
COLLEGE OF EDUCATION

MASTER OF ARTS IN COUNSELING PROGRAM HANDBOOK



DIVISION OF PSYCHOLOGY & COUNSELING



STUDENT HANDBOOK

This Student Handbook compiles policies and procedures that apply to the Master of Arts in Counseling program. This is not a contract and is subject to change. The Handbook is updated regularly to provide the most recent guidelines, for seamless progression through the program.

Occasionally, procedures of particular importance to you as a student will be presented in the Handbook even if they are not unique to this major. For general university policies and procedures, as well as course description and registration information, please consult the University Catalog, catalog.govst.edu/

TABLE OF CONTENTS



About this Handbook	1
About Governors State University	3

MA IN COUNSELING

Purpose and Accreditation	3
Mission, Vision, Goal and Objectives	4
Degree Requirements	5
Clinical Training	6
Graduation	9
Admission Application and Matriculation	9

COUNSELING PROGRAM

Student Engagement and Professional Expectations	11
Ethical Engagement and Academic Honesty	12
Retention, Remediation, and Dismissal Policies	13
MA in Counseling: Miscellaneous Information	14
Licensures, Certifications, and Endorsements	15
Professional Organizations	17
Regional Offices and Superintendents	19

MA IN COUNSELING: FREQUENTLY ASKED QUESTIONS

(FAQs)	19
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APPENDIXES

Appendix A: Course Descriptions	21
Appendix B: Student Success Plan	24
Appendix C: KPIs with Courses/Assignments	26
Appendix D: Professional Disposition – CORIS	27
Appendix E: CORIS Evaluation Courses	28
Appendix F: Student Alert Form	29
Appendix G: Counseling Program Policies and Procedures	30

ABOUT GOVERNORS STATE UNIVERSITY

Governors State University 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. According to the 2021 student enrollment data, average age of a GSU student is 35 and 70 percent of our students are women, 54 percent are minorities (36% Black/African American, 12% Latinx, and 3% Asian), and nearly 2 percent are international students. In addition, 28 percent of the faculty are minorities (twice the national average).

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

MASTER OF ARTS IN COUNSELING: Purpose and Accreditation

ABOUT THE COUNSELING PROGRAM

Counselors must have a critical body of knowledge and a set of skills to help clients function effectively in their lives. To achieve this goal, the program offers a curriculum that includes the following core components within the coursework: professional orientation and ethical practice; social and cultural diversity; human growth and development; career development; counseling and helping relationships; group counseling and group work; assessment and testing; and research and program evaluation. In addition, coursework specific to each of the various areas of specialization (Clinical Mental Health Counseling; Marriage, Couple, and Family Counseling; and School Counseling) is provided. Finally, a variety of field practicums and internship experiences are required training components to ensure that students can apply the skills and knowledge they have learned.

The counseling program is also designed to ensure that the counseling student possesses the personal characteristics necessary to be an effective helper. This is accomplished through a multifaceted admissions process, the use of experiential learning approaches, and the application of an ongoing screening of students' professional disposition.

The program meets the specific accreditation standards which have been set by the national accrediting body, the Council for the Accreditation of Counseling and Related Educational Programs (CACREP; <http://www.counseling.org>). Technical materials, equipment, and various computer programs may be required as part of the overall graduate program in addition to the books and materials required by individual courses. All graduate students are expected to be computer/internet-capable, including submitting papers electronically, receiving emails, and participating in online course discussions.

Students receive skill preparation for this direct service to clients including diagnostic, consultative, evaluative abilities, and preventive interventions. Students gain experience with clients through our on-campus clinic and/or through off-campus settings involving a minimum 100-hour practicum and subsequent minimum 600-hour internship. Supervision of clinical experience includes individual and/or triadic, and group supervision. Possible employing agencies and institutions include mental health clinics and hospitals, corporations, governmental social agencies, public and private schools, community colleges, various community intervention programs, and correctional institutions. The Master of Arts in Counseling also prepares students for advanced graduation work.

All three sequences are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). CACREP accreditation was granted in 1989 to school counseling and community counseling (reaccredited as Clinical Mental Health Counseling in 2013), Marriage, Couple and Family Counseling in 1994. Additionally, GSU's Counselor Education and Supervision doctoral program was accredited in 2011. In 2013 the GSU Counseling Programs were reaccredited by CACREP for eight years. All master's and our doctoral programs are currently accredited through March 31, 2023 under CACREP's 2009 standards. GSU's counseling programs are currently under review for CACREP reaccreditation under the 2016 standards (see <https://www.counseling.org> and <http://www.cacrep.org/for-programs/2016-cacrep-standards/>).

All three specialty sequences/tracks (CMHC, MCFC, and SC) meet the academic requirements for Illinois licensure as a Licensed Professional Counselor (LPC). The MCFC track additionally meets the academic requirements for Illinois licensure as an Associate Marriage and Family Therapist (ALMFT). The School Counseling specialty meets the academic requirements for Illinois School Counseling Certification. The Illinois State Board of Education (ISBE) has approved the school counseling program at GSU as leading to the Professional Educator License (PEL) – School Counselor endorsement.

MASTER OF ARTS IN COUNSELING: Mission, Vision, Goal and Objectives

MISSION

The mission of the Master of Arts in Counseling program at Governors State University is to prepare culturally competent, socially just, ethical professional counselors who possess knowledge and skills to practice and advocate effectively in clinical mental health, marriage, couple, and family, or school counseling settings.

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 professional counselors 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 counseling, they will be provided with curricular, experiential, supervisory, and professional experiences related to general counseling practices and specialized counseling services.

These preparations include coursework, practicum, internship, supervision, and opportunities for professional experiences. Students are encouraged to work with faculty on presentations and in research. Faculty and students are expected to participate in local, state, and national professional activities and associations such as the American Counseling Association (ACA), its divisions and branches, the American School Counseling Association (ASCA), the Illinois Counseling Association, and the Chi Sigma Iota (CSI) honor society for qualifying students.

The Master of Arts in Counseling program strives to meet the following objectives for the program and graduates, including our three specialty sequences/tracks (Clinical Mental Health Counseling, Marriage, Couple, and Family Counseling, and School Counseling):

Common-Core Learning Objectives for all Specialty Tracks

PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE

Explain professional functioning and identity, including collaborating with other helping professionals in an ethical and socially just manner.

SOCIAL AND CULTURAL DIVERSITY

Demonstrate multicultural competence working with individuals from diverse backgrounds

HUMAN GROWTH AND DEVELOPMENT

Assess client's growth and development across the lifespan related to individual and family experiences along with cultural influences.

CAREER DEVELOPMENT

Explain current theories of career development and how they can be applied in counseling practice.

COUNSELING AND HELPING RELATIONSHIPS

Employ theoretically grounded counseling interventions to establish theory-based client outcomes.

GROUP COUNSELING AND GROUP WORK

Facilitate group dynamics and application of group theory in group counseling practice.

ASSESSMENT AND TESTING

Employ ethical and culturally responsive assessment practices, strategies, and interventions in counseling practice with diverse clients.

RESEARCH AND PROGRAM EVALUATION

Integrate ethical, culturally competent, and socially just practices into counseling research processes.



