
COLLEGE OF EDUCATION

PH.D. IN COUNSELOR EDUCATION & SUPERVISION



DIVISION OF PSYCHOLOGY & COUNSELING



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ABOUT THIS HANDBOOK

The counseling program faculty offer this handbook to students enrolled in and interested in Governors State University's Doctor of Philosophy in Counselor Education and Supervision (Ph.D. in CES). It is hoped that the contents will aid current and prospective students in understanding the Ph.D. in CES program. The main purpose of this handbook is to provide guidelines to maximize students' experiences in the program. Students will find this handbook useful at each stage of the process toward graduation. While every effort has been made to provide a comprehensive handbook, the contents are only guidelines. Students need to work closely, especially early in their program, with their faculty and academic advisors. Completion of all graduation requirements are ultimately the responsibility of the student.

In addition, all counseling programs receive a periodic review which may entail the addition of new coursework, elimination of obsolete coursework, and/or change in program policy. Curriculum changes and/or policy changes will be based on due notice and consultation with the academic and professional community. To "lock-in" their curriculum graduation requirements, students must sign a study plan with their academic advisor. The study plan is the contract between the student and the program regarding the requirements for graduation. If a student does not sign a study plan early in their studies, it is possible that subsequent curriculum changes could affect their requirements for graduation.

Those exploring interest entering the Ph.D. in CES program and those choosing to seek consideration for admittance should go to <https://www.govst.edu/Counselor-Ed-Application/> and read the admission information and download the application forms.

ABOUT GOVERNORS STATE UNIVERSITY

Governors State University (GSU) and the counseling program are dedicated to serving a diverse student population. Founded in 1969, GSU is located in University Park, Illinois, about 30 miles south of Chicago's Loop. It is convenient to major cities south of Chicago, including Joliet, Kankakee, and Orland Park. The university is part of a diverse, urban area and is dedicated to serving the needs of a wide-ranging population. Governors State University has a diverse student body, which will allow students to experience an education that is in touch with the larger, diverse society they will work in upon graduation. The average age of a GSU student is 35 and 65 percent of GSU's students are women, 65 percent are minorities, and nearly 7 percent are international students. In addition, 28 percent of the faculty are minorities (double the national average) (for more information see: <https://mygsu.govst.edu/facultystaffinformation/ir/Pages/Fast-Facts.aspx>.)

Governors State University offers undergraduate-level and graduate-level courses leading to bachelor, master, and doctorate degrees. There are four colleges: Arts and Sciences, Business, Health and Human Services, and Education. The Counseling Program is part of the Division of Psychology and Counseling which is housed in the College of Education.

DOCTOR OF PHILOSOPHY IN COUNSELOR EDUCATION AND SUPERVISION: Purpose and Accreditation

ABOUT THE PH.D. IN CES PROGRAM

The doctoral program in Counselor Education and Supervision program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) since 2011 (changed from an Ed.D. to Ph.D. degree in 2021). Congruent with CACREP objectives, the purpose of Governor State University's CES doctoral degree is to produce advanced clinicians, supervisors, educators, competent researchers, and leaders in their profession and communities. The Ph.D. in CES is based on a practitioner-scholar model with an emphasis on individual, couple, family, community, educational, and societal systems. This rigorous program includes experiences in clinical work, teaching, supervision, research and scholarship, and leadership and advocacy. In addition, students gain a strong background in education and counseling theories. The program primarily follows a service-oriented model with specific emphasis on scholarly writing for the purposes of professional publishing and grant-writing.

All counseling program students are expected to treat the GSU faculty, staff, fellow professionals, the public, and clients with respect and advocate for the rights of diverse groups. Advocating for diverse groups can be done at the personal, community, professional, and societal levels. Students are encouraged to advocate at each of these levels.

DOCTOR OF PHILOSOPHY IN COUNSELOR EDUCATION AND SUPERVISION: Mission, Vision, Goal and Objectives

MISSION

Graduates with a doctoral degree in Counselor Education and Supervision at GSU will be prepared to be highly knowledgeable, skilled, dedicated, and ethical professionals, researchers, educators, and practitioners. Our doctoral graduates will provide leadership and expert service that enhances diverse student development in the school, family, community, and cultural contexts that will advance the accountability of counseling services.

VISION

The counseling program maintains an etic and emic perspective committed to serving the diverse local and global populations between community agencies and other service providers, and schools.

GOAL AND OBJECTIVES

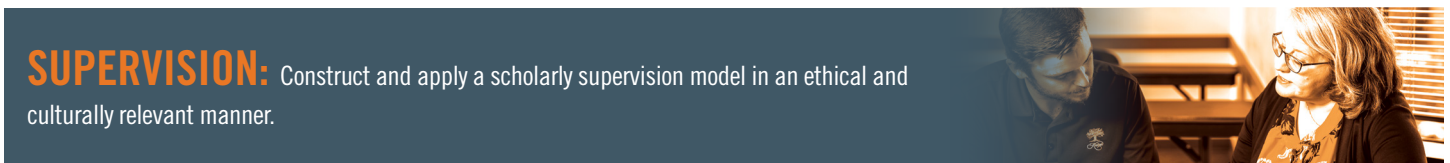
The Goal of the counseling program is to prepare professionals with personal and professional integrity. This endeavor includes, at a minimum, institutional and departmental support, a programmatic structure meeting credentialing requirements, qualified faculty, and dedicated students. In order to help prepare students to enter the field of counselor education and supervision, they will be provided with curricular, experiential, supervisory, and professional experiences related to general clinical, teaching, supervising, research, and leadership practices.

These preparations include coursework, practicum, internship, supervision, and opportunities for professional experiences. Students are provided and expected to work closely with their faculty advisor. Faculty advisors are designated prior to students' first program semester. Students are encouraged and provided various opportunities to work with program and other university faculty on conference and workshop presentations, and in research. Faculty and students are expected to participate in local, state, and national professional activities and associations such as the Association for Counselor Education and Supervision (ACES) and its regional affiliates, American Counseling Association (ACA) and its divisions and branches, the American School Counseling Association (ASCA), the Illinois Counseling Association (ICA), and the Chi Sigma Iota (CSI) honor society for qualifying students.

The Ph.D. in Counselor Education and Supervision program strives to meet the following objectives for the program and graduates related to five foci areas (Counseling, Supervision, Teaching, Research and Scholarship, and Leadership and Advocacy):



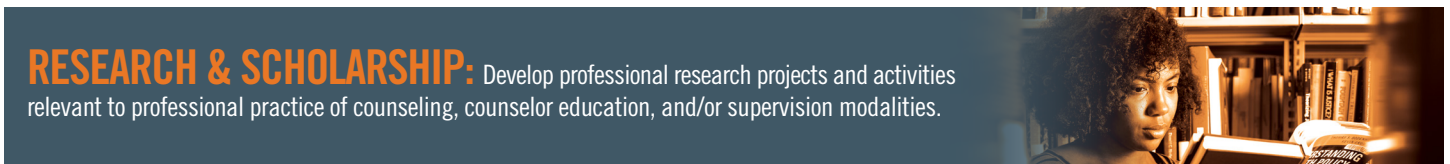
COUNSELING: Implement advanced ethical, theory-based, and culturally relevant practices into clinical counseling.



SUPERVISION: Construct and apply a scholarly supervision model in an ethical and culturally relevant manner.



TEACHING: Articulate and implement scholarly-based pedagogical and/or andragogical teaching practice with a diverse student populations in counselor education.



RESEARCH & SCHOLARSHIP: Develop professional research projects and activities relevant to professional practice of counseling, counselor education, and/or supervision modalities.



LEADERSHIP & ADVOCACY: Advocate for multicultural and social justice issues on behalf of the profession.

DOCTOR OF PHILOSOPHY IN COUNSELOR EDUCATION AND SUPERVISION: Degree Requirements

The Doctor of Philosophy in Counselor Education and Supervision (Ph.D. in CES) is designed for students who hold a master's degree from a CACREP-accredited counseling program, a master's degree in counseling, or a master's degree in a related field. The Ph.D. in CES program includes a minimum of 48 credit hours. Students are expected to attain advanced level competence in counseling, teaching, supervision, research and scholarship, and leadership and advocacy through coursework and out-of-class learning. Teaching, supervising, advanced clinical practicum, and advanced internship experiences are required. The Ph.D. in CES program requires an investment of time and energy beyond classroom sessions. The doctoral program requires passing of doctoral written comprehensive examinations, and completion of a dissertation project. The program is designed to be completed in three years. Students are part of a cohort and take at least two courses each semester during the fall, spring, and summer sessions. Students are expected to enroll full time in doctoral studies and take courses with their cohort in their specified cohort sequence.

Applicants to the Ph.D. in CES program must have a master's degree in counseling or a related field. The master's degree program must have the equivalent of CACREP's entry-level areas of study plus at least one specialty area (e.g. Marriage, Couples, and Family Counseling, School Counseling, Clinical Mental Health Counseling, Community Counseling) and have a minimum of approved 48 hours. Those graduating from a CACREP-accredited master's degree will automatically meet the entry-level coursework requirements.

Applicants not graduating from a CACREP-accredited program must have a transcript review and may be required to take courses in addition to the required 48 credits for the doctoral program. Students who do not graduate from a CACREP-accredited program must also provide documentation that they had a minimum 100 hour supervised practicum (including at least 40 hours of direct service) and a minimum 600 hour supervised internship (including at least 240 hours of direct service).

