counseling, testing and/or consultation). The other hours will include report writing, agency meetings, supervision, professional development, special projects, etc.

The evaluation of the intern will be conducted by the faculty supervisor and site supervisor. The intern will have the opportunity to evaluate the supervision experience.

Students will take Part II of the Comprehensive Examination during their final semester of internship.

Successful completions of internship require obtaining a grade of B or better in order to graduate. Students may take six (6) semester hours of Internship in one semester if they are working part-time or not working. Students who are working full-time during their internship may only enroll in three (3) semester hours of internship each semester.

FIELD PLACEMENT SITES

Field instruction sites are located throughout the Chicago Metropolitan area. The agencies represent a broad range of counseling services, in family service, in/outpatient mental health care, schools, corrections, and residential treatment. Most programs offer an opportunity for short and long term treatment. There is a mix of public and private organizations serving people from a wide range of ages, socio-economic levels, racial and ethnic backgrounds and life styles.

Several of the agencies and /or schools have had a long association with the Counseling Program. However, each year there are new sites that are willing to provide training to our students. Students who have secured a new site that is not included in the directory located in this handbook, must have it approved by the appropriate School/Clinical Mental Health Track coordinator prior to starting the practicum or internship. The site's potential is evaluated from the points of view of its capacity to provide an appropriate educational experience, a diverse clientele, a professional and ethical program of service and its commitment to the learning needs of students. Supervisors must have at least two years post master's experience as a counselor and appropriate licensing or certification. Supervisors for the Clinical Mental Health Track must be Licensed Professional Counselors. Supervisors for the School Track must have a Professional Educator's License in school counseling with at least two years experience as a school counselor. All site supervisors must provide a minimum of 1 hour of weekly individual supervision to students at their site. In some rare instances, it may be necessary to reject a student's proposal for a training site. However, the University supervisor will assist students in securing an appropriate site.

BACKGROUND CHECKS FOR PRACTICUM AND INTERNSHIP

In the state of Illinois, school districts are required by law to conduct criminal background checks for all employees and other individuals working in schools. Consequently, schools in the state have recently started to request fingerprint background checks for students completing observations, students teaching, practicum and counseling internships. Students in the school counseling program need to check with their potential practicum/internship site to determine the procedures and deadlines related to this process. Recently, more practicum/internship sites as well as potential sites of employment within the community are also requiring background checks. Students are responsible for meeting these requirements before starting practicum/internship. Since the process can take more than two months, timely preparation is essential.

The Chicago Public School (CPS) System has their own application process for practicum and internship. Students must submit their applications to the appropriate internet portal by the posted deadline (which is usually in early January) in order to obtain a placement in CPS for the following academic year.

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PART III: CERTIFICATION AND LICENSURE

NATIONAL COUNSELOR CERTIFICATION:

The National Board of Certified Counselors (NBCC) is a not-for-profit, independent body that was established to monitor a national certification and credentialing system for counselors. NBCC has set standards for the experience, performance on the National Counselor Exam (NCE), and training of counselors. At this point, more than 40 states are using the NCE as part of the counselor licensure process within the state.

Students are eligible to take the NCE when they have completed 90% of the counseling program. Although passing this exam is required to obtain licensure in the State of Illinois, students may also apply for voluntary certification as a National Certified Counselor (NCC). The NCC credential is a nationally recognized professional standard developed by counselors, but not a license to practice and not a designation for independent private practice. Students who hold a counseling graduate degree from a regionally accredited university, passed the NCE exam, and met all required coursework can apply to be a Board Eligible Certified Counselor until they have completed all of the required post-graduate supervised experience for certification. The board eligible status is valid for a maximum of three years during which the candidate will need to accrue 3,000 hours in counseling-related activities with 100 hours of face-to-face supervision. Once the required verification is submitted to NBCC, the candidate will become a NCC. NCC certification is valid for five years, after which 100 hours of continuing education is required to maintain certification.