Specialty Sequences/Tracks Learning Objectives

CMHC SPECIALTY

Apply ethical and socially just counseling theories and interventions to clients presenting problems and diagnoses.

MCFC SPECIALTY

Apply systems theories in an ethical and socially just manner to couples, marriages, and families from a diversity of cultural backgrounds.

SC SPECIALTY

Create, implement, and evaluate data-driven school counseling programs designed to meet the academic, career, and social/emotional development of all students.

MASTER OF ARTS IN COUNSELING: Degree Requirements

Students must meet all university requirements for a master's degree. All counseling students are required to complete the core courses. In addition, there are specific requirements for courses depending on which specialty sequence (CMHC, MCFC, or SC) the student is enrolled in. Students should complete their study plan with the advisor before or within the first semester of enrollment to ensure proper progression through the program. Although the advisor is available to help students with any questions or concerns regarding curriculum and progression through the program, it is the student's responsibility to make sure they are following the policies and procedures of the program, college, and university. Students should refer to the program student handbook, university student handbook, and the university catalog for all policies and procedures. Total hours required for graduation is 60 hours.

Students must complete all counseling courses with a B- or better (effective for students taking classes for Summer 2021 and after). The plus/minus (+/-) grading system is now required for ALL courses beginning in Summer 2021.

LETTER GRADE/PERCENTAGE EFFECTIVE OF 2021 SUMMER

A	92-100%
A-	90-91%
B+	88-89%
B	82-87%
B-	80-81% - New passing grade
C+	78-79%
C	72-77%
C-	70-71%
D+	68-69%
D	62-67%
D-	60-61%
F	0-59%

Core Courses – All Specialty Tracks/Sequences (see [Appendix A](#) for course descriptions)

REQUIRED CORE COURSES – ALL SPECIALTY SEQUENCES/ TRACKS (33 HOURS)

COUN 6600 Professional Orientation & Ethical Standards in Counseling (3)
COUN 6610 Research and Assessment (3)
COUN 6630 Counseling Theories (3)
COUN 7620 Lifespan Developmental Issues (3)
COUN 7720 Social and Cultural Foundations (3)
COUN 7725 Family Systems: Theory and Practice (3)
COUN 7730 Lifestyle and Career Development (3)
COUN 7810 Beginning Counseling & Human Relational Skills (3)
COUN 7847 Group Dynamics and Interventions (3)
COUN 7855 Assessment and Treatment Planning (3)
COUN 8811 Interventions w/Children & Adolescents (3)

SPECIALTY COUNSELING SEQUENCES

CLINICAL MENTAL HEALTH COUNSELING SEQUENCE/TRACK (27 HOURS)

ADDS 6100 Psychopharmacology & Substance Abuse Counseling (3)
COUN 7633 Clinical Mental Health Counseling (3)
COUN 8633 Adv Seminar-Clinical Mental Health Counseling (3)
COUN 8842 Practicum I: Individual & Vocational Counseling (3)
COUN 8845 Practicum II: Individual & Vocational Counseling (3)
COUN 8848 Crisis Intervention & Trauma Counseling (3)
COUN 8859 Family and Couples Counseling (3)
COUN 8971 Counseling Internship I (3)
COUN 8972 Counseling Internship II (3)

MARRIAGE, COUPLE, AND FAMILY COUNSELING SEQUENCE/ TRACK (27 HOURS)

ADDS 6100 Psychopharmacology & Substance Abuse Counseling (3)
COUN 6625 Sex Therapy (3)
COUN 8825 Advanced Family Systems (3)
COUN 8842 Practicum I: Individual & Vocational Counseling (3)
COUN 8845 Practicum II: Individual & Vocational Counseling (3)
COUN 8848 Crisis Intervention and Trauma Counseling (3)
COUN 8859 Family and Couples Counseling (3)
COUN 8981 Counseling Internship I (3)
COUN 8982 Counseling Internship II (3)

SCHOOL COUNSELING SEQUENCE/TRACK (27 HOURS; HYBRID)

COUN 6638 Intro to School Counseling (3)
COUN 7722 Applied School Counseling w/Diverse Students (3)
PSYC 7650 Crisis Preparedness, Prevent & Interventions in Schools (3)
COUN 8844 Practicum School Counseling (K-12) (3)
COUN 8851 Consultation & School Staff Development (3)
COUN 8852 College Career Coaching Academy (3)
COUN 8858 Develop of School Counseling Program (3)
COUN 8968 Counseling Internship I (3)
COUN 8969 Counseling Internship II (3)

For individual course descriptions and objectives, access the following links on the MA in Counseling website under “Sequences”: <https://www.govst.edu/counselingma/>

MASTER OF ARTS IN COUNSELING: Clinical Training

Students in the MA in Counseling program will complete a minimum 100-hour practicum and a minimum 600-hour internship. Enrollment in CMHC and MCFC’s Practicum I/II (COUN 8842/8845) or SC Practicum (COUN 8844), requires prior admission to candidacy and completion of course prerequisites. When registering for courses that require candidacy, students must already have been awarded candidacy, rather than being in the process of applying for candidacy. Application deadlines for Internship I/II (CMHC: COUN 8971/8972, MCFC: COUN 8981/8982, or SC: COUN 8968/8969) are as follows: fall semester start: March 1; spring semester start: August 1; summer semester start (CMHC & MCFC only): December 1.

ADMISSION TO CANDIDACY

All degree-seeking students must apply for candidacy to start their clinical training. The candidacy application form and instructions are available online in the student portal through the following link: <https://mygsu.govst.edu/colleges/coe/psych-counseling/Masters/Pages/default.aspx>. Application for candidacy should be made before the start of the semester in which degree candidacy is sought. To qualify to be considered for degree candidacy:

1. Pre-requisites for the program must be completed meeting minimum requirements;
2. Have completed COUN 6600, COUN 7720, COUN 7810, and COUN 7847 with a grade of B- or better in each course;
3. Student must have received positive evaluations on the CORIS professional disposition form from instructing faculty in each of the above courses;
4. Students must have turned in the completed application and all indicated required attachments to the clinical coordinator by the deadline.

Note: Students must additionally present their proof of professional liability insurance prior to starting their training experience (Practicum) and renewed liability insurance while in both Practicum and Internship.

PRACTICUM

Students are eligible to enroll in the practicum courses after attaining candidacy. Scheduling conflicts can be minimized by keeping in close contact with the academic advisor, the training coordinator, and by reading the helpful hints (located in the student portal). Not all courses are offered every semester.

Practicum consists of a minimum 100-hour on-site supervised experience in which a minimum of 40-hours is direct client service. The practicum experience is afforded to the students through the following courses: Students enrollment in CMHC and MCFC specialty tracks: Practicum I/II (COUN 8842/8845) or students in the SC Practicum (COUN 8844). The CMHC and MCFC track students will be scheduled through the on-site Counseling Lab. School Counseling students will have an off campus at a school practicum experience. School counseling students should start looking six to nine (6-9) months ahead of time for a practicum site.

All internship students (CMHC, MCFC, and SC) cannot begin working at a training site until a fully completed/signed Memorandum of Agreement (MOA) as well as proof of professional liability insurance are on file with the training coordinator. Students can begin working at their site up to two weeks before the start of the semester attaining indirect hours only (e.g., site orientation, training) but cannot start any direct or indirect client contact until the registered semester begins.