REQUIRED MASTER'S LEVEL COURSEWORK AREAS – OR THE EQUIVALENT

- Professional Counseling Orientation and Ethical Practice
- Social and Cultural Diversity
- Human Growth and Development
- Career Development
- Counseling and Helping Relationships (including Counseling Theories)
- Group Counseling and Group Work
- Assessment and Testing
- Research and Program Evaluation
- At least one Specialty Counseling Area (e.g. Clinical Mental Health Counseling, Marriage, Couple, and Family Counseling, School Counseling)

For specific standards in each of the above, see: <https://www.cacrep.org/for-programs/2016-cacrep-standards/>

REQUIRED COURSEWORK FOR THE PH.D. IN CES PROGRAM:

STAT 8260 Advanced Statistics in Behavioral Sciences (3)

PSYC 8501 Teaching in Psychology and Counseling (3)

PSYC 8549 Advanced Research Seminar (3)

COUN 8826 Research Literature in Counseling and Psychotherapy (3)

COUN 9301 Professional Identity in Counselor Education and Supervision (3)

COUN 9320 Advanced Issues in Diversity (3)

COUN 9330 Advanced Counseling Theory (3)

COUN 9360 Advanced Counseling Skills Practicum I (3)

COUN 9361 Advanced Counseling Skills Practicum II (3)

COUN 9365 Supervision (3)

COUN 9370 Qualitative Research Design (3)

COUN 9990 Advanced Internship I (3)

COUN 9991 Advanced Internship II (3)

COUN 9999 Dissertation (9 credits if not complete in 9 hours must enroll in directed scholarship)

COUN 9998 Directed Scholarship (3 credits – optional if needed each semester until dissertation project is successfully completed)

(see [Appendix A](#) for course descriptions)



DOCTOR OF PHILOSOPHY IN COUNSELOR EDUCATION AND SUPERVISION: Training Requirements

PROFESSIONAL TRAINING

Infusing a practitioner model in the Ph.D. in CES program, students will be required to participate in supervised opportunities in order to develop skills related to instructional content key areas (advanced clinical, teaching, supervising, research and scholarship, and leadership and advocacy). Additionally, with many in-class activities, students will be required to engage in an advanced practicum (COUN 9360/9361) and an advanced internship (COUN 9990/9991). Specifics of these follow.

ADVANCED PRACTICUM

Doctoral students in GSU's Ph.D. in CES program will participate in a supervised doctoral-level counseling practicum of a minimum of 100 hours, of which a minimum of 40 hours must be providing direct counseling services. Doctoral students must be covered by individual professional counseling liability insurance while in advanced practicum. The nature of doctoral-level practicum experience is to be determined in consultation with their faculty advisor and/or program clinical coordinator.

This required advanced clinical supervised experience is to augment the student's clinical abilities. It is highly recommended that students find a clinical setting in which they would be able to expand their experience with populations, types of service, and/or other clinical knowledge and skills. It is not recommended, though not prevented, to conduct this experience at their current place of employment. Advanced practicum is scheduled within the cohort's program of study sequence.

Working with their faculty advisor and/or the clinical coordinator, students should begin looking for an advanced practicum training site at least six months prior to their required/planned engagement.

ADVANCED INTERNSHIP

The advanced internship for the Ph.D. in CES is designed to focus on individual student's professional and post-degree goals. Doctoral students are required to complete internships that total a minimum of 600 overall clock hours. There are no direct contact hours required. The minimum 600 hours must include at least one supervision and one teaching supervised experience. Students must additionally have one or more supervised activity from the other three core areas: clinical (post advanced practicum), research and scholarship, and/or leadership and advocacy. Doctoral students must be covered by individual professional counseling liability insurance while engaged in a counseling or supervision internship experience. To qualify for advanced internship, students must pass the comprehensive exam.

TRAINING SUPERVISION

During both Advanced Practicum and Advanced Internship, students will receive, on average, weekly one-hour individual or triadic site supervision. Additionally, students will be enrolled in a program class constituting, on average, of 1.5 hours of weekly group supervision.

Advanced Practicum Supervisor Qualifications:

The individual/triadic practicum supervisor must meet one of the following qualifications:

1. A counselor education program faculty member; or
2. An individual with a graduate degree (preferably doctoral) in counseling or a related mental health profession with specialized expertise to advance the student's knowledge and skills.

The advanced practicum group supervision is provided on a regular schedule with other students throughout the practicum and is performed by a counselor education program faculty member.

Advanced Internship Supervisor Qualifications:

The individual/triadic internship supervision will be provided by one of the following:

1. A site supervisor with a doctorate in counselor education;
2. An individual with a graduate degree and specialized expertise to advance the student's knowledge and skills; or
3. A counselor education program faculty.

The advanced internship group supervision is provided on a regular schedule with other students throughout the internship and must be performed by a counselor education program faculty member.

LIABILITY INSURANCE

Students must obtain and keep current professional liability insurance prior to participating in any practicum and internship experiences involving clinical and supervision work. Failure to obtain insurance may result in suspension or dismissal from the course.

ACADEMIC ADVISING

Students must be enrolled in the College of Education and the Division of Psychology and Counseling before being assigned an academic advisor. Either before the beginning of the student's first semester or finalized within their first semester, students are required to make an appointment with the academic advisor to complete their study plan. This plan indicates which classes they should enroll in to complete their graduate degree. Students should review this plan before registering for subsequent semesters to determine course selection and plan for future semesters.

Additionally, each doctoral student will be assigned a counseling faculty advisor. In addition to the academic advisor, the faculty advisor is charged to assist students in their program advancement focusing on mentoring, and assisting in students' comprehensive examination preparation, and ending dissertation project.

The Academic Advisor's Functions will include:

1. Student study plan development. This study plan is a guide that must be followed for degree.
2. Initial review and recommendation of transfer credit or waiving of requirements based upon prior graduate study.
3. Pre-registration advisement.
4. Review of student program toward degree completion. If it becomes apparent that another skills course or an elective is needed, the advisor will meet with the student to modify the study plan. Depending upon the circumstances, either the academic advisor or the student may initiate the revision request.
5. Alternative career plan advisement.

The Faculty Advisor's Functions will include:

1. Meeting/communicating with their student advisee at least once each semester.
2. Exploring advisee's post-degree professional goals and additional ways outside of coursework to prepare/meet these goals.
3. Assisting advisees in their comprehensive examination preparations.
4. Reviewing their advisee comprehensive examination results and sharing verbal feedback with their advisee. (Note: Actual rubric scores and rubrics are not shared with the advisee.)
5. Discussing potential internship opportunities and working with advisees in developing their internship plan.
6. Chairing and mentoring advisees regarding their ending dissertation project.

The Student's Responsibilities will include:

1. Reading and becoming familiar with GSU's catalog, the Ph.D in CES program Handbook, Training Manual, and Dissertation Manual.
2. Making contact with the faculty advisor at least once every semester.
3. Updating all pertinent information in the student's record (e.g. change of address, name, major, other contact information).
4. Completing their study plan before the conclusion of the first semester at GSU and updating the study plan when changes are made.
5. Contacting and informing the academic advisor if varying their registration from the signed study plan.

TECHNOLOGY

In accordance with Governor State University's and CACREP's requirements, all students must demonstrate basic competency in technology. At a minimum, students must be able to use Microsoft Word and PowerPoint to create papers and other assignments, conduct searches on the internet, use library databases to access journal articles and books, send and receive electronic mail with attachments, and utilize course management for web-enhanced courses.

All Students are required to check their university assigned email account frequently for messages from the University, the counseling program, instructors, and counseling program staff. It is Not Recommended to have GSU email accounted forwarded to other electronic mail accounts.

GRADUATION

To graduate, students must complete all required coursework, advanced practicum, advanced internship, the comprehensive exam, and dissertation and have recommendation of the counseling faculty. In addition, students must complete these requirements within the specified time limit and complete a graduation application by the posted deadline prior to their anticipated graduation date.

TIME LIMITS

All degree requirements must be completed within seven (7) years of a student's admission to candidacy within the counseling program.

APPLICATION FOR GRADUATION

Upon completion of the graduation application, students should arrange to meet with their academic advisor to review the student's study plan and verify the expected completion of the degree requirements. The application is approved by the academic advisor, division chair, and college dean. Students must apply for graduation by the date listed in Governors State University's Academic Calendar for the semester in which they anticipate graduating. Applications must be accurately completed and submitted to the Registrar's office. Student must meet all financial obligations to the university. A \$125 fee is billed to the student covering the cost of application processing, diploma, cap and gown, and commencement.

DIPLOMAS

Diplomas are awarded upon verification of completion of all degree requirements and satisfaction of all financial obligations to the university. Diplomas are inscribed with the type of degree, the date, and the student's name on record at the time the degree was conferred.

Admission Application and Matriculation Information

Admission to the Ph.D. in Counselor Education and Supervision program is competitive. There is no guarantee of admission just because an applicant meets or exceeds the minimum criteria. To be considered for admission to the Ph.D. in CES program, students must complete a counseling application packet, and meet the minimum requirements for admission. Admission requirements and application materials may be obtained through the Ph.D. in CES website: <https://www.govst.edu/counseloreducation/>

The application link website: <https://apply.govst.edu/apply/>

The website link to access the requirements and procedures for the Ph.D. in Counselor Education and Supervision program specifically is (Note the requirements follow): <https://www.govst.edu/Counselor-Ed-Application/>

For additional information, please contact:

**Office of Admission and Student Recruitment
Governors State University**

1 University Parkway
University Park, Illinois 60484
(708) 534-4490



GRADUATE MATRICULATION STUDENT STATUS

Those interested in admission to the counseling program should apply as a degree-seeking student. Graduate degree-seeking students are those who meet the established admission requirements of the university, college, and specific program for which the doctoral degree is sought. Admission to a graduate major does not carry with it, nor guarantee, admission to degree candidacy in the major.

