



COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
DIVISION OF PSYCHOLOGY AND COUNSELING



Master of Arts and Post-Master Certificates
COUNSELING STUDENT HANDBOOK

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ABOUT THIS HANDBOOK

This Student Handbook compiles policies and procedures that apply to the Master of Arts in Counseling programs as well as the Post-Master Certificate Programs in (a) Clinical Mental Health, (b) Marriage, Couples and Family, and (c) School Counseling. 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 additional university policies and procedures which apply to all Governors State University students, as well as course descriptions and registration information, please consult the University Catalog, catalog.govst.edu/

ABOUT GOVERNORS STATE UNIVERSITY

Governors State University and the counseling programs are dedicated to serving a diverse student population. Founded in 1969, Governors State University is 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 allows students to experience an education that is in touch with the larger, diverse society they will work in upon graduation. According to the Fall 2025 student enrollment data, the average age of a GovState graduate student is 34; and 64% of our students are women, 73% are minorities (37% Black/African American, 17% Latinx, and 2% Asian), and nearly 11% are international. In addition, 28.5% of the faculty are minorities (twice the national average).

Governors State University offers undergraduate-level and graduate-level courses leading to bachelor's, master's, and doctoral degrees. There are four colleges: (a) Arts and Sciences, (b) Business, (c) Health and Human Services, and (d) Education and Human Development. Our counseling programs (MA and post-master certificates) are a part of the Division of Counseling and Psychology which is housed in the College of Education and Human Development.

The mission of Governors State University is to promote diversity and foster equity. The philosophy, strategic plan, and practices inherent at GovState embody this ideal by encouraging us to pursue the goals of institutional engagement and excellence as essential components of creating education that transforms; connections that endure, and communities that flourish.

Governors State University is accredited by the Higher Learning Commission (HLC) and Illinois Board of Higher Education (IBHE).

COUNSELING PROGRAMS AT GOVERNORS STATE UNIVERSITY

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 our counseling programs 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. To help prepare students to enter the field of counseling, they will be provided with lecture/discussion, experiential, supervisory, and professional experiences related to general counseling practices and specialized counseling services. The learning objectives for all core counseling components and the specialty areas are indicated below:

MASTER OF ARTS IN COUNSELING – LICENSURE SEQUENCES

Governors State University offers a Master of Arts in Counseling with three CACREP-accredited specialization options or licensure sequences:

- Clinical Mental Health Counseling (CMHC)
- Marriage, Couples and Family Counseling (MCFC)
- School Counseling (SC)

These MA programs are designed to ensure that all students receive a critical body of counseling knowledge, and the appropriate skill sets to assist their future clients function effectively in their lives. As such, the curriculum 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
- Research and program evaluation

In addition to the above-mentioned core content areas, each licensure sequence includes 27 credits of coursework specific to their specialty areas, for a total of 60 credits to complete the Master of Arts in Counseling.

Students will engage in a variety of field practicums and internship experiences to ensure that they can apply the skills and knowledge they have learned. During these field experiences, students receive skill preparation for direct service to clients which includes diagnostic, consultative, evaluative abilities, and preventive interventions. Students gain experience with clients through our on-campus counseling community services 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.

Consequently, our programs are constructed to ensure that the counseling student possesses 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.

All three Master of Arts 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), and Marriage, Couple and Family Counseling in 1994. Currently counseling sequences are accredited through March 31, 2031, under CACREP's 2016 standards (see <https://www.counseling.org> and <http://www.cacrep.org/for-programs/2016-cacrep-standards/>).

All three Master of Arts specialty sequences/tracks (CMHC, MCFC, and SC) designed to meet the academic requirements for Illinois licensure as a Licensed Professional Counselor (LPC). The MCFC track is designed to meet the academic requirements for Illinois licensure as an Illinois Associate Licensed Marriage and Family Therapist (ALMFT), in addition to the LPC. The SC track is designed to meet the academic requirements for Illinois licensure, leading to the Professional Educator License (PEL) – School Counselor endorsement (approved by the Illinois State Board of Education-ISBE), in addition to the LPC.

MASTER OF ARTS IN COUNSELING – NON-LICENSURE SEQUENCE

Our program also offers a Master of Arts in Counseling – Human Relations which is 33 credits. The Human Relations Sequence focuses on the core components of the MA Counseling. This sequence is not designed to meet the licensure requirements in Illinois. Rather, this program introduces the field by building skills in interpersonal communication, active listening, multicultural competence, group dynamics, systemic thinking, and ethical practice. These subject areas are valuable across a wide range of human service, educational, nonprofit, corporate and community settings.