More information may be obtained by contacting NBCC:

National Board for Certified Counselors
3D Terrace Way
Greensboro, NC 27403
www.nbcc.com

ILLINOIS STATE LICENSURE (LPC AND LCPC)

There are two tiers to licensure of counselors in the state of Illinois: Licensed Professional Counselor (LPC) and Licensed Clinical Professional Counselor (LCPC). Professionals with a master's or doctoral degree in the field of counseling, psychology, rehabilitation counseling or similar degrees are approved to practice under the title of "counselor." Licensed Professional Counselors are eligible to provide services to individuals, groups, couples, families, and organizations under the direct supervision of a qualified clinically licensed professional, but may not engage in independent practice with an LPC.

Counselors are qualified to obtain an LPC once they graduate from a 48 semester hour master's or doctoral program in counseling, rehabilitation counseling, psychology, or similar degree program approved by the Illinois Department of Finance and Professional Regulation (IDFPR); have passed the National Counselor Exam (NCE) provided by the National Board of Certified Counselors (NBCC); and have completed all forms and other requirements of IDFPR.

A Licensed Clinical Professional Counselor (LCPC) must meet all of the above requirements, pass the NCC/CCMHC, and must complete the equivalent of two years (two units) of full time satisfactory employment under the direct supervision of a licensed clinical supervisor. One unit

of experience is a maximum of 1680 clock hours in not less than 48 weeks including 960 direct face to face service to clients. Individuals can begin gaining the required hours upon completion of their degree. A qualified supervisor is an individual who is a clinically licensed as an LCPC, LCSW, Licensed Psychologist, or Licensed Psychiatrist. Supervisors must meet face to face with the candidate (individually or in groups of no more than three counselors) at least one hour per week for every 20 hours of direct contact, reviewing their counseling and case management skills.

Licensure is maintained by receiving 30 hours of continuing education units (CEU's) prior to renewal every two years. For the first renewal of the LCPC licensure, the counselor must engage in seventeen hours of continuing education in supervision.

PROCESS FOR APPLYING FOR THE LPC

After graduating and obtaining passing results from NBCC, applicants need to contact IDFPR and download the application for Licensed Professional Counselor. Follow the instructions listed in the page ACCEPTANCE OF EXAMINATION. You will have to contact NBCC, submit a processing fee and official transcript, and request that your exam score is sent to IDFPR. The ED form must be submitted to the CSU registrar (ADM 128). This must be sent along with other application materials and required fees to IDFPR.

For more information contact:

Illinois Department of Finance and Professional Regulation (IDFPR)
320 W. Washington Street, 3rd Floor
Springfield, IL 62786
www.idfpr.com

CERTIFICATION REQUIREMENTS FOR SCHOOL COUNSELING

PROFESSIONAL EDUCATOR LICENSE FOR SCHOOL COUNSELORS

Students must take and pass the Illinois School Counseling Content exam in order to register for Internship in School Counseling. Please prepare and take the test at least two semesters before taking internship. Once the exam is passed and the student is registered for internship, they need to submit a Graduation Application to the Counseling Graduate Office (HWH 311) by the deadline posted for each semester. The Counseling Graduate Office will complete the GAPP form and sign the application. Applications of students eligible for certification will then be forwarded to the Office of Licensure Services. Once these applications are approved, they will be returned to the Counseling Graduate Office. Student then need to pick up the signed applications and submit to the Office of Graduate and Professional Studies along with a check (or receipt indicating proof of payment from the CSU cashier) by the deadline for that semester published for that semester in the CSU Academic Calendar (usually within the first few weeks of each semester). Please note that late applications will be processed the following semester. It is the student's responsibility to meet all deadlines. During this same semester, students must attend a mandatory meeting sponsored by the Office of Licensure Services, which explains all other current steps required to complete the licensure process.

Additional information about the state certification process, including study materials for the exam may be obtained in the Office of Licensure Services, ED 208 or by calling 773/995-2519.