Students must follow the sequence, program, college, and university requirements and policies.

GRADUATE STUDIES AND REQUIREMENTS

Although guidance is available and students are encouraged to seek assistance, it is ultimately the responsibility of students to know the policies, procedures, and requirements related to the completion of the doctoral degree. There are multiple levels involved in earning a degree: state, university, College of Education, Division of Psychology and Counseling, and the counseling program and professors.

GSU Catalog: <https://www.govst.edu/catalog/>

College of Education: <https://www.govst.edu/coe/>

MA in Counseling Web Page: <https://www.govst.edu/counselingma/>

The GSU Graduate Studies Policy describes graduate education as the pursuit of knowledge and skills at an advanced level. Graduate education is distinct and different from basic levels of education both in kind and in degree. It demands of students greater intellectual maturity and autonomy, deeper responsibility for learning, more intense study, and the mastery of different and more complex skills.

Additionally, graduate education demands of faculty a deeper knowledge and greater skill within a given discipline, a greater commitment to the development of students' intellectual autonomy, and a more rigorous effort to imbue students with the values and standards of the discipline or profession.

A graduate degree is a distinction to be earned. Award of the degree symbolizes both the student's accomplishment and then the university's endorsement. A student receiving a doctoral degree must have demonstrated:

1. In-depth knowledge of significant theories, issues and findings, and mastery of appropriate skills, within their discipline.
2. The ability to apply such knowledge and skills.
3. The ability to read, interpret, and evaluate research literature, and to relate results to selected areas of interest.
4. The ability to integrate knowledge from a variety of disciplines.
5. The ability to design and implement research, scholarly, or creative project.
6. The ability to communicate scholarly thought to professional colleagues through writing and discussion.

DOCTOR OF PHILOSOPHY IN COUNSELOR EDUCATION AND SUPERVISION: Student Engagement and Professional Expectations

NEW STUDENT ORIENTATION

Prior to the start of the fall semester, the Ph.D. in CES program holds a new student orientation meeting. This is a required meeting for all new incoming students for their semester start. During the orientation, the program faculty are introduced, the student handbook is disseminated, and key components are discussed, students' ethical and professional obligations are defined, personal growth expectations as counselors-in-training are explained, and eligibility for licensure/certification is reviewed. Additionally, other relevant programmatic information is presented.

Note: Students unable to attend this mandated new student orientation meeting must communicate with the academic advisor, program coordinator, and clinical coordinator prior or immediately after the scheduled meeting for ramifications and/or make-up options. A hold may be placed on the student's registration until the new student orientation obligation is met.

STUDENT PROGRESS IN PROGRAM

The counseling faculty have an ethical responsibility to the counseling profession and the public to evaluate each student's professional suitability. Students in the counseling program are evaluated based on academic achievement, professional dispositions, and their ability to be effective with clients. These evaluations are conducted at programmed specific times, and additionally throughout the program as deemed necessary (student-relevant). Evaluations are intended to understand

whether additional assistance may be needed to help the student achieve the minimum standard or if the student may need to be advised out of the program due to professional unsuitability. For students who are not meeting the required standard, a Student Success Plan may be developed to assist the student (see [Appendix B](#) and the below section related to the Student Success Plan specific information).

ACADEMIC EVALUATION

Academically, each student must achieve a course grade of B- or higher in order to successfully complete each course (applies to graded courses). Students are allowed to retake any unsuccessful course until meeting the minimum requirements (B- or higher grade). Pass/fail courses may also be retaken until achieving a passing grade.

KEY PERFORMANCE INDICATORS

In addition to individual course grades, each student is evaluated related to their achievement of knowledge and/or skills related to the program objectives at least twice through their program. These objectives are the above listed five common core learning objectives and the specific specialty track objective in which the student is enrolled (see [Appendix C](#) for where/when students are specifically evaluated related to program objectives).

PROFESSIONAL DISPOSITIONS – CORIS

The counseling program evaluates students' professional disposition using "CORIS." CORIS is an acronym standing for Commitment, Openness, Respect, Integrity, and Self-Awareness (Spurgeon et al., 2012). Refer to [Appendix D](#) for the specific evaluation form and sub-areas under each main category. Each student's is evaluated at least twice throughout their program in relation to their professional disposition (see [Appendix E](#)).

STUDENT ALERT FORM

In addition to the above programmatic scheduled student academic and professional disposition evaluations, if deemed a concern, any faculty member, instructor, staff, or supervisor may complete and submit a Student Alert Form (see [Appendix F](#)) for the program faculty to review. This form is mainly to alert the program faculty of any current and/or on-going student concern. If further action is deemed necessary by the counseling program faculty, the student will be contacted either by the reporting individual, the student's specialty track lead, and/or the program coordinator to discuss. If formal action is deemed necessary, then procedures related to the Student Success Plan development and implementation will occur (see below Student Success Plan and [Appendix B](#)).

COUNSELING PROGRAM: Ethical Engagement and Academic Honesty

The counseling program is charged with the dual task of nurturing the development of doctoral students and promoting quality care of others. To fulfill these dual responsibilities, faculty must evaluate students based on their academic and personal qualities. A student's progress in the program may be interrupted for failure to comply with academic standards, or if a student's interpersonal or emotional status interferes with being able to provide ethical services to clients.

For example, to ensure proper training and care of others, doctoral students must abide by relevant ethical codes and demonstrate professional knowledge, technical and interpersonal skills, professional attitudes, and professional character. These factors are evaluated based on the student's academic performance and the student's ability to convey warmth, genuineness, respect, and empathy in interactions with each other, staff, clients, supervisors, and faculty. Students need to demonstrate the ability to understand and integrate feedback, be aware of their impact on others, accept personal responsibility, and be able to express feelings effectively and appropriately.

In addition, all students must follow the rules, regulations, and ethical guidelines of the counseling program and Governors State University. As part of these expectations, students are to conduct themselves in accordance with Governors State University's Student Conduct Code (see [https://www.govst.edu/uploadedFiles/Campus_Life/Student_Activities\(7\)/Student_Activities_Inside_Pages/Policy%204%20Student%20Conduct%202015-a.pdf](https://www.govst.edu/uploadedFiles/Campus_Life/Student_Activities(7)/Student_Activities_Inside_Pages/Policy%204%20Student%20Conduct%202015-a.pdf)), the American Counseling Association's (ACA's) most current Ethical and Professional Standards/Code of Ethics (<https://www.counseling.org/knowledge-center/ethics>) and the counseling program's policies and procedures (see [Appendix G](#)).

ACADEMIC HONESTY

Academic honesty pertains to all methods of fulfilling academic requirements at Governors State University. The counseling program uses the most current Publication Manual of the American Psychological Association (currently 7th Ed.; APA,



2020) for formatting papers (unless otherwise noted by a specific course/syllabus) and to ensure proper credit to the ideas and work of others. All counseling students are required to know the most current APA publication style. For more information on APA style see: <https://apastyle.apa.org>.

Violation of any of these standards, or behavior that indicates to the counseling faculty that the student lacks the emotional maturity, personal stability, or sufficient promise as a practicing professional to warrant continuation in the counseling program, may result in a recommendation for remediation, dismissal, or transfer to a more appropriate major. The academic advisor will assist the transition to a new major when indicated.

PLAGIARISM

Throughout the counseling program, students will be expected to write numerous papers. As a part of students' professional conduct, they are to avoid plagiarizing acts. Plagiarism involves the presentation of somebody else's work (thoughts, ideas, research findings, actual words) as if they were the original work of the author. Plagiarism is a form of academic dishonesty and can result in serious consequences. Most plagiarism occurs due to students' lack of knowledge about what plagiarism is and what needs to be done to avoid it. In the current world of electronic copy and paste, plagiarism often occurs because students are busy and find it all too tempting to use the work of others because it is so easy to do so. Regardless of the circumstances, plagiarism is not acceptable.

The following are examples of plagiarism:

1. Handing in an assignment that someone else has written and claiming the work as the student's own.
2. Handing in an assignment that contains sections, paragraphs, sentences, and/or key phrases that someone else has written without documenting the source(s) for each portion of the assignment not written by the student.
3. Handing in an assignment that includes any material copied word for word from a source without appropriate use (according to the most current APA Manual) of quotation marks and page numbers.
4. Handing in an assignment that incorrectly cites secondary sources rather than primary sources (e.g. if the student reads something from a textbook and they cite the source, they either need to go read the source or cite the primary source as "as cited in" and then put the secondary source (see most current APA Manual).
5. Handing in an assignment that contains paraphrased ideas from another source, published or unpublished, without documenting the source for each paraphrase (changing around a few words in a sentence from the source is not sufficient to avoid plagiarism).
6. Handing in a paper in its entirety or partially from another assignment without prior permission from all related course(s) instructor(s). Note: this would require a proper citation of the student to identify this as well.
7. Purchasing a paper written by someone else and handing it in as their own.
8. Other related Governors State University's Academic Honesty and plagiarism information is found at: <https://catalog.govst.edu> then click "Appendix."