Because this sequence serves as an alternative degree-completion pathway, students cannot apply directly for admission. Instead, students may work with their program coordinator and academic advisor to transition into this sequence if they are unable to complete the licensure pathway. This option allows students to earn a master's degree that recognizes the graduate-level knowledge and competencies they have developed while supporting their continued professional growth and career advancement.

POST-MASTER CERTIFICATES IN COUNSELING AT GOVSTATE

Three Post-Master Certificate programs are offered:

- Clinical Mental Health Counseling (Post MA- CMHC)
- Marriage, Couples and Family Counseling (Post MA- MCFC)
- School Counseling (Post MA-SC)

The certificate programs are designed for individuals who have already obtained a master's in counseling and are looking to strengthen their counseling knowledge and skills. This curriculum focuses mainly on specialty areas in which a student is enrolled. Students are expected to have strong foundational knowledge and skills in the core curriculum areas prior to enrolling in the certificate program.

As such, the certificate programs are not designed to include all licensure requirements as a stand-alone program. If you are seeking licensure, please contact the appropriate licensing body for a complete list of licensure requirements.

COMMON-CORE LEARNING OBJECTIVES FOR ALL SEQUENCES

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.

LEARNING OBJECTIVES FOR SPECIALITY SEQUENCES

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.

DEGREE AND CERTIFICATE REQUIREMENTS

MA IN COUNSELING DEGREE/COURSE REQUIREMENTS

Students must meet all university requirements for a master's degree, as well as program requirements, listed in the course catalog for their entry year.

All MA in Counseling students are required to complete core counseling courses. In addition, there are specific requirements for the licensure sequences' courses depending on which specialty sequence (CMHC, MCFC, or SC) the student is enrolled in. Total hours required for graduation are 60 hours in licensure sequences; 33 hours in total for the non-licensure sequence.

Students should review their advising plan with the academic advisor throughout to ensure proper progression through the program. While 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.

CORE COURSES – ALL MA IN COUNSELING STUDENTS COMPLETE - 33 CREDITS

COUN 6600 Professional Orientation & Ethical Standards in Counseling (3)

COUN 6610 Research and Assessment (3)

COUN 6630 Counseling Theories and Ethics (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 Relations Skills (3)

COUN 7847 Group Dynamics (3)

COUN 7855 Assessment and Treatment Planning (3)

COUN 8811 Interventions w/Children & Adolescents (3)

**COUN 7855 and COUN 8811 are not required for Human Relations – Non Licensure sequence*

SPECIALTY COUNSELING SEQUENCES

Clinical Mental Health Counseling (CMHC) - 27 credits

COUN 6625: Foundations of Sexual Issues, Assessment and Interventions (3)

COUN 7633 Clinical Mental Health Counseling Foundations (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 8850 Addictions and Co-Occurring Disorders (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 (MCFC) - 27 credits

COUN 6625 Foundations of Sexual Issues, Assessment, and Interventions (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 8850 Addictions and Co-Occurring Disorders (3)

COUN 8859 Family and Couples Counseling (3)
 COUN 8981 Counseling Internship I (3)
 COUN 8982 Counseling Internship II (3)

School Counseling (SC) - 27 CREDITS

**All SC Specialty Courses are hybrid, meeting in-person every other week.*

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)

Human Relations Sequence/ Track (Non-Licensure)

Minimum of six credits in graduate-level courses as electives, as approved by the academic advisor and program coordinator.

COUN 7855 and COUN 8811 are not required from CORE COURES.

Total of 33 credits are required.

Note: These courses are listed in numerical order. This list does not reflect the order in which these courses should be completed. Please work with your academic advisor to determine your advising plan.

POST-MASTER PROGRAM CERTIFICATE/COURSE REQUIREMENTS

Students must meet all university requirements for a post-master certificate. Students obtaining this certificate must already possess a master's degree in counseling (preferably CACREP in at least one of their specialty areas) or hold their licensure in one of the specialty areas and now wish to pursue licensure in another specialty area.

Students enrolled in these programs should review their advising plan and goals with the academic advisor before the first semester of enrollment and throughout the program to ensure proper progression. While 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 range from 21-27 (depending on the specialty area).