ENDORSEMENT POLICY

Students in the School Counseling program are endorsed for Professional School Counselor Educator's License when their evidence of degree completion and endorsement materials are sent from the College of Education to the Illinois State Board of Education. Students in the Community or Clinical Mental Health Program are endorsed for certification when their evidence of supervised training experience is sent to National Board for Certified Counselors, or when their official transcripts are sent to the Illinois Department of Professional Regulation for the eligibility for the Licensed Professional Counselor (LPC) or Licensed Clinical Professional Counselor (LCPC).

Beyond this, students may seek the recommendation of professors in the program when they are seeking other credentials or employment. Faculty reserve the right to refuse such requests when they believe they are unfamiliar with the students work and skills or when they have reason to believe the student should not be endorsed for credentials or employment for particular reasons. Should a concern arise about a student's suitability for the profession while that student is taking a course, the course instructor will submit the student concern for discussion as a part of the precandidacy hearings held each semester or for a conference with the program director.

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PART IV: PROFESSIONAL ORGANIZATIONS

COUNSELING ORGANIZATIONS AND ASSOCIATIONS

Students are encouraged to join and become active in counseling associations at the local, state, and national levels. The Counseling Program has an active chapter of the Illinois Counseling Association. The Illinois Counseling Association is a state branch of the American Counseling Association. Students are eligible to join ICA at a reduced rate. The American Counseling Association is our national professional association. Member benefits include newsletters, journals, networking, and professional and personal development via convention and division workshops. Membership information is available in the Counseling Graduate Program Office.

CHI SIGMA IOTA

Students enrolled in the Counseling Graduate Program, who have completed at least one semester of study in the program and have a GPA of at least 3.5 will be invited to join Chi Sigma Iota. Chi Sigma Iota is the honor society for counseling. The Chicago State University Chapter of Chi Sigma Iota participates in a diverse assortment of activities including: attendance at professional conferences, training workshops for current students, leadership training, and other relevant activities.

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PART V: ACADEMIC PROCEDURES

READMISSION

If you have been readmitted to the program, you must follow the requirements for the program in effect on the date of readmission. If a student is not enrolled for one calendar year or more, the student must be readmitted to the program and will have to follow the program requirements at the time of readmission.

COMPREHENSIVE EXAMS

During the final two semesters of study, students will take the comprehensive exams. Comprehensive Exams will usually be given the first Saturday in November during the Fall Semester and the last Saturday in March in the Spring Semester.

Part I is comprised of objective questions, which assesses the student's level of knowledge of the general counseling curriculum. This test is modeled after the exams for state licensure and school certification.

Part II is an essay exam, which is designed to assess students' ability to apply counseling knowledge in a clinical situation. This exam addresses the ability of a student to conceptualize a clinical case, apply the tools of appraisal and intervention, and express this information in a written format similar to that required in most counseling settings (i.e., case studies, progress notes, treatment plans, etc.). Students who have a GPA below 3.0 or have any grades of I (Incomplete) on their transcript may not register to take Part II of the Comprehensive Examination until they are a student in good standing with all required course work completed.

Students must successfully complete both portions of the exam with a score of 70 or above in order to graduate. Students who fail a portion of the exam may retake the exam the following semester when it is offered. Students who fail the exam more than once must follow a remedial plan recommended by a graduate advisor before they are allowed to retake the exam. Students who fail the exam a third time are rejected from the program.

APPLICATION FOR GRADUATION

You must apply for graduation by the date listed in academic calendar the semester you intend on graduating. This date is usually within the first month of the semester planned for graduation. To ensure that your application will be submitted to the Graduate Studies Office by the date posted in the Class Schedule Bulletin of the semester in which you anticipate graduating, submit your application to the Counseling Graduate Office at least two weeks prior to the deadline. The Counseling Graduate Program needs to process each application and attach additional paperwork. All school track students must take their graduation application to the education department to be certified after it is processed in the Counseling Graduate Office. Students are responsible for submitting all fees, certified copies of transcripts, and the application by the required dates. For more information, contact the Counseling Graduate Office or check the bulletin boards for postings.