INTERNSHIP

After successful completion of their practicum experience and all courses, students are eligible for their internship training experience. Internship is a minimum 600 hours which includes at least 240 hours of direct client service supervised training experience. All counseling students should start looking for an internship site six to nine (6-9) months ahead of their anticipated start date. Applications and instructions are available in the student portal at the following website address: <https://mygsu.govst.edu/colleges/coe/psychcounseling/Masters/Pages/default.aspx>.

Application deadlines for internship are as follows: fall semester start, prior March 1; spring semester start, prior August 1; and summer semester start, prior December 1. School counseling students only have a fall semester start for their internship. If an application is late, the site placement may be jeopardized. The completed application must be submitted through VIA by the respective due date. (Note: School counseling students must also have passed the school counselor content exam to qualify for internship.)

INTERNSHIP DEFENSE

The internship defense is the final requirement before graduation. For the internship defense, the intern must prepare a portfolio that demonstrates the integration of the student's learning and application of this information, and their experience in their internship setting. The internship portfolio (refer to the MA in Counseling Training Manual for forms and specific information) consists of:

1. A narrative journal of the intern's experience during their internship setting.
2. A systems analysis paper or theory of change paper.
3. Audio or videotapes that best represent the intern's clinical work.
4. A case study including conceptualization and treatment plan.
5. A signed copy of internship summary log of hours.
6. The site supervisor's evaluation of the intern's work.

The intern must defend their internship work and experience at an internship defense consisting of three faculty members (the internship class faculty supervisor, who chairs the defense committee, and two other faculty members). To pass the final internship defense, two of the three committee members must approve the defense, however the defense chair has the final decision on whether competencies have been obtained. All portfolios must be successfully defended at least two weeks before that semester's final grades are due. For further information regarding timeframe, forms, ramifications, and other required documented information, refer to the MA in Counseling Training Manual.

TRAINING SUPERVISION

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

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

1. A counselor education program faculty member
2. A doctoral CES student supervisor who is under the supervision of a counselor education program faculty member, or
3. A site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement

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

1. The site supervisor,
2. A counselor education program faculty, or
3. A doctoral CES student supervisor who is under the supervision of a counselor education program faculty member.

SITE SUPERVISOR QUALIFICATIONS

Site supervisors must meet the following qualifications (CACREP Standard 3.P.):

1. A master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses (such as: Certified School Counselor, PEL, LCPC, LCSW, Licensed Psychologist, etc.);
2. A minimum of two years of pertinent professional experience, post-master's-graduation, in the program area in which the student is enrolled;
3. Knowledge of the program's expectations, requirements, and evaluation procedures for students; and
4. Relevant training in counseling supervision.

LIABILITY INSURANCE

Students must obtain and keep current professional liability insurance prior to participating in any practicum and internship course. Professional liability insurance is available through membership in American Counseling Association (ACA), American School Counseling Association (ASCA), and through other insurance companies. Proof of insurance must be submitted to the training coordinator before participating in any clinical work with clients. Failure to obtain and maintain their professional liability insurance may result in suspension or dismissal from the course and/or program.

Applications for the American Counseling Association (ACA), including insurance information, are available online at: <http://www.counseling.org>. Information regarding the American School Counseling Association (ASCA) is available at: <http://www.schoolcounselor.org>.

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 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. Note: Not all courses are offered every semester.

The Academic Advisor's Functions will include:

1. Student study plan development. This study plan is a guide that must be followed for degree and/or certification program.
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 Student's Responsibilities include:

1. Reading and becoming familiar with GSU's catalog and Student Handbook, the MA in Counseling Handbook, and the Counseling Program Training Manual.
2. Making contact with the academic advisor at least every other 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 the student varies 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, to 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.

MASTER OF ARTS IN COUNSELING: Graduation

To graduate, students must complete all required coursework, practicum, internship, internship defense, 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 course work for the degree, except the master's final project (practicum and internship) must be completed within four (4) years of a student's admission to candidacy within the counseling program. The practicum/internship must be complete within five years of admission to candidacy.

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. Students should have no more than 16 credit hours outstanding toward degree requirements, either as incomplete work or as current enrollment at the time of application. The application is approved by the academic advisor, division chair, and college dean. The graduation application should be forwarded to the registrar's office two months before the end of the last semester of enrollment. 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.

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.

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.

MASTER OF ARTS IN COUNSELING: Admission Application and Matriculation

To be considered for admission to the counseling 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 MA in Counseling website: <https://www.govst.edu/counselingma/>

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

The website link to access the requirements and procedures for the MA Counseling program specifically is (note the requirements follow): <https://www.govst.edu/counseling-application/>

MASTER OF ARTS IN COUNSELING ADMISSION INFORMATION

Admission to the counseling program and one of its three sequences is competitive. There is no guarantee of admission just because an applicant meets or exceeds the minimum criteria.

The minimum criteria for admission consideration are described as follows.

1. Submission of all required documents by the application due date
 - Counseling Application Form
 - Statement of Character
 - One copy of official transcripts of all previous college work
 - Three personal reference forms
 - If applicable: The GRE

2. One of the following academic performance standards must be met:
 - Cumulative GPA of 2.75 or higher for all undergraduate coursework
 - OR**
 - GPA of 3.0 or higher for the last 60 hours of undergraduate coursework
 - If an applicant does not meet either of the above minimum requirements, but the cumulative GPA for all undergraduate coursework attempted is between 2.5 and 2.74, a student must:
 - Attain a score of at least 155 on the verbal portions of the GRE
 - OR**
 - Take COUN 6600, COUN 6630 and ENGL 1010 (or equivalent writing course) and achieve a GPA of B- (3.0) or higher.

Any applicant with a cumulative GPA below 2.5 may not be considered. Applicants meeting the required criteria may be invited to an interview for further admissions consideration.

Office of Admission and Student RecruitmentGovernors State University

1 University Parkway, University Park, Illinois 60484; Phone: (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 master's degree/post-Baccalaureate Certificate is sought. Admission to a graduate major does not carry with it, nor guarantee, admission to degree candidacy in the major. Those who are not ready to apply for full admission to the counseling program may apply to GSU as a Graduate non-degree seeking student. Graduate non-degree seeking students are defined as those who hold a bachelor's or higher degree and have not declared a major at the time of admission. No more than six (6) credit hours earned as a graduate non-degree seeking student shall be transferable toward the requirements of any graduate degree program, and such transfer will be subject to the degree requirements in effect at the time of admission to the specific major.

Graduate non-degree seeking students may not take graduate-level courses designated by division faculty as reserved for master's degree candidates only. Non-degree seeking students for the MA in Counseling program can take COUN 6600 Professional Orientation & Ethical Standards in Counseling and COUN 6630 Counseling Theories before admission to the program.

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

Note: Admissions are made to a specific counseling specialty track/sequence (CMHC, MCFC, or SC). Changing a specialty track/sequence may require a new application review. As a result, it may not be possible to change specialty tracks/sequences based on accreditation limitations or the amount and quality of applicants.