IMPORTANT: Papers that contain plagiarized material will be given a grade of zero. Students who engage in plagiarism may also be subject to disciplinary action which may include penalties resulting in receiving an F grade in the class and/or dismissal from the program. If in question of any of the above information regarding plagiarism, students are to consult their course instructor before submitting their paper.

COUNSELING PROGRAM: Retention, Remediation, and Dismissal Policies

Students who do not continuously meet the counseling program's or Governors State University's professional academic, ethical, and/or professional disposition standards as outlined above (see above sections: "Student Engagement and Professional Expectations" and "Ethical Engagement and Academic Honesty"), may be required to meet with faculty to discuss continued engagement in the program. The following options may be part of this discussion: continued program engagement with no further action, the development of a student success plan, advising of applying to a different program within or outside the university, or dismissal from the program. If the non-performance achievement relates to documentation of one or more severe plagiarism infraction(s), the student may be dismissed from the program without further notice or meeting with the faculty.

STUDENT SUCCESS PLAN

If the program faculty determine that a Student Success Plan needs to be developed to assist the student to meet the program and university's academic, ethical, and professional disposition standards, the following will ensue:

1. The program faculty will specify the type(s) and nature(s) of the concern(s).
2. The program faculty will discuss and determine remediation options for student retention in the program.
3. The program faculty will determine a team to meet with the student. This team may be composed of the following: course instructor, supervisor, student's specialty track lead, another specialty track faculty member, another at-large counseling faculty, and/or counseling program coordinator. In most cases, the team will consist of two or three members to meet with the student.
4. The identified team will meet/consult with the student to discuss the documented concerns, student's understanding of these concerns, and to develop a Student Success Plan (see [Appendix B](#)).
5. One team member will finalize the Student Success Plan by outlining the areas of concern and the action plan as determined through the meeting with the student (the action plan must be specific and measurable).
6. The student and one of the team members will finalize and sign the Student Success Plan form.
7. A copy of the signed plan will be given to the student and another copy kept in the program's student's file.

The student must meet or exceed the plan requirements within the timeframe indicated on the plan. If any of the objectives outlined above are not consistently met by the student at any point throughout their remaining program of study, the student will be referred to the specialty track lead, the program coordinator, or division chair to discuss possible withdrawal from the program or alternative courses of action. The remediation plan remains in effect for the duration of the student's program of study. Consistent with the objectives of the plan outlined in the student's Student Success Plan (see [Appendix B](#)) the student will meet with the faculty member designated in the plan regularly, frequency to be determined by the designated faculty, to review the objectives outlined in the remediation plan and the student's progress in completing and maintaining the goals outlined in the plan. The goals/objectives outlined in the plan, can only be modified by the identified faculty and only after full agreement by the counseling faculty has been obtained. Students must receive prior approval from the designated faculty before the beginning of each term remaining on the plan of study to register for courses.

Failure to meet any of the above requirements may result in dismissal from the program. Dismissed students may appeal any dismissal decision following the outlined procedures through Policy 5 in the "Student Complaints and Grievances" tab in Governors State University's Student Handbook and Policies (<https://www.govst.edu/studenthandbook/>).

GOVERNORS STATE UNIVERSITY: STUDENT COMPLAINTS AND GRIEVANCES – POLICY 5

COMPLAINT: A complaint is a concern about an action, practice, or decision within the control or responsibility of the University raised by a student that they believe should be changed to improve the overall quality of education and/or student experience.

Grievance: A grievance is a matter to be investigated according to formal grievance processes as specified in [Policy 5](#) when a student believes a faculty member or administrator has made an error. This includes matters that are not able to be resolved through informal processes or mediation, and matters relating to allegations of misconduct where disciplinary action against a student or staff member may be an outcome of the investigation.

- **Academic Grievances** include academic issues, such as faculty and/or administrator's professional judgment related to the issuance of final grades, academic advising, and other academic related matters. Academic grievances are managed by the academic colleges and the Office of the Dean of Students has no authority over academic grievances. Please see [Policy 5](#) for directions on submitting an Academic Grievance.

- **Non-Academic Grievances** include university error related to non-academic issues, i.e. university error in enrollment and/or registration. To file a non-academic grievance with the Office of the Dean of Students, please follow the instructions in the below link.

Policy 5: <https://www.govst.edu/templates/policies/policies.aspx?id=tn>

STUDENT COMPLAINTS AND GRIEVANCES OF FACULTY/STAFF

If a student has a serious complaint about a faculty or staff member, the student could choose to invoke either a collegial or university grievance procedure (see **Policy 5**). Often such complaints result from a failure of communication on one or both sides or a simple misunderstanding. Student complaints may relate to academic or non-academic issues (e.g. discrimination, harassment, or other unfair treatment not related to academic issues). The faculty in the Division of Psychology and Counseling urge students to resolve their grievances informally by talking with the faculty/staff member in question and attempting resolution.

Regardless, students have the right to submit a formal grievance as outlined in GSU's Student Handbook under section entitled "Student Grievance Procedures/Conduct Code" (<https://www.govst.edu/studenthandbook/>, **Policy 5**). Policy 5 can also be found at: <https://www.govst.edu/policies>

DOCTOR OF PHILOSOPHY IN COUNSELOR EDUCATION AND SUPERVISION: Miscellaneous Information

CONTINUED ENROLLMENT REQUIREMENTS

Doctoral students must be continuously enrolled with a minimum of three (3) credits each semester (fall, spring, summer). Under exceptional circumstances students may petition for permission to take a semester off. These extreme situations must be approved by the counseling program faculty and further approved by the chair of the Division of Psychology and Counseling.

TRANSFER CREDIT

Students wishing to transfer credit from other institutions must have transcripts when meeting with the academic advisor to develop their study plan. GSU's Policy 30 explains that credits can be transferred from any regionally accredited institution. Transfer credits decisions must be made within the first semester and shall not exceed 25% of total credit hours in a major (that is 12 hours for a 48-hour program, 15 hours for a 60-hour program), and grade must be 3.0 or better to transfer. Transfer credits that are older than 10 years when they are accepted into program must be approved by the Dean (see GSU's Policy 30: <https://mygsu.govst.edu/organizations/IPC/layouts/15/WopiFrame.aspx?sourcedoc=%7BDBF-279DE-647D-4A50-9A00-C372EC6B84FA%7D&file=Policy%2030%20Final%20-%20New%20Format%20Word%20at%2010.20.20%20Marak%2010-21-20.docx&action=default&DefaultItemOpen=1>).

To obtain official approval for transfer of credit, students must arrange for an appointment with the academic advisor (who may consult with program coordinator) to discuss the matter in detail. At this meeting with the academic advisor, students are required to submit a completed transfer of credit form, an official copy of their prior transcripts and a copy of the course description from the previous institution (catalog copy of the course description). Note: A course syllabus may be required for any/all requested credits from another institution.

The advanced practicum and advanced internship courses may not be transferred or waived.

READMISSION

If a student is not continuously enrolled without the explicit consent of the program faculty and Division of Psychology and Counseling Chair, the student may be required to re-apply to the program and do additional work related to the most current program of study requirements.

Readmission: Students who have been readmitted to the College of Education must complete a new student study plan and follow the catalog in effect when returning.

GOVERNORS STATE UNIVERSITY PROMOTING SUCCESS SERVICES

Governors State University recognizes that students cannot fully devote themselves to their studies when issues like hunger, mental health challenges, homelessness, etc. are present. In addition, simply navigating the complexities of higher education institutions such as financial aid, registration, progression through a major, etc. can be difficult for our students, many of which are first generation. In response, GSU has developed an array of student support services and programs to help with enrollment, retention, and completion. Some of these Free Services are:

CARE (Campus Awareness, Response, and Education) Program – This program provides a centralized effort in identifying and working with students whose behavior is concerning or who may be distressed. Any member of the campus community is encouraged to report behaviors or concerns, including (but not limited to): public outbursts; expressions of hopelessness; sporadic class attendance; disruptive behavior; or changes in appearance (such as significant weight loss/gain) or personal habits. The electronically-submitted reports are reviewed by the Office of the Dean of Students. The staff then identify resources and personnel best suited to address the concern(s).

Website: <https://www.govst.edu/care/>

Campus Threat Assessment Team (CTAT) – Different from CARE, CTAT identifies and assesses behaviors that are believed to be a threat to the safety of the individual (self-harm) or to others.

Website: <https://www.govst.edu/CTAT/>

GSU4U – Supports student success by connecting students facing personal difficulties to campus and community resources. Some examples:

- Assistance in applying for SNAP benefits (Illinois' Supplemental Nutrition Assistance Program (food stamps)
- Referral to healthcare and counseling services, inside GSU and in the community
- Connections to GSU academic tutoring and planning services
- Connections to community agencies for assistance with housing (list of homeless shelters and housing resources), food (food pantries in the communities GSU serves), clothing, utilities, and prescription fulfillment

Website: <https://www.govst.edu/gsu4u/>

GSU Food Pantry – In addition to providing students with a list of community food pantries, GSU has an on-campus food pantry. In partnership with the Northern Illinois Food Bank, the pantry offers both perishable and non-perishable food as well as toiletries and over-the-counter medications.