ASSESSMENT

The counseling program is regularly assessed to determine its performance and to make improvements in the program based upon past performance. All students in the program must participate in the required assessments as described below. These assessments were designed to primarily involve measures that are part of the student's required plan of study. However, students are also asked to complete an exit survey during their internship and to notify the department of their site of employment following graduation so that we may contact employers of our graduates to track their career path and to receive practical feedback on the perceived strengths and weaknesses of our program.

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GENERAL ASSESSMENT OUTCOMES

Upon Graduation from the Clinical Mental Health Counseling Track:

1. Integrate knowledge of human growth and development into the diagnostic and counseling process.
2. Appropriately use counseling assessment, research, and evaluation protocols.
3. Use the analysis of the dynamics of the helping relationship in the counseling process.
4. Prepare and utilize effective educational and career planning in clinical mental health counseling settings, including settings with the complex challenges of urban youth, families and communities.
5. Effectively respond to professional and ethical issues.
6. Implement an appropriate plan of intervention to use in effectively counseling clients, including urban youth.
7. Appropriately respond to social and cultural issues in clinical mental health counseling settings.
8. Integrate counseling knowledge and skills into effective performance as a clinical mental health counselor.
9. Effectively coordinate services with other professionals in the clinical mental health counseling setting.

Upon Graduation from the School Counseling Track:

1. Integrate knowledge of human growth and development into the diagnostic and counseling process.
2. Appropriately use counseling assessment, research, and evaluation protocols.
3. Use the analysis of the dynamics of the helping relationship in the counseling process.
4. Prepare and utilize effective educational and career planning in school counseling settings, including settings with the complex challenges of urban youth, families and communities.
5. Effectively respond to professional and ethical issues.
6. Implement an appropriate plan of intervention to use in effectively teaching and counseling clients, including urban youth.
7. Appropriately respond to social and cultural issues in school counseling settings.
8. Integrate counseling knowledge and skills into effective performance as a school counselor.
9. Effectively coordinate services with other professionals in the school counseling setting.

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ASSESSMENT PLAN

PROGRAM: Master of Arts in Counseling

Assessments and Methods of Assessment:

- a. **First Assessment--State Licensure Exam or Another Content Based Assessment**
Illinois Type 73 in School Counseling Certification Exam Results
- b. **Second Assessment--Content Assessment #2** - Comprehensive Examination – Part One
Objective Exam Results
- c. **Third Assessment--Assessment of Planning** - Comprehensive Examination – Part Two
Case Conceptualization and Treatment Planning Essay Results
- d. **Fourth Assessment--Clinical Assessment** - Practicum Assessment (Field Supervisor
Rating Form)
- e. **Fifth Assessment--Assessment of Impact on Student Learning or Providing a
Supporting Learning Environment** - Internship Assessment (Field Supervisor Rating
Form)
- f. **Sixth Assessment (Determined by Program, Unit or SPA)** - Portfolio and Faculty
Supervisor Form Exit Rating
- g. **Seventh Assessment (Determined by Program, Unit or SPA)** -- Candidacy Evaluation
Results

ASSESSMENTS

	Assessment	Student Outcome	Criteria
A	State School Counselor Content Exam	#s 1,2,3,4,5,8,9,	70+
B	Comprehensive Examinations - I	#s 1,2,3,4,5,6,7,8,9	Pass
C	Practicum Assessment	#s 1,3,5,6,7,9	Satisfactory
D	Internship Assessment	#s 1,2,3,4,5,6,7,8,9	Satisfactory
E	Comprehensive Exam - II	#s 1,3,5,6,8	Satisfactory
F	Candidacy Evaluation	#s 1,3,5	Pass
G	Supervisor/Employer Rating	#s 1,2,3,4,5,6,7,8	Satisfactory