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 master's degree and licensure/certification. There are multiple levels involved in earning a degree and license: State, University, College of Education, Division of Psychology and Counseling, the counseling program and professors. State requirements for licensure can be found online at: <http://idfpr.illinois.gov/DPR/DPRLNT.asp>

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 engaged in it 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 engaged in it 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 University's endorsement. A student receiving a master's 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.

COUNSELING PROGRAM: Student Engagement and Professional Expectations

NEW STUDENT ORIENTATION

Prior to the start of the fall and spring semester, the MA in Counseling 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 program coordinator, clinical coordinator, and/or specialty track leader 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 the 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 eight 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 counselors-in-training and ensuring quality client care. 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 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 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://catalog.govst.edu/content.php?catoid=11&navoid=1071>), 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.

1. **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.
2. **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.
3. **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>

MASTER OF ARTS IN COUNSELING: Miscellaneous Information

TRANSFER CREDIT

Students wishing to transfer credit from other institutions must have transcripts when meeting with the academic advisor to develop their study plan. The number of transfer hours accepted shall not exceed 12 credit hours of the total hours required for the program. To obtain official approval for transfer of credit, students must arrange for an appointment with the academic advisor (who may be in 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.

Graduate students who have received a grade of B- (3.0 GPA) or better at another accredited institution may be permitted to transfer course credit based on the requirements of the program and the academic advisor's judgment (generally in consult with the program coordinator) as to whether such coursework is appropriate to the degree the student is pursuing. All transfer credit must be approved by the college dean or their appointed designee.

The practicum and internship courses may not be transferred or waived. An advanced skill course may be substituted for the counseling program's basic skill course (COUN 7810 Beginning Counseling and Human Relational Skills) based upon prior graduate work. To do this, students need to request a waiver of the requirement and submit, to the academic advisor, a tape recording of the counseling session for faculty review. If the recording is not approved, student will be required to take COUN 7810 Beginning Counseling and Human Relational Skills.

The four candidacy courses (COUN 6600, COUN 7720, COUN 7810, and COUN 7847) may be considered for transfer if the prior program is CACREP accredited at the time the student took the course.

Note:

1. There is a limit of two candidacy courses which can be transferred.
2. All transfers must have counseling faculty approval.

Students may also request a waiver of a particular requirement based upon previous graduate work. A waiver does not reduce the number of credit hours needed to obtain a degree but may allow students to substitute an elective for a required course. Students must initiate the request for a waiver with their academic advisor. The waiver will be granted if the academic advisor, the faculty member who sponsors the course, and the program coordinator approve the request.

READMISSION/TRANSFERRING SEQUENCES

Based on Governors State University's Handbook, a continuing student at GSU is defined as a degree-seeking student whose continuous enrollment at GSU has not been interrupted for more than six (6) consecutive semesters/terms, including summer terms. After the sixth semester/term of non-enrollment, the student must reapply for admission (Policy 19U: Policy on Undergraduate Readmission and Special Admission and Policy 19G: Policy on Graduate Readmissions and Special Admissions). Degree-seeking students whose enrollment is interrupted for more than six (6) consecutive semesters/terms, including summer terms, will be subject to curricular requirements for readmitted students (Policy 8: Policy on Curricular Requirements for Readmitted students).

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.

Transferring Sequences/Tracks: Student may transfer sequences/tracks at any time by re-applying to the program selecting the differing sequence. Prior to taking any action, students must consult with the academic advisor. To apply to a sequence/track transfer, students must:

1. Submit a change of Major/Status form
2. Submit a new Counseling Application
3. Provide a letter explaining the reason for the switch
4. Apply through the application portal by designated deadlines (same as for new students)

Students will go through the admissions process again, including the faculty interview.

Policy and process regarding the transfer of a dismissed student into another sequence/track:

1. Student is dismissed from the sequence/track.
2. Student is barred from enrolling in any counseling course.
3. No sooner than 2.5 years after dismissal, the student is eligible to apply into a different sequence/track (with a modified application process).
4. New sequence/track team meets to determine if they will accept the candidate's application (this process includes an individual candidate interview and a file review).
5. If the sequence/track team decides to admit the candidate, the team will create a Student Success Plan with the sequence/track lead as the chair of the plan.
6. If the student agrees to the plan, they register as a graduate non-degree seeking student for the plan's timeframe. If the student does not agree to the Student Success Plan, the student will not be admitted into the sequence/track.
7. Successful completion of the Student Success Plan (remediation plan) does not guarantee that the student will complete the program. As with all students, the student will continue to be evaluated throughout the program and will be subject to additional remediation and/or dismissal as necessary.

INDEPENDENT STUDY

Graduate students may take a maximum of six (6) credit hours of Independent Study within a degree program. All Independent Study projects must be described in a written proposal before listing the Independent Study on an Advance Registration form. The Independent Study proposal must be approved by the supervisor of the Independent Study project and the division chair before registration. Students without approval will not be allowed to receive credit for independent student projects on their study plans. Independent Study may not be taken as a substitute for regularly scheduled courses and will not be used to replace courses needed for the degree except in unusual circumstances. Approval of the division chair is needed in all cases.

LICENSURES, CERTIFICATIONS, AND ENDORSEMENTS

The counseling program is a nationally accredited program. All three sequences (Clinical Mental Health Counseling; Marriage, Couple, and Family Counseling; and School Counseling) are accredited by the Council for Accreditation of Counselor Education and Related Programs (CACREP). Students graduating from GSU's CACREP approved counseling program are eligible to take the National Counselor Certification examination (National Counselor Exam; NCE) during their internship or upon graduation. A graduate of a CACREP accredited program in the State of Illinois who passes the NCE may apply for licensure as a Licensed Professional Counselor (LPC). For more information related to the State of Illinois LPC visit: <https://idfpr.illinois.gov/profs/ProfCounselor.asp>

A graduate from GSU MA in Counseling MCFC specialty sequence/track will meet all of the academic and training requirements to qualify for the Associate Licensed Marriage and Family Therapist (ALMFT) license. For more information visit: <https://iamft.org/training.php>

In addition, the Illinois State Board of Education (ISBE) has approved the school counseling specialty sequence/track as leading to the Educator License with an endorsement in school counseling. All school counseling students must present evidence of passing the ISBE School Counselor Proficiency Test (Exam 235) before they can register for an internship and before they are recommended for the School Counseling endorsement. All school personnel are required to pass state proficiency exams. For more information visit: <https://www.school-counselor.org/counselor/illinois-become-school-counselor/>

NATIONAL COUNSELOR EXAMINATION (NCE)

The purpose of the National Counselor Examination (NCE) is to assess knowledge viewed as important for providing effective counseling services. The NCE is designed to be a general assessment tool. It is intended to assess cognitive knowledge which should be known by all counselors regardless of their professional specialties.

The NCE is a 200-item multiple-choice examination designed to assess knowledge, skills and abilities determined to be important for providing effective counseling services. The NCE is a requirement for counselor licensure in many states. It is also one of two examination options for the National Certified Counselor (NCC) certification. Note: Since the NCE assesses knowledge in all content areas, students should be in an internship before attempting the exam. The National Counselor Examination should be taken before graduation. For more specific information visit: <https://www.nbcc.org/exams/nce>

The National Counselor Examination (NCE) is a comprehensive exam designed to assess a candidate's knowledge of the theoretical and skill-based tenets that are necessary for an entry-level counselor to safely practice. The scope of the NCE was informed by a thorough job analysis that was completed with the participation of over 16,000 credentialed counselors. The content of the NCE reflects each of the original eight Council for Accreditation of Counseling and Related Educational Programs (CACREP) content areas and six empirically validated work behaviors that were deemed most pertinent for skilled counseling practice.