Post-Master's Certificate in Clinical Mental Health Counseling (21 or 24 Credits)

Counseling Course Prerequisites in addition to the application requirements (6 Credits)

COUN 7725 Family Systems: Theory and Practice (3) *

COUN 8811 Individual and Family Play Therapy (3) *

* or equivalent courses

Clinical Mental Health Counseling Certificate Courses (21-24 Credits)

COUN 7633 Clinical Mental Health Counseling Foundations (3)

COUN 8633 Advanced Seminar in Clinical Mental Health Counseling (3)

COUN 8845 Practicum 2: Advanced Individual and Vocational Counseling (3)

(Only required for applicants with a School Counselors degree)

COUN 8848 Crisis Intervention and Trauma Counseling (3)

COUN 8850 Addictions and Co-occurring Disorders (3)

- COUN 8859 Family and Couple Counseling Techniques (3)
- COUN 8971 Counseling Internship I: Clinical Mental Health Counseling (3)
- COUN 8972 Counseling Internship II: Clinical Mental Health Counseling (3)

Post- Master's Certificate in Marriage, Couple, And Family Counseling (21– 24 Credits, Plus Possible 6 Additional Credits with Perquisites Listed Below)

Counseling Course Prerequisites in addition to the application requirements (6 Credits)

- COUN 7725 Family Systems: Theory and Practice (3) *
- COUN 8811 Individual and Family Play Therapy (3) *

* or equivalent courses

Marriage and Family Required Certificate Courses (21-24 Credits)

- COUN 6625 Foundations of Sexual Issues, Assessment, and Interventions (3)
- COUN 8825 Advanced Family Systems Theory (3)
- COUN 8845 Practicum 2: Advanced Individual and Vocational Counseling (3)
(Only required for applicants with a School Counselors degree)
- COUN 8848 Crisis Intervention and Trauma Counseling (3)
- COUN 8850 Addictions and Co-occurring Disorders (3)
- COUN 8859 Family and Couple Counseling Techniques (3)
- COUN 8981 Counseling Internship I: Marriage and Family Counseling (3)
- COUN 8982 Counseling Internship II: Marriage and Family Counseling (3)

Post- Master's Certificate in School Counseling (27 Credits)

Counseling Course Prerequisites in addition to the application requirements (6 Credits)

- COUN 6610 Research and Assessment (3)*
- COUN 6630 Counseling Theories and Ethics (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 7847 Group Dynamics (3)*

* or equivalent courses

School Counseling Required Certificate Courses (27 Credits)

- COUN - 6638 Intro to School Counseling (3)
- COUN - 7722 Applied School Counseling with Diverse Students (3)
- COUN - 8844 Practicum: School Counseling (K-12) (3)
- COUN - 8851 Consultation and School Staff Development (3)
- PSYC - 7650 Crisis Preparedness, Prevention, and Intervention in Schools. (3)
- COUN - 8852 College Career Coaching Academy (3)
- COUN - 8858 Development of School Counsel (3)
- COUN - 8968 Counseling Internship I: School Counseling (3)
- COUN - 8969 Counseling Internship II: School Counseling (3)

For all course descriptions, see Appendix C.

CANDIDACY REQUIREMENTS

For all MA in Counseling students, “candidacy” refers to the stage of the program where students have been officially recognized by faculty as being ready to move beyond basic coursework to the more advanced, professional level of the program. It is a checkpoint – not the end, nor the beginning.

To be considered for candidacy:

- Students must have completed COUN 6600, COUN 7720, COUN 7810, and COUN 7847 with a grade of B- or better in each course.
- Upon completion of each course indicated above, instructing faculty completes a Professional Disposition Evaluation for each student. Students must receive positive ratings in the following areas: Commitment, Openness, Respect, Integrity, and Self-Awareness (CORIS evaluations)
- Students must be awarded candidacy prior to beginning their field placement experiences. The candidacy application form and instructions are available online in the student portal through the following link: <https://mygsu.govst.edu/portal/cehd-portal-page>.
- Applications for candidacy should be made before the start of the semester in which degree candidacy is sought, and submitted to the clinical coordinator and/or academic advisor by the deadline dates below:
 - Spring semester – September 1st
 - Summer semester – February 1st
 - Fall semester – June 1st
- Program faculty members review applications by considering students’ progress and CORIS evaluations to determine if they are prepared to continue.
- Once admitted to candidacy, students can continue to the advanced coursework and begin their supervised clinical experience (practicum, then internship).

Note: When registering for courses that require candidacy, students should already have been awarded candidacy, rather than being in the process of applying for candidacy. Please contact your academic advisor for any questions or clarification.