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STUDENT COMPLAINT POLICY

1. The Student Relations Committee hears grievances between students and members of the faculty submitted by students concerning substantive matters after complaints have been screened by the department chair.
2. The Students Relations Committee will normally consists of four faculty members and three students who are graduate or undergraduate majors (juniors and /or seniors) in the department whose cumulative GPA's are 3.0 or better.
3. The committee is formed by the departmental chairperson who distributes a form to all of the advisors in the department. Using this form, the advisors will ask all eligible departmental majors if they would like to volunteer to be on the roster of the Students Relations Committee. Each completed form will then be passed on to the chairperson of the committee who will in turn select from them a total of four eligible majors to serve on the committee on a rotation basis as grievances are heard.
4. Procedures
 - A. The committee considers complaints during and after the course. The complaint must be registered during the term or during the next regular term after the course has ended.
 - B. When the complaint is first made, the department chairperson will notify the student that the burden of proof is on him or her. The process will begin with discussion between teacher and students to rectify the problem. If either the student or the teacher, or both, insists that the complaint must go to the Students Relations Committee, the student will then file his complaint with the chairperson or the committee. (It is preferable for the students and teachers to work out complaints to their mutual satisfaction rather than to involve the committee.) If a teacher wishes to drop a student from his/her class(es) for reasons other than attendance and the students objects, the teacher must file his/her intention to drop the student with the committee and must rely upon the committee's and the department chairperson's recommendations..
 1. The committee considers only complaints registered in written form.
 2. The student then presents in writing all available evidence supporting his complaint and, if appropriate, answers questions of committee members. The student may also provide a witness or witnesses, as can the instructor. The teacher, students, and their witnesses only may appear before the committee. The department chair will also attend the hearing and will be allowed to speak and ask questions, but will not have a vote on the committee.
 3. After examination of the complaint and the evidence, the committee decides whether there is a basis for the complaint or not.

4. If the complaint is rejected, or if the committee finds that there is a valid reason for the complaint, the committee will notify the department chair within 10 days of the hearing.
5. On the basis of the student's and teacher's evidence, the committee will make a report to the department chairperson who will study the committee's recommendation and notify the students, the teacher, and the committee of his/her response and recommendation as department chair.

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Chicago State University Policy on Sexual Harassment on the Campus

I. Chicago State University explicitly condemns sexual harassment of students, staff, and faculty. Sexual harassment is unlawful and may be subject to University sanctions as well as civil penalties. Harassment on the basis of sex is a violation of Sect. 703 of Title VII and the State of Illinois Human Rights Act.

Sexual harassment has been defined as:

Any unwelcome sexual advances, requests for sexual favors and other verbal and physical conduct of a sexual nature. It includes instances when such conduct is indicated to be a term or condition of an individual's academic or employment decisions, interferes with an individual's academic or employment performance, or creates an intimidating, hostile or offensive academic or employment environment.

Chicago State University recognizes its obligation to provide for students and employees an atmosphere free of sexual harassment and has established the following policy and will take whatever action is needed to prevent, stop, correct, and/or discipline behavior that violates this policy. The University reserves the right to discipline individuals including, but not limited to, oral and written warnings, demotion, transfer, suspension, or dismissal for cause in accordance to the Faculty Bargaining guidelines, Article 14, the CSU guidelines regulating Administrators' conduct, the State Universities Civil Service Merit System rules and the provisions of the CSU Student Conduct Code.

In order to resolve complaints of this nature, CSU will adhere to the legal definitions as well as to the ethical standards of Professional behavior that should exist in an academic environment.

II. Any form of threat, intimidation or retaliation against individuals filing a complaint, or against witnesses and/or any other staff involved in the investigating process, shall constitute a separate violation and shall be subject to direct administrative action.