The Eight CACREP Curriculum Educational Standards:

- | | |
|---|---|
| 1. Professional Counseling Orientation and Ethical Practice | 5. Counseling and Helping Relationships |
| 2. Social and Cultural Diversity | 6. Group Counseling and Group Work |
| 3. Human Growth and Development | 7. Assessment and Testing |
| 4. Career Development | 8. Research and Program Evaluation |

Special Examination Accommodations

If assistance is needed, direct requests to one of the following telephone numbers:

Voice: (217) 782-8556

Telecommunication Device for the Deaf: (217) 524-6735

NATIONAL CERTIFIED COUNSELOR (NCC)

The following criteria qualifies graduates to be an accredited NCC counselor:

- Graduate degree in counseling or a closely related field from a regionally accredited university.
- Assessment of counseling experiences by two professionals in the field.
- Pass the counsellor certification examination (NCE) administered by NBCC.
- (Note: The two years of post-masters professional counseling experience requirement is waived for GSU applicants)
- NCCs are certified for five years. To be re-certified after the five-year cycle, the counselor must:
- Demonstrate completion of 100 contact hours of approved continuing education or re-examination.
- Adhere to the NBCC Code of Ethics in professional practice.

Application Process:

After passing the NCE and graduating from Governors State University, send a sealed official transcript (with your graduate degree posted) and a completed Counseling Supervisor's Endorsement Form to the

National Board for Certified Counselors (NBCC)

3 Terrace Way, Suite D
Greensboro, NC 27403

Once NBCC has reviewed and approved your transcript and endorsement form, you will become a National Certified Counselor (NCC). Approximately 6-8 weeks after you are certified, you will receive your certificate and recertification information in the mail. For more information visit: <https://www.nbcc.org>

ASSOCIATE LICENSED MARRIAGE AND FAMILY THERAPIST (ALMFT) AND LICENSED MARRIAGE AND FAMILY THERAPIST (LMFT)

The Associate Licensed Marriage and Family Therapist (ALMFT) is the first level in the state of Illinois to be a Licensed Marriage and Family Therapist (LMFT). In order to qualify to be an ALMFT the applicant must have a master's or doctoral degree in marriage and family therapy from a regionally accredited educational institution. Governors State University's Marriage, Couple, and Family Counseling specialty sequence/track is a qualified regional accredited program for this licensure. The ALMFT license is valid for five years and cannot be renewed. During the licensed time, ALMFT individuals need to be seeking qualifications to be a second level Licensed Marriage and Family Therapist (LMFT). For specific information visit: <https://iamft.org/training.php>

CERTIFIED CLINICAL MENTAL HEALTH COUNSELOR (CCM-HC)

This is for Clinical Mental Health students only; counselors can apply for this designation to demonstrate one's commitment and expertise in the area of clinical mental health. This credential can only be obtained when a counselor is applying for the Licensed Clinical Professional Counselor (LCPC). For specific information and to apply go to: <https://www.mental-healthcounselorlicense.com/license/mental-health-counselor-illinois/>

LICENSED PROFESSIONAL COUNSELOR (LPC)

The Licensed Professional Counselor is a first level of state licensure in Illinois. In order to qualify to be an LPC, individuals must have passed the National Counselor Examination (NCE) and must be a National Certified Counselor (NCC).

Application Process:

After passing the NCE and earning the credential as an NCC, applicants are to contact the Illinois Department of Financial and Professional Regulation in Springfield:

Phone: (217) 782-8556

Or <https://idfpr.illinois.gov/profs/ProfCounselor.asp> to request/acquire an application for LPC.

LICENSED CLINICAL PROFESSIONAL COUNSELOR (LCPC)

The Licensed Clinical Professional Counselor (LCPC) is the second level of state licensure in Illinois. Applicants must possess at least 3,360 hours of clinical counseling work (basically two years of full-time work) with individuals, couples, families, and/or groups under the direction of a qualified licensed supervisor. For specific information, including application protocol visit: <https://idfpr.illinois.gov/profs/ProfCounselor.asp>

PROFESSIONAL EDUCATOR LICENSE (PEL)

This is the licensure for school counselors. Applicants will need to visit the online portal for specific information. This form should be completed during the semester in which the student expects to graduate. Visit the following site for more information: <https://www.school-counselor.org/counselor/illinois-become-school-counselor/>

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

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: https://www.facebook.com/Chicago-Counseling-Association-1644935049058870/about/?ref=page_internal

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: <https://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: <https://www.ilcounseling.org/default.aspx>

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" (<https://ilschoolcounselor.org/about-us>). For more information visit: <https://ilschoolcounselor.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" (https://aamft.org/AAMFT/About_AAMFT/AAMFT/About_AAMFT/About_AAMFT.aspx?hkey=60285c93-bc6e-417a-b240). 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" (https://aamft.org/AAMFT/About_AAMFT/AAMFT/About_AAMFT/About_AAMFT.aspx?hkey=60285c93-bc6e-417a-b240-3d1879017a1a). For more information visit: <https://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" (<https://www.counseling.org/about-us/about-aca/our-mission>). ACA student membership also provides included Professional Liability Insurance for students in a master's program. For more information visit: <https://www.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" (<https://www.schoolcounselor.org/About-ASCA>). For more information visit: <https://www.schoolcounselor.org/>

REGIONAL OFFICES AND SUPERINTENDENTS

SUBURBAN COOK COUNTY:

Regional Superintendent

10110 Gladstone
Westchester, IL 60154
708.865.9330

WILL:

Regional Superintendent

302 N. Chicago
Joliet, IL 60432
815.740.8360

KANKAKEE:

Regional Superintendent

Kankakee County Office Building 189 E. Court St, Suite 600
Kankakee, IL 60901
815.937.2950

DUPAGE

Regional Superintendent

421 North County Farm Road
Wheaton, IL 60187
708.682.7150

Forthose residing in or near Chicago:

Illinois State Board of Education Professional Preparation Office

Chicago Public Schools
1819 West Pershing Rd. West Building, 2nd Floor
Chicago, IL 60609
312.535.7456 or 7457

Frequently Asked Questions (FAQs)

Q: I have a degree in psychology (criminal justice, animal husbandry, etc.) and would like to be a counselor. Any problem?

A: Regardless of the applicant's undergraduate degree, GSU's Master of Arts in Counseling will accept all undergraduate degrees held by applicants applying to our program (see the application website for specifics: <https://www.govst.edu/counseling-application/>). Within the application process, the specific specialty track of interest must be identified: Clinical Mental Health Counseling (CMHC), Marriage, Couple, and Family Counseling (MCFC), or School Counseling (SC). Students are interviewed for admission solely to this identified specialty track. Each of our specialty tracks meet the academic and training requirements for licensure/certification of their specialization for the State of Illinois.

Note: It used to be that school counselors in Illinois had to have a teaching certificate, but this is no longer the case. Regardless of prior educational accomplishments, as a CACREP accredited counseling program with a school counseling specialty track, the entire program is required to meet the academic and training qualifications for certification as a professional school counselor in the State of Illinois. Please refer to the information in following question.