Website: <https://www.govst.edu/food-pantry/>

Counseling and Wellness Center – GSU partners with Advocate Health Care to provide students with medical and counseling services, advocacy support, and health promotion. Staff includes a licensed psychologist, professional counselors, doctoral interns, a certified family nurse practitioner, a certified medical assistant, and support staff. Services such as immunizations, STD screenings, basic and sports physicals, diagnostic testing, and women's health screenings are provided at no cost to actively enrolled students. Similarly, free counseling services include individual and group counseling, assessments, and crisis services. (The GSU Student Counseling Center is a therapy practicum training site for Masters and Doctoral level trainees, and follows ACEPT procedures for the recruitment and selection of counseling interns.) In addition, GSU and the YWCA Metropolitan Chicago/South Suburban Center work in partnership to provide trauma-informed services to student and employee survivors of sexual assault and to offer sexual violence prevention and educational programming.

Website: <https://www.govst.edu/wellness/>

Financial Support – In addition to the “normal” financial aid services and available scholarships, GSU works to otherwise financially support our students – many of whom are first generation and have significant financial need:

Emergency Scholarships – When COVID struck, many of our students found themselves in situations where funds for school were instead directed to basic living needs. In response, the GSU Foundation created the GSU Student Emergency Fund. The Fund provides limited emergency financial support to students who have experienced a temporary or unexpected hardship. During the Spring and Summer 2020 terms, \$54,945.02 was disbursed to 37 students and the fund continues to provide support to address unexpected financial situations.

In 2021, the GSU Foundation activated the newly purchased “**Scholarship Universe**” software. This software not only allows students to easily apply for GSU scholarships with one application but it provides them with qualification matches to thousands of external scholarships, expanding their funding possibilities.

Over the course of the past several years, federal- and state-provided COVID funding has allowed GSU to provide financial support to our students.

Website: <https://www.govst.edu/financial-aid/>

GSU's Prairie Place – offers more than housing to our students. The Faculty-in-Residence program helps make Prairie Place a true living/learning community. Faculty live in the residence hall, providing opportunities for: faculty and students to interact outside the classroom; students to develop a relationship with faculty who can help direct them to university wide resources; cultural and educational programs/events; and faculty to serve as personal and academic role models for students.

Website: <https://www.govst.edu/housing/>

GSU Office of International Services - We are proud to have a diverse population at Governors State University and international students add to that diversity. Currently, we have students from about 15 different countries around the world with the largest populations coming from India and China. GSU also has a diverse workforce and currently employs faculty and staff from many foreign countries including South Korea, China, India, Ethiopia, Madagascar, Poland and more. Our mission is to support the campus internationalization efforts at GSU. This includes but is not limited to support for international students, scholars, family, faculty, staff, study abroad students and the local community. We create and promote international events on-campus and integrate an international perspective into the curriculum.

Website: <https://www.govst.edu/ois/about/>

Academic Resource Center (ARC) – The Center provides student support that goes beyond the classroom, offering academic support in writing assistance, subject tutoring, academic recovery plans, and disability services, among other resources. For upper level students, the Center works with students to create an academic recovery plan and offer success workshops designed to address note taking, writing, and time and stress management. The Center also offers Lunch and Learns and Student Disability Awareness sessions throughout the year.

Website: <https://www.govst.edu/ARC/>

Career Services – GSU's Office of Career Services helps students to identify their interests and talents, to choose a major that will provide professional and personal fulfillment. As students prepare to graduate, Career Services walk students through the job search process, helping them to write a dynamic resume, identify internships, and prepare for successful job interviews.

Website: <https://www.govst.edu/careerservices/>

PROFESSIONAL ORGANIZATIONS

Students are encouraged to join and become active in counseling associations at university, local, state, regional, and national levels. It is the student's (and program faculty/staff's) lifelong responsibility to continue to learn new skills and concepts to update prior learning and information.

GOVERNORS STATE UNIVERSITY – CHI SIGMA IOTA

Chi Sigma Iota information to read: The counseling program has an active chapter of Chi Sigma Iota, the professional honor society for counselors. Membership is open to students who have completed at least one full semester of six (6) credits with an accumulative GPA of 3.5 or higher.

GOVERNORS STATE UNIVERSITY - OTHER CLUBS AND ORGANIZATIONS CELEBRATING DIVERSITY

In addition to the counseling program's Chi Sigma Iota honor society chapter, Governors State University offers over 75 clubs and organizations. On the chance that students cannot find a club that meets their interest, they are encouraged to start one! Below is a sampling of the wide variety groups on campus. Following are a few examples.

- **Alpha Iota Sigma Honor Society** – AIS promotes the benefits of interdisciplinary work and encourages interdisciplinary collaboration among students and faculty.
- **Association of Latin American Students** – promotes Latin American culture and provides educational programs. Recently, this dedicated group of students established the ALAS scholarship at GSU. Nine students received scholarships in 2022 and fundraising continues for 2023 scholarships.
- **Athletics** – In addition to GSU's league sports (men's and women's basketball, cross country, golf, and soccer, and women's volleyball), students can join clubs for bowling, cheer, dance, gaming, soccer, and table tennis.
- **Black Student Union** – The goal of this group is to acknowledge the Black/African-American culture by celebrating diversity,

creativity, and pride. Currently, the students are gathering supplies to help a local church with their Thanksgiving food drive.

- **International Culture Organization** – This group promotes cultural awareness throughout the GSU community. They host several activities/events each year; the Multicultural Fashion Show is a campus favorite.
- **Kappa Delta Pi** – This international honor society of education focuses on leadership, scholarship, and service. Advisor Dr. Katy Hisrich, Associate Professor in the College of Education, helps this group of dedicated students plan a robust calendar of events and activities.
- **Muslim Students' Association** – Welcoming both Muslim and non-Muslims, this group engages in acts of service to promote unity and dispel prejudices. They host lectures and cultural events in celebration of diversity.
- **Student Education Association** – Associate Professor Katy Hisrich is the advisor to GSU's local chapter of the IEA and NEA. Student officers develop leadership skills by running weekly meetings, developing newsletters, managing social media, creating events, etc.
- **Social Justice Initiative** – GSU has created its "Social Justice Initiative" to be directed by Dr. Phyllis West starting spring semester, 2022. This newly formed GSU focus is designed to further promote social justice activities within and without the university. Its construction and primary foci activities are currently being developed.

Website: <https://www.govst.edu/student-clubs/>

CHICAGO COUNSELING ASSOCIATION

The Chicago Counseling Association (CCA) is a chapter of the Illinois Counseling Association (ICA). Its purpose is to serve counselors, counseling students, and counselor educators primarily in the Chicago, Illinois area. For more information visit: [Chicago Counseling Association | Facebook](#)

STATE ASSOCIATIONS

ILLINOIS AFFILIATION OF MARRIAGE AND FAMILY THERAPISTS

The Illinois Affiliation of Marriage and Family Therapists (IAMFT) has a goal "... to educate, advocate and affiliate together in order to better serve the individuals, couples, and families of Illinois. Through our conference, training, and networking opportunities, we support those providing systemic therapy to Illinois families." For more information visit: [Home | Illinois Affiliation of Marriage and Family Therapists \(iamft.org\)](#)

ILLINOIS COUNSELING ASSOCIATION

The mission of the Illinois Counseling Association is to enhance the quality of life in society by promoting the development of professional counselors, advancing the counseling profession, and using profession and practice of counseling to promote respect for human dignity and diversity. For more information visit: [Illinois Counseling Association \(ilcounseling.org\)](#)

ILLINOIS SCHOOL COUNSELOR ASSOCIATION

"The Illinois School Counselor Association (ISCA) is the Illinois division of the American School Counselor Association (ASCA). The ISCA membership is over 1200 school counselors across the state of Illinois. ISCA's goal is to align with the school counselor identity and to focus advocacy efforts for school counselors and their students" ([Illinois School Counselor Association - About Us \(ilschoolcounselor.org\)](#)). For more information visit: [Illinois School Counselor Association - Home \(ilschoolcounselor.org\)](#)



REGIONAL ASSOCIATION

NORTH CENTRAL ASSOCIATION FOR COUNSELOR EDUCATION AND SUPERVISION

North Central ACES (NCACES) is a Regional association of the Association for Counselor Education and Supervision (ACES). NCACES Members represent the 13 states of Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, Oklahoma, South Dakota, and Wisconsin. ACES is a division of the American Counseling Association (ACA). The ultimate purpose of ACES, in accordance with the purpose of ACA, is to advance counselor education and supervision in order to improve the provision of counseling services in all settings of society.

For more information visit: <https://www.ncaces.org>

NATIONAL ASSOCIATIONS

AMERICAN ASSOCIATION FOR MARRIAGE AND FAMILY THERAPY

“The American Association for Marriage and Family Therapy (AAMFT) is the professional association for the field of marriage and family therapy. AAMFT represents the professional interests of more than 50,000 marriage and family therapists throughout the United States, Canada, and abroad” ([About AAMFT](#)). The AAMFT statement on diversity, equity, and inclusivity is, “Diversity is a reality of life reflected in the broadest spectrum of the many different ways that individuals identify and exist in the world. Inclusion is acknowledging and appreciating the reality and value of our diversity, intentionally enlisting and engaging the spectrum of different identities and experiences, and respecting what each person brings to the organization” ([About AAMFT](#)). For more information visit: [American Association for Marriage and Family Therapy \(aamft.org\)](#)

AMERICAN COUNSELING ASSOCIATION

The American Counseling Association is a national association for counselors. ACA's vision is that “Every person has access to quality professional counseling to thrive.” ACA's mission is to “Promote the professional development of counselors, advocate for the profession, and ensure ethical, culturally-inclusive practices that protect those using counseling services.” And ACA's values are that “Counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals. The ACA is an educational, scientific, and professional organization whose members work in a variety of settings and service in multiple capacities. The values that individual professional counselors hold are complemented by the following values of ACA: Diversity, Equity, and Inclusion; Integrity; Proactive Leadership; Professional Community and Relationships; Scientific Practice and Knowledge; and Social Justice and Empowerment” ([Our Mission & Strategic Plan \(counseling.org\)](#)).