III. Complaint Process:

The grievance procedure shall be available to any person who, at the time of the acts complained of, was employed or registered as a student at CSU. This policy applies to all students, faculty, staff, guests, and visitors. Complaints may be resolved informally or may proceed through applicable campus procedures. All complaints should be filed with the Affirmative Action Officer. If the complaint is against the AAO, then the complaint should be directed to the University President. If the complaint is against any member of the President's Executive Council, then the complaint should be directed to the Chairperson of the Board of Trustees. Any CSU staff and faculty member in a supervisory role, has the duty to report to the AAO any alleged sexual harassment and/or behavior that creates a hostile environment whether or not a complaint has been made by an alleged victim.

Allegations could be made either in writing or through an interview with the Affirmative Action Officer (AAO). The complaint should include the nature of the alleged violation, the time and place of the alleged violation and whenever possible, the name of witness (Es) present during the

alleged violation. If the student, faculty or staff member does not feel comfortable with the AAO, then s/he may ask a designee of his/her choice to initiate discussion of the matter with the AAO. The University Counseling Center, the University Ombudsperson, may also be used to deal with the alleged situation. However, the AAO must be appraised of all allegations of sexual harassment.

IV. Complaints may be filed in the following manner.

1. Complaints against students or student organizations, faculty and all other staff including all university employees shall be filed with the Affirmative Action Office (AAO) for review and investigation. The AAO, or its designee, may assist in the informal resolution of the complaint. The complaint should be done within 30 class days of the alleged act. All other time periods may be extended for good cause.
2. Upon receipt of a complaint, the Affirmative Action Officer or designated administrator is empowered to investigate the charge; to interview the parties involved, to hear testimony pertaining to the matter, and to gather any pertinent evidence. The investigation shall be completed within 30 class days of receipt of the complaint and the investigator shall prepare a written report of the investigation.
3. The AAO shall always consider the evidence as a whole and the totality of the circumstances and the context in which the alleged incident(s) occurred shall be considered. The determination of the existence of sexual harassment will be made from the facts on a case by case basis. In situations that require immediate action, because of safety or other concerns; the University can take disciplinary action which is appropriate, e.g. suspension with pay pending the investigation by the AAO.
4. The AAO will forward the recommendations of resolution to the appropriate Vice-President of the respondent, the immediate supervisor of the respondent, and to the complainant. The Vice President will make the final decision on the complainant.
5. If the Vice President determines that further investigation is needed, the Affirmative Action Officer will continue to do a follow-up review and/or interviews.
6. A written report, setting forth the Vice President's decision on the basis of the evidence gathered during the investigation, will be sent to both the complainant and the respondent.
7. An appeal may be done through the President. The President's decision is final.

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PART V: FORMS

CHICAGO STATE UNIVERSITY Counseling Laboratory Experience Enrollment Form

Please complete the following and return to your instructor or the counseling graduate office in order to volunteer to serve as a client with a counselor-in-training in the Counseling Laboratory.

LOCATION: Counseling Laboratory / HWH 311 (North Door) 773/995-2359

IMPORTANT REQUIREMENTS TO READ

- **ALL APPLICANTS MAY NOT BE CHOSEN AS CLIENTS.**
- *Please do not sign up unless you can commit to ALL 4 CONSECUTIVE SESSIONS.*
- *You will be called if you are selected. You may be selected at any point in the semester.*
- *If you are selected and need to cancel please call (773) 995-2359 to cancel ASAP.*
- *You can only receive extra credit for one class (not all professors are offering the opportunity for extra credit).*
- *There is only one day per week with two time slots to choose from. You must attend four consecutive weeks on the same day and time to receive credit for completing the laboratory experience.*

Name: _____

Last 4 digits of SS#: _____

ARE YOU CURRENTLY IN THE GRADUATE COUNSELING PROGRAM? YES _____ NO _____

Telephone

Circle one (Home) (Work) (Cell) () _____ Best time to call: _____

Circle one (Home) (Work) (Cell) () _____ Best time to call: _____

**Please rank order you top choices (1, 2 or 3)
These are the ONLY times and days that we offer at this time.**

Tuesday	5:00 _____	5:35 _____	6:10 _____
Thursday	5:00 _____	5:35 _____	6:10 _____

FOR OFFICE USE ONLY

Initial Contact Date: _____ Confirmed: _____ Counselor Trainee: _____

Completion Date: _____ Signature: _____

**Chicago State University
Counseling Graduate Program**

INTERNSHIP/PRACTICUM APPLICATION

NAME _____ SS# _____

ADDRESS _____

CITY _____ STATE _____ ZIP _____

TELEPHONE (H) _____ - _____ (W) _____ - _____

APPLICATION FOR _____ PRACTICUM or _____ INTERNSHIP

I anticipate starting my internship/practicum in FALL 20 ____ or SPRING 20 ____

I was granted candidacy on _____.