Q: How can I use the degree I am earning after I graduate and pass all required content or licensure examinations?

A: All of the GSU MA in Counseling tracks meet the academic and training requirements to be a Licensed Professional Counselor (LPC) in the state of Illinois. The licensure exam may be taken during the last year of the student's program. See the following website for licensure information in the State of Illinois: <https://idfpr.illinois.gov/profs/ProfCounselor.asp>

Clinical Mental Health Counseling: After completing the Clinical Mental Health Counseling program, students work in a variety of clinical settings, such as, hospitals, residential programs, private practices, non-profit agencies, and community mental health clinics. Student will be able to provide individual, group, and/or couples counseling after completion of the program. See the following website for licensure information in the State of Illinois: <https://idfpr.illinois.gov/profs/ProfCounselor.asp>

Marriage, Couple, and Family Counseling: Graduates of the Marriage, Couple, and Family Counseling program are trained to work with families including children, adolescents, and couples. From systems theoretical perspectives, attention is focused on group dynamics, intervention, prevention, and sexual issues. GSU's MA in Counseling MCFC specialty track meets all the academic and training requirements to be an Associate Licensed Marriage and Family Therapist (ALMFT). The following website has the academic, training, and other required information to be a Licensed Marriage and Family Therapist (LMFT) in the State of Illinois: <https://iamft.org/training.php>

School Counseling: The school counseling program is designed to prepare students to work as professional School Counselors in a public PK-12 educational setting. The primary focus is understanding and infusing the American School Counseling Association (ASCA) national model into schools, and assisting students in maximizing their academic, college and career, and social/emotional development. The SC Program meets the academic requirements for certification as a Professional School Counselor in the State of Illinois. By completing the required school counseling track in GSU Counseling Program and passing the Illinois Professional Educator License (PEL), students can qualify to be an Illinois P22 Licensed School Counselor. The following website has the official information to be a School Counselor in the State of Illinois: <https://www.school-counselor.org/counselor/illinois-become-school-counselor/>

All SC track students will have to take the Illinois State Board of Education (ISBE) 235 - School Counselor Content Exam to obtain your Professional Educator Licensure. This exam must be taken prior to enrolling in your internship. School counseling student's program of study includes the mental health courses necessary to be eligible for the National Counselor Exam and for the Illinois Professional Counselor License.

Q: How many credits do I have to earn?

A: All of the MA in Counseling specialty tracks are 60-credit hour programs. All courses are three credits each. There are 33 credit hours of core courses and 27 credit hours for each specialty track courses.

Q: How/when are the courses offered?

A: The MA in Counseling program courses are held Monday-Thursday at two different time periods (4:30pm-7:20pm and 7:30pm-10:20pm). Core courses are held weekly with some in a hybrid format (alternating every other week face-to-face/synchronous) and online/asynchronous). All the School Counseling specialization courses are delivered in a hybrid format.

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

A: That depends on several things. Full-time students typically enroll in two to four courses per semester. A great percentage of our students are part-time, taking one course or two courses per semester. On average it takes students three to four years to finish the degree.

Q: What is candidacy?

A: Candidacy determines if a student is ready to work with clients/students, starting with their practicum training experience. Students must complete the following four courses with a grade of B- or higher prior to admission to candidacy:

1. 6600 Professional Orientation and Ethical Standards for Counselors
2. 7720 Social and Cultural Foundations
3. 7810 Beginning Counseling and Human Relations Skills
4. 7847 Group Dynamics and Interventions

Students may enroll in their practicum once accepted to candidacy.

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

A: The practicum is a field placement course that will allow trainees to receive hands on experience. Practicum is a minimum of 100 hours, including a required minimum 40 hours of direct client service. The CMHC and MCFC specialty tracks will have their practicum experience over two semesters through the program's Counseling Lab. Practicum for SC is only one semester and offered during the spring semester. SC practicum sites will be determined in collaboration with the program's clinical coordinator and recommended at the elementary and/or middle school levels.

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

A: The internship is a field placement course that takes place over two semesters to provide more in-dept exposure and experience. There are two internships equating to a minimum of 600 overall hours of which a minimum of 240 hours is direct client service). In Internship 2, students complete a portfolio and will have to defend it to faculty. Students are encouraged to work with the clinical coordinator and/or specialty track faculty lead to secure a site for internship.

CMHC Specialty: Students in the CMHC track have a wide range of possible internship sites and training opportunities. The MA in Counseling program has a list of pre-approved training sites and guidelines of required qualifications for adding a new training site.

MCFC Specialty: For students in the MCFC track at least 120 of the required minimum 240 direct client service hours must be conjoint hours (i.e. relational in nature).

SC Specialty: Students in the SC track must perform their internship in a school/educational setting. SC students start their internships during fall semester and do not have their internship during the summer. Because summer schools are limited as to hours and student population, and do not compare with the regular school program, students are not allowed to practice in the summer. It is important for school counseling majors who work in schools to prepare their administrators for the fact that they will be missing for a semester-long before the internship is to occur.

Q: Will this program prepare me to open a private practice?

A: Although graduates with licensure are eligible to open a private practice, this program focuses on preparing students to work in settings where there will be opportunity for supervision and collegial support. The internship provides an excellent opportunity for both prospective employers and interns to assess future employment possibilities. Although not guaranteed, many of our graduates are hired by the school or agency in which they do their internships.

Additionally, Governors State University's Office of Career Services has updated labor market information for counseling students. Students and graduates can also receive assistance with their resume and developing a credential file from this office.

Q: Why do I have to talk about myself so much in this program?

A: Counselors have to understand what counseling is like from the client's perspective. In COUN 7810 Beginning Counseling and Human Relational Skills students will be required to function as a peer counselor and as a client. In COUN 7847 Group Dynamics and Interventions students will be required to function as a group leader and as a group member. Throughout the program you will be expected to talk about and write about how you see yourself as a person and how you came to be this person. Thoroughly understanding yourself will help you to be open to understanding others. It is **Highly Recommended** that students engage in their own personal counseling throughout the program as well. Governors State University provides free counseling to students enrolled in the university. Possible unresolved personal issues invariably come up for students during this program. Having their own counseling support person will help them greatly to resolve these potential issues.

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:

1. Assurance that students are being trained in a program that meets national professional standards.
2. An advantage in the job market and doctoral programs that prefer CACREP graduates.
3. The opportunity to sit for the National Counselor Examination (through NBCC) during internship or immediately upon graduation.
4. CACREP's Website: www.cacrep.org

Q: What are the employment prospects for counselors?

A: According to the Bureau of Labor Statistics, the employment of counselors is expected to increase by 23% between 2020-2030, employment for Marriage and Family Therapists is expected to grow 16%, and employment for educational, vocational, and school counselors is expected to grow by 11 percent. All three projections are much higher than the average of other professions. Data collected in 2021 reflected the national median salary for licensed mental health counselors to be \$48,520; Chicago's annual mean wage is from \$52,480 to \$56,700. (<https://www.bls.gov/ooh/community-and-social-service/substance-abuse-behavioral-disorder-and-mental-health-counselors.htm#nat>).