AMERICAN SCHOOL COUNSELOR ASSOCIATION

“The American School Counselor Association (ASCA) supports school counselors' efforts to help students focus on academic, career, and social/emotional development so they achieve success in school and are prepared to lead fulfilling lives as responsible members of society. ASCA provides professional development, publications, and other resources, research, and advocacy to school counselors around the globe” ([About ASCA - American School Counselor Association \(ASCA\)](#)). For more information visit: <https://www.schoolcounselor.org/>

ASSOCIATION FOR COUNSELOR EDUCATION AND SUPERVISION

The Association for Counselor Education and Supervision (ACES) is the premier organization dedicated to quality education and supervision of counselors in all work settings. ACES members are counselors, supervisors, graduate students, and faculty members who strive to improve the education and supervision of counselors in training and in practice. ACES and the regional associations host conferences to highlight research and best practices in supervision and in the training of counselors. In addition, ACES publishes a quarterly journal, Counselor Education and Supervision, which presents current issues, relevant research, proven practices, ethical standards and conversations in counselor training and supervision. ACES members have been and continue to be trailblazers in terms of the competencies for supervision, counselor training, research, multicultural competence, and advocacy. Many of the leaders of the counseling profession are members of ACES and there are always opportunities to become involved in leadership through task forces, committees, interest networks, and elected positions.

For more information visit: <https://acesonline.net>

FREQUENTLY ASKED QUESTIONS (FAQs)

Q: I have a master's degree in psychology (criminal justice, animal husbandry, forensics), addictions or a related field. Am I eligible to apply to the Ph.D. program in Counselor Education and Supervision?

A: Applicants with a master's degree in a non-CACREP accredited counseling or counseling-related program will be considered for the Ph.D. in Counselor Education and Supervision program. In addition to degree transcripts, individual course syllabi may be required to ensure that the applicant has met all the minimum requirements for the program (course work and supervised clinical training required hours). Some of the non-met requirements may be taken concurrently with the Ph.D. in CES program as long as completed within the first year.

Q: How can I use the degree I am earning after I graduate?

A: As a CACREP accredited Counselor Education and Supervision program, graduate students would be eligible for hire with universities/colleges offering a CACREP accredited counseling program. Additionally, through the advanced supervision training, many agencies now seek clinical supervisors with a doctoral degree.

Q: How many credits do I have to earn?

A: The Ph.D. in Counselor Education and Supervision program is a 48-credit hour program. All courses are 3 credits each. The program focuses on training students in five key areas: advanced clinical practice, supervision, teaching, research and scholarship, and leadership and advocacy.

Q: How/when are the courses offered?

A: Doctoral program courses are held Tuesday and/or Wednesday at two different time periods (4:30-7:20 pm and 7:30-10:20 pm), though students may be required to come to campus on other days depending on course and training requirements. All courses are currently offered in-person on campus.

Q: What the overall length of the program (how many semesters)?

A: The Ph.D. in Counselor Education and Supervision is a cohort design, in which students take two courses (3 credits each for 6 credits) each semester. Classes run year-long (fall, spring, and summer). The program is designed for students to complete the program within three years, though this may extend longer depending on completion of their dissertation.

Q: What is candidacy?

A: Candidacy determines if the student is eligible for their dissertation completion and their Advanced Internship.

Q: What is the practicum and how long is the practicum?

A: The practicum is a field placement course that allows students to receive advanced practice and supervision related to clinical work. Students have their practicum experience over two semesters. Practicum requires a minimum 100 hours of clinical work, in which a minimum of 40 hours is direct client service.

Q: What is the internship and how does the internship work?

A: The internship is a minimum 600 hour (no direct contact requirements) individualized training experience designed to focus on students' professional goals post-degree/graduation. The doctoral internship is scheduled over two consecutive semesters. Students must achieve at least three completed activities in five areas: advanced counseling (beyond the practicum), supervision, teaching, research and scholarship, and leadership and advocacy. Students are required to have at least one completed experience during internship in supervision and teaching.

Q: What are the employment prospects for Counselors, Counselor Educators, and Supervisors?

A: Specifics of the national opportunities are unknown/unreported by the Bureau of Labor Statistics. There are several universities in the surrounding Chicago area which offer CACREP accredited programs and non-accredited counseling programs. Graduates would qualify to be an adjunct and/or possible full-time faculty member at many of these local universities. Graduates may also use this degree if wanting to relocate out of state and work at other non-Illinois universities, including fully on-line institutions.

Q: What is CACREP and what does it do for me?

A: CACREP stands for the Council for the Accreditation of Counseling and Related Educational Programs. It is the national accrediting body for counseling programs in the United States and other countries. CACREP has very specific standards for master's and doctoral level programs. Accredited programs must be re-accredited within an eight-year period from the prior accreditation date. GSU's counseling programs (MA and Ph.D.) are currently accredited through March 31, 2023.

The benefits of CACREP accreditation include the following:

Assurance that you are being trained in a program that meets national professional standards.

An advantage in the job market and doctoral programs that prefer CACREP graduates.

The opportunity to sit for the National Counselor Examination (through NBCC) during your internship or immediately upon graduation.

CACREP's Website: www.cacrep.org

Q: Who can I contact for further information?

FOR FURTHER INFORMATION CONTACT:

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Assistant Professor

Division of Psychology and Counseling

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University Park, IL 60484

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FOR ADMISSIONS AND ACADEMIC ADVISING INFORMATION:

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Academic Advisor

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FOR CLINICAL TRAINING INFORMATION:

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Appendix A

Doctor of Philosophy in Counselor Education and Supervision Program Courses with Course Descriptions

Ph.D. in CES: Program Courses with Course Descriptions

STAT 8260 Advanced Statistics in Behavioral Sciences (3 credits)

Reviews briefly regression analysis and one-way analysis of variance. Focuses on multiple regression and other analyses of variance.

PSYC 8501 Teaching in Psychology and Counseling (3 credits)

Provides an introduction to pedagogical theories, styles, and strategies as they apply to college teaching of psychology and counseling. Explores a range of options available to college instructor in the presentation of course material, learning assessment tools, test construction, and grading.

PSYC 8549 Advanced Research Seminar (3 credits)

Advanced study of both quantitative and qualitative research design in the social sciences. Emphasis is placed on the explicit statement of a research hypothesis, the relation of the research design to both the hypothesis and the proposed statistical analyses; and the limitations that the design placed on the conclusions that can be drawn from the data. Topics include experimental design, quasi-experimental design, case study research, time-series analyses, and observational studies.

COUN 8826 Research Literature in Counseling and Psychotherapy (3 credits)

Provides counselors and psychotherapists with methods and criteria to locate and evaluate research literature on counseling and psychotherapy. Emphasizes examination and understanding of research questions and findings.

COUN 9301 Professional Identity in Counselor Education and Supervision (3 credits)

Presents information related to the role of being a counselor educator and supervisor. Includes professional organizations, ethics, and legal responsibilities related to the field of counseling. Stresses the importance of research, scholarship, leadership, and advocacy as they relate to the role of counselor educator.

COUN 9320 Advanced Issues in Diversity (3 credits)

Reviews literature and research related to multicultural issues and clinical work, supervision, teaching, research, advocacy, and the field of professional counseling. Discusses topics related to race, ethnicity, gender, sexual orientation, religion, physical abilities, and other issues of diversity. Applies multicultural competencies for counselors to various contexts facing Counselor Educators and Supervisors.

COUN 9330 Advanced Counseling Theory (3 credits)

Advanced analysis and applications of major counseling theories, their strengths and weaknesses, theoretical basis for efficacy, applicability to diverse populations, and ethical considerations.

COUN 9360 Advanced Counseling Skills Practicum I (3 credits)

Students will be placed in an agency or school to work with clientele in a role related to the duties of a professional counselor.

COUN 9361 Advanced Counseling Skills Practicum II (3 credits)

Second supervised placement in an agency or school working with clientele in a role related to the duties of a professional counselor.

COUN 9365 Supervision (3 credits)

Describes the purpose of clinical supervision, theoretical frameworks and models of supervision, roles and relationships related to supervision, and the ethical considerations of supervision. Students will be required to provide clinical supervision to master's level students.

COUN 9370 Qualitative Research Design (3 credits)

Introduces students to qualitative research design and covers basic characteristics of qualitative research, identifies ways to collect and analyze qualitative data and critique qualitative studies, examines ethical issues, and focuses on the development of qualitative proposals.

COUN 9990 Internship I (3 credits)

Supervised experiences in clinical practice, supervision, research, and/or teaching. The internship includes most of the activities of a regularly employed professional in the setting, and the hours can be allocated at the discretion of the faculty advisor and student, based on experience, training, and career objectives.

COUN 9991 Internship II (3 credits)

Supervised experiences in clinical practice, supervision, research, and/or teaching. The internship includes most of the activities of a regularly employed professional in the setting, and the hours can be allocated at the discretion of the faculty advisor and student, based on experience, training, and career objectives. Prerequisite: take COUN-9990.

COUN 9999 Dissertation (9 credits if not complete in 9 hours must enroll in direct scholarship)

Student is to work on capstone project proposal, data collection, and/or writing of the final capstone project. Note: See Program Handbook for procedures.