I would like to work in the following setting:

- Agency
- EAP
- College or University
- School K-12
- Hospital
- Other (Specify _____)

I am interested in the following site (if any): _____.

I entered the Counseling Program on _____.

I plan to devote about _____ hours/week to my internship/practicum.

I intend to complete the 600-Hour minimum in __ one or __two semesters (Internship students, only).

I intend to graduate in _____ 20____ (month/year).

Describe preferred setting and type of clients:

**PLEASE ENCLOSE PROOF OF LIABILITY INSURANCE WITH APPLICATION UNLESS SUBMITTED
WITHIN THE PRESENT SEMESTER FOR ANOTHER COURSE.**

**SUBMISSION DEADLINES:
Nov.15 for Spring Semester &
April 15 for Fall Semester Enrollment**

**Chicago State University
Counseling Graduate Program**

COUNSELOR EDUCATION PROGRAM EXIT SURVEY

Directions: Please indicate, using the following scale, the extent that the program prepared you to meet the following objectives. Comments would be helpful to the department.

- | | Inadequate | | Adequate | | Exceptional |
|-----|-------------------|----------|-----------------|----------|---|
| | 1 | 2 | 3 | 4 | 5 |
| ___ | 1. | | | | Understand basic principles of human behavior. |
| ___ | 2. | | | | Understand developmental concepts of childhood, adolescence and adulthood. |
| ___ | 3. | | | | Demonstrate an understanding of the dynamics of mental health and abnormal behavior. |
| ___ | 4. | | | | Understand principles of motivation and learning theory. |
| ___ | 5. | | | | Understand and apply techniques of assessment, research, and evaluation within school and counseling mental health settings. |
| ___ | 6. | | | | Utilize statistical concepts in test construction, interpretation, and application of test results. |
| ___ | 7. | | | | Develop proficiency in application of appraisal techniques in counseling. |
| ___ | 8. | | | | Assist individuals in making career and educational decisions based on test results, occupational information, and changing gender roles. |
| ___ | 9. | | | | Understand concepts of group dynamics for the purpose of assessment and counseling in groups. |
| ___ | 10. | | | | Understand fundamental principles of educational, social, personal, and vocational counseling of both individuals and groups. |
| ___ | 11. | | | | Become proficient in interview and individual case reports. |
| ___ | 12. | | | | Be able to analyze and prepare individual case study reports. |
| ___ | 13. | | | | Function as a behavioral specialist/consultant to education and counseling mental health agencies. |
| ___ | 14. | | | | Develop an awareness of special needs populations including high risk and exceptional individuals as well as multicultural populations. |
| ___ | 15. | | | | Demonstrate an understanding of the helping process and its application in counseling. |
| ___ | 16. | | | | Utilize various counseling intervention techniques and procedures in crisis situations. |
| ___ | 17. | | | | Understand and apply knowledge of legal and ethical principles to individual and group counseling. |
| ___ | 18. | | | | Continue their professional orientation and development through familiarization with professional organizations, journals and professional credentialing. |

***Letter of Intent to Pursue Graduate Study in the
Counseling Graduate Program of Chicago State University***

**Please Provide the Following Information as Accurately as Possible in Order
To Finalize your Acceptance into the Counseling Graduate Program.**