TRACK LEADERS AND PROGRAM COORDINATOR CONTACT INFORMATION

Clinical Mental Health Counseling (CMHC) Lead:
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School Counseling (SC) Lead:
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MA in Counseling Program Coordinator:
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Appendix A

Master of Arts in Counseling

Program Courses with Course Descriptions

Master of Arts in Counseling

Program Courses with Course Descriptions

Required Common Core Courses – All Specialty Sequences/Tracks (3 credits/ea. X 11 courses = 33 hours)

COUN 6600 Professional Orientation & Ethical Standards in Counseling: Provides an introduction to professional, ethical, legal, theoretical, and practical aspects of counseling. Students will examine the roles and responsibilities of counselors, professional organizations, and associations. Historical and social contexts along with emerging professional issues and directions are included.

COUN 6610 Research and Assessment: This course provides a basic introduction to psychometric issues related to assessment, evaluation and research in a multicultural society.

COUN 6630 Counseling Theories: Introduces students to the major theories in counseling and associated techniques. Summaries of applicable research are covered.

COUN 7620 Lifespan Developmental Issues: Students will analyze and conceptualize human developmental themes from the perspective of various learning and personality theorists. The counseling process, interventions, and strategies will be addressed in relation to the topical issues presented in the class.

COUN 7720 Social and Cultural Foundations: Study of the nature and needs of diverse groups in the context of societal changes and trends. Socioeconomic, multicultural, and subgroup changes and conflicts are considered. Social issues and trends in multicultural and diverse societies are examined.

COUN 7725 Family Systems: Theory and Practice: Introduces students to the theory, skills, and major approaches of family counseling, emphasizing the role of family systems in the maintenance of problem behavior. The decision of whether or not family counseling is the treatment of choice and the implications for intake methods are considered. Students will apply the concepts learned to a study of their own family that describes the dynamics involved. Ethical and training considerations are discussed.

COUN 7730 Lifestyle and Career Development: Examines career development theories; occupational and educational information sources and systems; career and leisure counseling guidance and education; lifestyle and career decision-making; and career development program planning, resources, and evaluation.

COUN 7810 Beginning Counseling & Human Relational Skills: Provides students with experience in human relations laboratory, focusing on basic communication skills and the development of beginning counseling skills.

COUN 7847 Group Dynamics and Intervention: Application of basic knowledge of the roles, functions, and dynamics among group leaders and group participants; covers group process theory and the research pertaining to group process; students analyze the interaction within a group.

COUN 7855 Assessment and Treatment Planning: Covers interviewing and intake skills, including diagnostic assessment, psychosocial history, case notes, case summary, treatment format and planning, and evaluation of treatment effectiveness. Students are required to work with actual client(s).

COUN 8811 Interventions w/Children & Adolescents: Trains students in the knowledge, skills, and techniques of individual and family play therapy to treat various problems that affect children, adolescents, and families. Students will practice techniques in class and with healthy volunteer children/families.

Clinical Mental Health Counseling Specialty Courses (3 credits/ea. X 9 courses = 27 hours)

ADDS 6100 Psychopharmacology & Substance Abuse Counseling: Reviews the functions of the human nervous system before exploring the basic principles of psychopharmacology. Examines the historical patterns of use and development, the physiological mechanisms of action, and the various effects resulting from drug use.

COUN 7633 Clinical Mental Health Counseling: Introduces students to professional counseling practices in community settings. Examines the community counseling model and its application. Examines professional counseling roles, functions, standards, and activities. Includes visits to agencies.

COUN 8633 Adv Seminar-Clinical Mental Health Counseling: This course, for Clinical Mental Health Counseling majors, is designed to address professional issues in counseling. Advanced seminar covers professional identity, terminal degree requirements, private practice, 501(c) programs, program evaluation and licensure.

COUN 8842 Practicum I: Individual & Vocational Counseling: Beginning application of theory and practice in individual and vocational counseling and therapy with adults.

COUN 8845 Practicum II: Individual & Vocational Counseling: Advanced application of theory and practice in individual and vocational counseling and therapy with adults.

COUN 8848 Crisis Intervention and Trauma Counseling: Introduces students to an overview of crisis intervention, crisis intervention models, and trauma counseling for individuals, groups, organizations, and communities. Counseling strategies and techniques for dealing with individual, group and organizational crises in a variety of settings will be explored. Types of crises include suicide, domestic violence, sexual assault/rape, school and community violence, military trauma, terrorism and natural disaster.

COUN 8859 Family and Couples Counseling: Introduces applied practice of family and couples counseling approaches, concepts, and techniques. Covers modern and postmodern theories and trains students to begin to apply them in counseling families and couples. Emphasizes both live and team supervision.

COUN 8971 Counseling Internship I: Student is placed in an agency setting and expected to perform a variety of agency and counseling related activities for a minimum of 600 hours, (in combination with COUN-8972) including a minimum of 240 hours of direct client contact.

COUN 8972 Counseling Internship II: Student is placed in an agency setting and expected to perform a variety of agency and counseling related activities. This is a continuation of Internship I.

Marriage, Couple, and Family Counseling Specialty Courses (3 credits/ea. X 9 courses = 27 hours)

ADDS 6100 Psychopharmacology & Substance Abuse Counseling: Reviews the functions of the human nervous system before exploring the basic principles of psychopharmacology. Examines the historical patterns of use and development, the physiological mechanisms of action, and the various effects resulting from drug use.

COUN 6625 Sex Therapy: Participants in this course will learn about how to assess and intervene with sexual issues. The main focus is to help mental health professionals demonstrate the ability to discuss and assess sexual issues and demonstrate the ability to create basic interventions related to sex and sexuality.

COUN 8825 Advanced Family System: Participants will learn about evidenced-based couples counseling and how couples counseling is different from other forms of counseling. Students learn about models, techniques, and research related to working with couples.

COUN 8842 Practicum I: Individual & Vocational Counseling: Beginning application of theory and practice in individual and vocational counseling and therapy with adults.

COUN 8845 Practicum II: Individual & Vocational Counseling: Advanced application of theory and practice in individual and vocational counseling and therapy with adults.

COUN 8848 Crisis Intervention and Trauma Counseling: Introduces students to an overview of crisis intervention, crisis intervention models, and trauma counseling for individuals, groups, organizations and communities. Counseling strategies and techniques for dealing with individual, group and organizational crises in a variety of settings will be explored. Types of crises include suicide, domestic violence, sexual assault/rape, school and community violence, military trauma, terrorism and natural disaster.

COUN 8859 Family and Couples Counseling: Introduces applied practice of family and couples counseling approaches, concepts, and techniques. Covers modern and postmodern theories and trains students to begin to apply them in counseling families and couples. Emphasizes both live and team supervision.

COUN 8981 Counseling Internship I: Student is placed in an agency setting and expected to perform a variety of agency and counseling related activities for a minimum of 600 hours (in combination with COUN-8882), including a minimum of 240 hours of direct client contact.

COUN 8982 Counseling Internship II: Student is placed in an agency setting and expected to perform a variety of agency and counseling related activities. This is a continuation of Internship I.