COUN 9998 Directed Scholarship (3 credits/semester – if needed until successful dissertation completion)

Student is to work on capstone project proposal, data collection, and/or writing of the final capstone project. Prerequisite: take COUN-9999 three times and extension application (see appendix).



Appendix B

Student Success Plan

Date: [00/00/0000]

Student Success Plan
RE: [Student Name]

On [date], concerns were mentioned to the Counseling Faculty about [student's name] [behavioral and/or academic] performance during [timeframe and where] [of which the student earned a passing grade for the course or other descriptors here]. These concerns included:

1. [Issue]
2. [Issue]

During the meeting with [student] on [date] including [faculty members and program affiliations], [student] identified/discussed

1. [item]
2. [item]

As a result of this discussion, the following Student Success Plan has been developed:

Student Success – Steps to be Addressed and Assessed	Assessed At / Midterm or Date	Completion by (Date)	Date Completed	Supervisor/Advisor/Track Lead Signature
Student will:				
1.				
2.				
3.				

This plan is in effect from date of receipt. [Student] must contact the [Supervisor/Advisor/Track Lead, contact phone and email] within **5 days of receipt** of this plan and is responsible for providing evidence of meeting plan goals.

If sufficient progress is not made towards goals in the stated time frame, the student understands:

- **A hold will be placed on their registration until they contact Dr. [Name]**, in which case a new plan may be developed, or their program standing may be revoked
- They may be required to meet with faculty for further assessment and determination regarding progress in the counseling program
- They may have their program candidacy status reassessed or revoked
- If applicable, they may be removed from practicum or other clinical experiences
- They may be dismissed from the program

If the student rejects the program's decisions in part or whole, they must appeal by filing a grievance to the chair of the Division of Psychology and Counseling, [division chair name, phone, email], within 30 days of receipt of plan. For more information, please see the Governors State University grievance policy (Policy #5) at <https://www.govst.edu/policies>.

If sufficient progress is not made towards goals in the time frame stated, the student understands the following:

- They will not be permitted to enroll in practicum and/or internship.
- They will need to meet with faculty for further assessment regarding progress in the counseling program.
- They may be dismissed from the program if the student has not met the requirements in the student success plan.

I understand that, like all counseling students, I am subject to ongoing evaluation of my skills, professional dispositions, and personal qualities as they relate to becoming a competent counselor. _____ (Initial here).

I understand that I will participate in another meeting with [Supervisor/Advisor/Track Lead] to discuss my progress prior to[date] semester, and that the [Supervisor/Advisor/Track Lead] will reevaluate my progress at that time. _____ (Initial here).

I have discussed this student success plan with the [Supervisor/Advisor/Track Lead] and understand that failure to complete this plan in the time allowed may result in dismissal from the program. _____ (Initial here)

Statement of Expectations: The counseling program is charged with the dual task of nurturing the development of counselors-in-training and ensuring quality client care. In order to fulfill these dual responsibilities faculty must evaluate students based on their academic, professional disposition, and personal qualities. A student's progress in the program may be interrupted for failure to comply with academic standards or if a student's interpersonal or emotional status interferes with being able to provide ethical services to clients. For example, in order to ensure proper training and client care, a counselor-in-training must abide by relevant ethical codes and demonstrate professional knowledge, technical and interpersonal skills, professional attitudes, and professional character. These factors are evaluated based on one's academic performance and one's ability to convey warmth, genuineness, respect, and empathy in interactions with clients, classmates, staff, and faculty. Students should demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility, and be able to express feelings effectively and appropriately.

Successful completion of this plan will not guarantee graduation from the counseling program, nor prevent the creation of future success plans. All students are expected to meet stated program and university standards of academic, professional disposition, and personal conduct.

I understand that successful completion of all success points will not guarantee graduation from the counseling program. _____ (Initial here).

I understand that in the event that any of the objectives outlined above are not consistently met by me at any point throughout my remaining program of study, I will be referred to program coordinator or division chair to discuss possible withdrawal from the program or alternative courses of action _____ (Initial here).

My signature below indicates that I have read and understand the above and the GSU Counseling Program Student Retention, Success Plan and Gatekeeping policy as provided in the MA and PhD Handbooks.

Student Signature _____ Date: _____

Print name: _____ ID #: _____

Faculty Signatures

Dr. _____ Date: _____

Dr. _____ Date: _____

Appendix C

Key Performance Indicators with Assigned Courses/Assignments

Doctor of Philosophy – Counselor Education and Supervision Key Performance Indicators with Courses	
Counseling:	Cultivate an advanced ethical, theory-based, and culturally relevant clinical counseling practice.
	1 st – COUN9330: Advanced Counseling Theory (Knowledge)
	2 nd – COUN9360/9361: Advanced Counseling Skills Practicum I/II– Required Practicum Activity (Skills)
Supervision:	Construct and apply a scholarly supervision model in an ethical and culturally relevant manner.
	1 st – COUN9365: Supervision – Supervision Model Presentation (Knowledge)
	2 nd – COUN9991 Internship II – Required Internship Activity (Skills)
Teaching:	Articulate and implement scholarly-based pedagogical and/or andragogical teaching practice with a diverse student population in counselor education.
	1 st – PSYC8501 Teaching in Psychology and Counseling –Assignment to include a teaching philosophy statement to help with student articulating their knowledge (Knowledge)
	2 nd – COUN9991 Internship II – Required Internship Activity (Skills)
Research and Scholarship:	Develop a professional research/activity relevant to professional practice of counseling, counselor education, and/or supervision modalities.
	1 st – COUN8826 Research Literature in Counseling and Psychotherapy – Class Activity (Knowledge)
	2 nd – COUN9999 Dissertation – Proposal Defense (Knowledge)
Leadership and Advocacy:	Enhance professional leadership by advocating on behalf of the profession and in relation to multicultural and social justice issues.
	1 st – COUN9301 Professional Identity in Counselor Education and Supervision – Professional Identity Assignment (Knowledge)
	2 nd – COUN9320 Advanced Issues in Diversity – Professional activity – Reflection paper on required activity. (Knowledge/Experience)

Appendix D

Professional Disposition Form

CORIS

PROFESSIONAL DISPOSITIONS EVALUATION OF STUDENT



Student Name: _____ Course/Site: _____

Instructor/Site Supervisor: _____

Rate the student on the following Professional Disposition indicators and professional dispositions. The rubric below indicates program actions that may follow from your rating.

Rating Scale	1-Does not Meet for program level	2-Meets minimally or inconsistently for program level	3-Meets and Exceeds for program level	N/A Unable to Evaluate
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Professional Dispositions

Commitment.	1	2	3	N/A
<input type="checkbox"/> Investment	1	2	3	N/A
<input type="checkbox"/> Counselor identity	1	2	3	N/A
<input type="checkbox"/> Advocacy	1	2	3	N/A
<input type="checkbox"/> Professional excellence	1	2	3	N/A
<input type="checkbox"/> Civic engagement	1	2	3	N/A
<input type="checkbox"/> Collaboration	1	2	3	N/A
<input type="checkbox"/> Interpersonal competence	1	2	3	N/A
Commitment Overall Rating	1	2	3	

Comments:

Openness.	1	2	3	N/A
<input type="checkbox"/> Openness to ideas, learning, and change	1	2	3	N/A
<input type="checkbox"/> Openness to growth	1	2	3	N/A
<input type="checkbox"/> Self-development	1	2	3	N/A
<input type="checkbox"/> Openness to others	1	2	3	N/A
<input type="checkbox"/> Understand micro/macro perspective	1	2	3	N/A
<input type="checkbox"/> Interpersonal communication	1	2	3	N/A
Openness Overall Rating	1	2	3	

Comments:

Respect.				
<input type="checkbox"/> Perceives and honors diversity	1	2	3	N/A
<input type="checkbox"/> Self-care	1	2	3	N/A
<input type="checkbox"/> Wellness	1	2	3	N/A
Respect Overall Rating	1	2	3	
Comments:				
Integrity.				
<input type="checkbox"/> Personal responsibility.	1	2	3	N/A
<input type="checkbox"/> Personal integrity	1	2	3	N/A
<input type="checkbox"/> Courage	1	2	3	N/A
<input type="checkbox"/> Congruence	1	2	3	N/A
Integrity Overall Rating	1	2	3	
Comments:				
Self-awareness.				
<input type="checkbox"/> Humility	1	2	3	N/A
<input type="checkbox"/> Self-reflection/exploration	1	2	3	N/A
<input type="checkbox"/> Place in History	1	2	3	N/A
<input type="checkbox"/> Personal maturity	1	2	3	N/A
<input type="checkbox"/> Honesty	1	3	3	N/A
Self-awareness Overall Rating	1	2	3	
Comments:				

Student Signature: _____

Date: _____

Instructor/Site Supervisor Signature: _____

Date: _____

Appendix E

Professional Dispositions – CORIS

Where Assessed in Program

Professional Dispositions – CORIS: Where Assessed in Program

PhD students' dispositions are evaluated during the following courses:

First Review:

COUN9301 Professional Identity in Counselor Education and Supervision

Second Review:

COUN9360 Advanced Counseling Skills Practicum I

Third Review:

COUN9991 Internship II.

All students may be evaluated related to their professional dispositions by any professor in any course if the instructor deems necessary.