Name _____ SS# _____

Address _____ City _____ Zip _____

Work _____ Position _____

Phone: Home _____ Work _____ Other _____

I intend on pursuing graduate study in the Counseling Graduate Program of Chicago State
in the _____ School _____ Clinical Mental Health Track. I will begin taking courses in the
(Check one)

_____ Semester of 20____. I expect to take approximately 3 / 6 / 9 / 12
(Fall/Spring/Summer) (Year) (Circle One)

semester hours each Fall and Spring Semester. I do/do not plan on taking classes
during the summer. (Circle One)

Signature _____ Date _____

CHICAGO STATE UNIVERSITY

Counseling Graduate Office

9501 S. King Drive/HWH 311
Chicago, Illinois 60628
TEL 773.995.2359 • FAX 773.995.2846

STUDENT AFFIRMATION STATEMENT

I, _____, am signing this Affirmation Statement as proof that I have attended the Chicago State University Counseling Graduate Program's Orientation. I have received a copy of the Graduate Handbook and I have been oriented to the Counseling Graduate Program on (mm/dd/year) _____. The contents of the Graduate Handbook were covered during the orientation and I had an opportunity to ask questions regarding the content of the handbook and the program.

Print Name

Signature

Date

Please sign and return this form tonight.

Scholarship & Responsibility

CANDIDACY DEFICIENCY FORM

Student Name: _____ Semester: Fall Spring Summer 20____

Program: School Community Clinical Mental Health

Please evaluate this student’s overall performance based on the following rating scale (circle one):

- A. Excellent (4): Student’s performance exceeds expectation given level of clinical and professional development.**
- B. Good (3): Student’s performance is consistent with clinical and professional development and commensurate with same level peers.**
- C. Fair (2): Student’s performance is meeting the minimal standards and improved performance is expected.**
- D. Poor (1): Student’s performance is below expectation when compared with same level peers and requires remediation.**
- E. Not Applicable (N/A)**

PROFESSIONAL ATTITUDE AND DEMEANOR:
Overall Score = -----

Demonstrates responsible behavior.....	4	3	2	1	N/A
Openly accepts feedback and criticism	4	3	2	1	N/A
Does not let personal issues interfere with performance.....	4	3	2	1	N/A
Demonstrates appropriate maturity.....	4	3	2	1	N/A
Demonstrates self-control	4	3	2	1	N/A
Maintains professional behavior.....	4	3	2	1	N/A
Accepts responsibility for own actions and choices.....	4	3	2	1	N/A
Demonstrates respect for others.....	4	3	2	1	N/A
Demonstrates appropriate level of self-sufficiency and independence.....	4	3	2	1	N/A
Demonstrates personal integrity, honesty, and ethical conduct.....	4	3	2	1	N/A
Is aware of and maintains appropriate boundaries.....	4	3	2	1	N/A
Is self-aware and self reflective.....	4	3	2	1	N/A
Understands the impact of one’s own behavior on others.....	4	3	2	1	N/A
Manages one’s own anxieties.....	4	3	2	1	N/A
Approaches conflict in a direct and problem-solving manner.....	4	3	2	1	N/A
Displays appropriate interpersonal warmth and compassion with others.....	4	3	2	1	N/A
Demonstrates sensitivity in a multicultural milieu.....	4	3	2	1	N/A
Understands and follows program or course guidelines	4	3	2	1	N/A
Accepts and encourages diversity.....	4	3	2	1	N/A
Manages own countertransference.....	4	3	2	1	N/A

Revised 7/09

Other: _____

Narrative of Concerns and Related Incidents:

Recommendation for Candidacy:

____ Accepted

____ Denied

____ Deferred pending

Plan for remediation:

____ Meet with Coordinator of the Counseling Graduate Program

____ Participate in personal counseling

____ Participate in academic support services

____ Provide evidence of compliance

____ Progress to be reviewed by _____, 20____

Progress Review: Date _____

____ Remediation requirements met satisfactorily

____ Continued remediation recommended

____ Candidacy denied

Comments

Revised 7/09

Student's Signature

Date

Advisor Signature

Date