School Counseling Specialty Courses (3 credits/ea. X 9 courses = 27 hours; Courses are Hybrid)

COUN 6638 Intro to School Counseling: Provides an overview of School Counseling. The developmental model of school counseling will be introduced along with state and national standards. Students will learn counselor roles in advocacy, prevention, personal/social growth, academic development, and career development. Various issues relevant to today's children and adolescents will be explored.

PSYCH 7650 Crisis Preparedness, Prevent & Interventions in Schools:

This course is an introduction to the research, policies and practices of school-based crisis, trauma and disaster prevention response. Candidates will gain core knowledge related to preventing, preparing for, responding to, and recovering from crises impacting school-aged children and schools. Issues related to crisis prevention, assessment, diagnosis, and treatment of individuals in an educational setting will be addressed.

COUN 7722 Applied Sch Counseling w/Diverse Students:

Applied School Counseling with Diverse Students will focus on the developmental interventions across the ASCA National Model Framework, covering the ASCA mindsets and behaviors as they pertain to the three domains (academic, career, and personal/social). This course will include a survey of exceptional students, classroom management techniques, and an introduction to pedagogical strategies school counselors can implement in the classroom. Additional topics will include (but are not limited to) current and pending state legislation, FERPA, student discipline, sexual abuse prevention training, sex education, suicide warning signs and clear and present danger, transgender pupil privacy/school policy, and undocumented students.

COUN 8844 Practicum School Counseling (K-12): This course focuses on the development and refinement of counseling skills required for working with children, with particular emphasis on career, academic, and personal/social development. Students will work in a K-12 school setting; attend individual supervision, and group supervision. The minimum requirement for the practicum course is one hundred (100) hours in a K-12 school setting.

COUN 8851 Consultation & School Staff Development: Examines theories, functions, and skills required of consultants in schools and other settings. Students will use consultation skills with clients.

COUN 8852 College Career Coaching Academy: Focuses on experiential learning and your development and implementation transformative school counseling activities to help you become acquainted with skills and techniques needed to assist students during their school years and during their transition from school to work/college.

COUN 8858 Develop of School Counseling Prog: Study of rationale and program for guidance services. Special attention to analyzing, evaluating, and integrating administrative theory.

COUN 8968 Counseling Internship I: The internship takes place in a P-20 school setting. The intern will provide selected services in each of the four Delivery Systems delineated in the ASCA Developmental Guidance Model. A minimum of 300 on-site hours is required which should extend over the period of one full semester. (A minimum of 120 of the 300 must be spent in direct services to clients (students). Direct service is generally considered to consist of activities identified in the delivery systems of individual student planning and responsive services).

COUN 8969 Counseling Internship II: The internship takes place in a P-20 school setting. The intern will provide selected services in each of the four Delivery Systems delineated in the ASCA Developmental Guidance Model. A minimum of 300 on-site Hours is required which should extend over the period of one full semester. (A minimum of 120 of the 300 must be spent in direct services to clients (students). Direct service is generally considered to consist of activities identified in the delivery systems of individual student planning and responsive services).

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:

[Issue]
[Issue]

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

[item]
[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:				

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:

[below are examples of ramifications]

- 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:

[some examples of ramifications]

- 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 the 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

EIGHT COMMON-CORE AREAS OUTCOMES/OBJECTIVES

Professional Orientation and Ethical Practice

Demonstrate understanding of professional functioning and identity and collaborates with other helping professionals in an ethical and socially just manner.

- KPI 1st: COUN 6600: Professional Orientation & Ethical Standards in Counseling – Ethics Paper
2nd: COUN 8972/8982/8969: Internship II – Internship Portfolio

Social and Cultural Diversity

Demonstrate multicultural competence working with individuals from diverse backgrounds

- KPI 1st: COUN 7720: Social and Cultural Foundations – Cultural Experience Group Presentation
2nd: COUN 8972/8982/8969: Internship II – Internship Portfolio

Human Growth and Development

Assess client's growth and development across the lifespan related to individual and family experiences along with cultural influences.

- KPI 1st: COUN 7620: Lifespan Developmental Issues – Developmental Issues Group Presentation
2nd: COUN 8972/8982/8969: Internship II – Internship Portfolio

Career Development

Demonstrate knowledge and working application of career development in counseling practice.

- KPI 1st: COUN 7730: Lifestyle and Career Development – Self Career Development Assignment Paper
2nd: COUN 8972/8982/8969: Internship II – Internship Portfolio (and/or Assignment in how and/or if incorporate career counseling in post degree practice)

Counseling and Helping Relationships

Employs theoretically grounded counseling interventions to establish theory-based client outcomes.

- KPI 1st: COUN 6630: Counseling Theories – Major paper
2nd: COUN 8972/8982/8969: Internship II – Internship Portfolio

Group Counseling and Group Work

Demonstrate an understanding of group dynamics and application of group theory in group counseling practice.

- KPI 1st: COUN 7847: Group Dynamics and Interventions – 5 Session Psychoeducational Group Plan and Conducting a Group Session Assignment
2nd: COUN 8972/8982/8969: Internship II – Internship Portfolio

Assessment and Testing

Demonstrate understanding of ethical and culturally responsive assessment practices, strategies, and interventions in counseling practice with diverse clients.

- KPI 1st: COUN 7855: Assessment and Treatment Planning – Clinical Assessment
2nd: COUN 8972/8982/8969: Internship II – Internship Portfolio

Research and Program Evaluation

Understand how to integrate ethical, culturally competent, and socially just practices in counseling research process.

- KPI 1st: COUN 6610 Research and Assessment: – Research Proposal Assignment
2nd: COUN 8972/8982/8969: Internship II – Internship Portfolio (Social Justice Project/Assignment-Knowledge)

SPECIALTY SEQUENCES/TRACKS SPECIFIC OUTCOME/OBJECTIVE

CMHC Specialty

Apply ethical and socially just counseling theories and interventions to clients presenting problems and diagnoses.

- KPI 1st: COUN 8845: Practicum II – Case Presentation
2nd: COUN 8972: Internship II – Internship Portfolio

MCFC Specialty

Apply systems theories in an ethical and socially just manner to couples, marriages, and families from a diversity of cultural backgrounds.

- KPI 1st: COUN 8859: Family and Couples Counseling – Midsemester Family Counseling Skills Evaluation
2nd: COUN 8982: Internship II – Internship Portfolio

SC Specialty

Demonstrate the ability to create, implement, and evaluate data driven school counseling programs designed to meet the academic, career, and social/emotional development of all students.

- KPI 1st: COUN 6638: Intro to School Counseling – Systems Paper
2nd: COUN 8969: Internship II – Internship Portfolio

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.				
<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.				
<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

MA students' dispositions are evaluated during the following courses:

First Review: Candidacy application for training (includes four candidacy pre-requisite courses)

COUN6600 Professional Orientation and Ethical Standards for Counselors

COUN7720 Social and Cultural Foundations

COUN7810 Beginning Counseling Skills

COUN7847 Group Dynamics and Interventions

Second Review:

COUN8844 Practicum 1 (SC)

COUN8845 Practicum 2 (CMHC/MCFC)

Third Review:

COUN8972 Internship II (CMHC)

COUN8982 Internship II (MCFC)

COUN8969 Internship II (SC)

Appendix F 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 course-work, 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. For 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.mychat.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=SrjoaaIxaJI&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.