Appendix F

Student Alert Form



Student Alert Form

Date: _____

Course Code/Section/Site: _____

Student Name: _____

Is failure of the course imminent? YES NO

Instructor/Supervisor Name: _____

Have you spoken with the student? YES NO

Specific concerns (check all that apply):

ENGAGEMENT ISSUES

- Missed class meeting(s)
Details: _____
- Arrived late to class multiple times
Details: _____
- Departed early from class multiple times
Details: _____
- Returned late from break multiple times
Details: _____
- Inappropriate conduct during class meeting(s)
Details: _____
- Not participating in class discussions/activities
Details: _____
- Not prepared for class discussions/assignments
Details: _____

PERSONAL ISSUES

- Student may be a threat to self or others
Details: _____
- Transportation problems
Details: _____
- Work schedule conflict
Details: _____

ACADEMIC ISSUES

- Not submitting assignments at all
Details: _____
- Not submitting assignments by due date
Details: _____
- Not submitting assignments in Blackboard
Details: _____
- Not posting answers to discussion questions
Details: _____
- Not responding to student peers in Discussion Threads
Details: _____
- Poor quality of work submitted through Blackboard
Details: _____
- Poor quality of answers to discussion questions and/or responses to student peers

- Details: _____
 Not using APA format or using it incorrectly
Details: _____
- Not using proper sources
Details: _____
- Problems understanding, retaining, and/or applying instructions to assignments
Details: _____
- Personal illness
Details: _____
- Childcare/Eldercare/Caretaker issues
Details: _____
- Death of family member/Close friend/Other loved one
Details: _____
- Financial concerns
Details: _____
- Housing concerns
Details: _____
- Plagiarism
Details: _____

OTHER CONCERNS

- Concern about service
Specific area: _____
- Concern about technology
Specific area: _____
- Concern about curriculum
Specific area: _____
- Concern about instructor
Course: _____
- Concern about an administrator
Department: _____
- Concern about another student
Program: _____

Additional information:

Instructor Signature: _____

Date: _____

Appendix G

Counseling Program

Policy and Procedures

COUNSELING PROGRAM GENERAL COURSE POLICIES

Student Identify Verification

Per policy of The Higher Learning Commission by enrolling in this online course your identity will be verified. Verification may include one of all of the following:

1. Use of a secure login and pass code.
2. Proctored examinations where student id card will be used to verify identity.
3. Use of a monitoring technology to verify identity

(NOTE – **HLC Statement on Institutional Practices:** “In verifying the identify of students who participate in class or coursework, the institution may make use of a variety of methods at the option of the institution, including but not limited to: (1) secure login and pass code; (2) proctored examinations; and (3) new or other technologies and practices that are effective in verifying the identity of students. Such methods must have reasonable and appropriate safeguards to protect student privacy. Institutions must notify students at the time of registration or enrollment of any projected additional student charges associated with the verification of student identity such as separate fees charged by proctoring services, etc.”)

PROFESSIONALISM/DISPOSITION:

Attendance Class/Online Virtual Classroom: Students are expected to attend all class sessions as listed on the course calendar.

Participation: Discussions can never be turned in past the due date. All written assignments must be submitted to Blackboard by the due date and time. Any work submitted after the due date and time will have 10% of points reduced from that assignment for each day the assignment is late. Any late work will not be accepted after 3 days past the due date and time

Communication Via Email: Use the instructor’s email. If you have not received a response within 24 hours, please resend the email with the previous email included. Begin this process by adding an automatic signature to your GSU email account. Add GSU HELPDESK link to the tutorial.

NETIQUETTE GUIDELINES:

Retrieved from <http://www.indiana.edu/~icy/netiquette.html>

On-Line, Email, General Rules

- Make your messages easier to read by writing paragraphs short and to the point.
- TYPING IN ALL CAPS IS CONSIDERED SHOUTING ON THE INTERNET.
- Messages in all lowercase letters can be difficult to read, instead, use normal capitalization.

Group Communication

- Respect the fact that the class list is a closed discussion. Do not forward mail from your classmates to others without their permission.
- In an online forum or newsgroup, debate is welcome, but be tactful in responding to others. Remember that there is a person (or a whole class) at the receiving end of your post.
- Keep your questions and comments relevant to the focus of the discussion group. Information intended for an individual or small group of individuals should be emailed to those people directly.
- If you are responding to a message from someone else, briefly summarize the post.
- When posting a question to the discussion group, request responses directed to you personally. Post a summary or answer to your question to the group.
- If you quote a previous post (by using the reply function for example), quote only enough to make your own point.
- Include your signature at the bottom of Email messages when communicating with people who may not know you personally or broadcasting to a dynamic group of subscribers.
- Resist the temptation to “flame” others on the list. Remember these discussions are “public” and meant for constructive exchanges. Treat others on the list with civility
- Use your **GSU Email account**. Do not subscribe using a shared office account or a friend’s account

Individual Communication

- If you want to contact only one person in the class, send a message to that individual’s e-mail address, not to the entire discussion list.
- When replying to a message posted to a discussion group, check the address to be certain it is going to the intended location (person or group). It can be very embarrassing when one replies incorrectly and posts a personal message to the entire discussion group that was intended for an individual.

Build Rapport

If you find that you have any trouble keeping up with assignments or other aspects of the course, please inform your instructor as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Ensure that you are proactive in informing your instructor when difficulties arise during the semester so that you can work together to find a solution.

COMPLETE ASSIGNMENTS:

All assignments for this course will be submitted electronically through Blackboard to maintain and keep track of student’s work unless otherwise instructed. Assignments must be submitted by the given deadline or special permission must be requested from instructor *before the due date*. Extensions will not be given beyond the next assignment except under extreme circumstances.

All discussion assignments must be completed by the assignment due date and time. Late or missing discussion assignments will

affect a student's grade.

UNDERSTAND WHEN YOU MAY DROP THIS COURSE:

It is the student's responsibility to understand when they need to consider disenrolling from a course. Refer to the GSU Portal for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course.

INCOMPLETE POLICY:

Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if the student has completed all coursework on a regular, ongoing basis throughout the term, but who then find themselves unable to finish the course in the final weeks of the term due to unforeseen circumstances. Requests for incompletes will be considered on a case-by-case basis. Students will need to provide appropriate documentation in support of their requests. All incomplete course assignments must be completed within two weeks after the completion of the class.

COMMIT TO INTEGRITY:

As a student in this course (and at this university), you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class, and integrity in your behavior in and out of the classroom.

DISCLAIMER:

Information in this syllabus was, to the best knowledge of the instructor, considered correct and complete when distributed for use at the beginning of the semester. However, this syllabus should not be considered a contract between Governors State University and any student. The instructor reserves the right, acting within the policies and procedures of GSU, to make changes in course content or instructional technique without notice or obligation.

GSU WRITING CENTER:

Each student is strongly encouraged to meet with a consultant in the Writing Center at least once over the course of the semester. Remember that a single work of a great writer has many eyes. Starting Fall 2020, students may meet with a consultant by phone, email, or online through Blackboard Collaborate Ultra. To schedule an appointment with a Writing Center consultant, please visit govst.mywconline.com or call the Student Success Commons at 708-534-4090.

You can submit a paper for revision suggestions by emailing it to gsgrowl@govst.edu as a .doc or .docx attachment. The WC cannot accept Google Docs or PDFs. A writing consultant will review your paper and reply to you with comments and revision suggestions within 24 hours. (The Writing Center does not proofread, edit, or revise papers for students.) Please include the following information in the body of your email:

- Your name and student I.D. number
- Course title and number
- Instructor's name and email address
- Phone number where you can be reached
- A description of the assignment
- What you would like the WC to focus on in our review

The Writing Center consultants cannot review your paper if you do not include the above information in the body of your email.

Plagiarism

The following acts are Examples of plagiarism and not fully inclusive.

1. Handing in an assignment that someone else has written claiming the work as your own.
2. Handing in an assignment that contains sections, paragraphs, sentences, or key phrases that someone else has written without documenting (citing/referencing) the source(s) for each portion of the information not written by you.
3. Handing in an assignment that includes any material copied word-for-word from a source without the appropriate use (according to the most current APA Manual edition) of quotation marks, citation(s) and page numbers.
4. Handing in an assignment that incorrectly cites secondary sources rather than the primary source(s) of what you read. In other words, it is best not to cite sources within a read source. If you do need/want to cite a source within another source, follow the most current APA Manual edition's method to do so (e.g. "as cited in" and then include the secondary source).
5. Handing in an assignment that contains paraphrased ideas from another source, published or unpublished, without documenting (citing/referencing) the source for each paraphrase. (Note: changing around a few words in a sentence from the source is Not sufficient to avoid plagiarism.)
6. Handing in an assignment containing exact information from a previously submitted assignment (from you or another student). Repeated information from your own prior papers may be allowed if your current instructor/thesis chair/committee agrees to this.
7. All information gained from an existing source must be cited/referenced using the most current APA Manual edition, this relates to paraphrasing and "quoting" information.
8. Note: the most current APA Manual edition is the ultimate authority on APA professional writing style.

Some of the more common forms of Plagiarism are:

- "Brainchild Snatching" (Using own or someone else's papers without any citations and/or quotes)
- "Wholly Quotable" (Excessive use of "Quoted" material)
- "Pervasively Paraphrase" (Exact wording with only a few words changed)

Click on the following information video below:

<https://www.youtube.com/watch?v=SrjoalxaJI&t=1s>

IMPORTANT REGARDING PLAGIARISM PENALTIES:

Papers containing plagiarized material will be given a grade of zero, which may result in failing the course. Students who engage in plagiarism may also be subject to disciplinary action. If you are unsure about any of this, please consult with your instructor before submitting your paper.