FIELD PLACEMENT EXPERIENCE (CLINICAL TRAINING)

All licensure-sequence MA students, and Post-Master certificate students will complete a minimum 100-hour practicum and a minimum 600-hour internship, totaling to a minimum of 700 hours.

MA and Post MA students in CMHC, MCFC and SC must apply before enrolling in practicum. MA and Post MA students in CMHC and MCFC must also apply before enrolling in internship, as well as COUN 8859: Family and Couples Counseling (“Live Supervision”).

These applications are to confirm that prerequisites have been completed and to ensure we have adequate supervision available to students planning to enroll in these courses.

<u>Practicum</u>	<u>COUN 8859: “Live Supervision”</u>	<u>Internship I</u>
CMHC & MCFC: COUN 8842 SC: COUN 8844 Spring semester – September 1 st Summer semester – February 1 st Fall semester – March 1 st	CMHC & MCFC only Spring semester – September 1 st Summer semester – February 1 st Fall semester – March 1 st	CMHC: COUN 8971 / MCFC: COUN 8982 SC applications not required Spring semester – August 1 st Summer semester – December 1 st Fall semester – March 1 st

Note: Students must purchase professional liability insurance and present proof of such insurance prior to starting their training experience (Practicum). This liability insurance must be active in each semester of Practicum, Internship, and COUN 8859.

PRACTICUM

Students are eligible to enroll in the practicum courses after attaining candidacy, and completing all prerequisite courses, including COUN 6610, COUN 7730, and COUN 7855 (for CMHC and MCFC) and COUN 6638 (for SC). Also, COUN 7730 and COUN 8811 are recommended for SC. Each section of the Internship is capped at no more than 12 students due to supervision requirements. Permission to enroll in Internship may be subject to availability. Students are strongly encouraged to follow their advising plan and stay in close contact with the academic advisor and clinical coordinator. Scheduling conflicts can be minimized by keeping in close contact with the academic advisor and the clinical coordinator.

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 offered to the students through the following courses:

- Students enrolled in CMHC and MCFC sequences will complete their practicum experience over two consecutive semesters in Practicum I & II (COUN 8842/8845). This practicum experience will take place via the on-campus Community Counseling Services (previously known as the counseling lab).
- SC specialty track students will complete their practicum in one semester during COUN 8844. This experience takes place off campus at a K-12 school setting (elementary or middle school is recommended) during Spring semesters only. SC sequence students should start looking six to nine (6-9) months ahead of time for a practicum site.

INTERNSHIP

After successful completion of their practicum experience, students are eligible for their internship training experience. Students must submit an Internship Application to the clinical coordinator by the appropriate deadline. If an application is late, enrollment and site placement may be jeopardized. Each section of the Internship is capped at no more than 12 students due to supervision requirements.

Permission to enroll in Internship may be subject to availability. Students are strongly encouraged to follow their advising plan and stay in close contact with the academic advisor and clinical coordinator. Scheduling conflicts can be minimized by keeping in close contact with the academic advisor and the clinical coordinator.

For School Counseling students: Internship I must be completed in Fall, Internship II in Spring.

Internship consists of a minimum 600 hours which includes at least 240 hours of direct client service. For MCFC students, 122 of the 240 direct hours must be “relational” hours.”

Students should start looking for an internship site six to nine (6-9) months ahead of their anticipated internship start date. Applications and instructions are available in the student portal at the following website address: <https://mygsu.govst.edu/portal/cehd-portal-page>

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 clinical 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 PORTFOLIO DEFENSE

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

- A narrative journal of the intern’s experience during their internship setting.

Note: SC specialty track students must highlight their understanding of a comprehensive school counseling program and provide examples of their engagement within the define, manage, deliver, and assess components of the ASCA National Model.

- A systems analysis paper or theory of change paper.
- Audio or videotapes that best represent the intern's clinical work.
- A case study including conceptualization and treatment plan.
- A signed copy of internship summary log of hours.
- 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 Handbook.

TRAINING SUPERVISION

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

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

- A counselor education program faculty member, OR
- A doctoral CES student supervisor who is under the supervision of a counselor education program faculty member, OR
- 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:

- A counselor education program faculty member, OR
- A doctoral CES student supervisor who is under the supervision of a counselor education program faculty member, OR
- 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.

SITE SUPERVISOR QUALIFICATIONS

Site supervisors must meet the following qualifications (CACREP Standard 4.P.):

- A minimum of a master's degree, preferably in counseling or a related profession;
- Active certifications and/or licenses in the geographic location where the student is placed, preferably in counseling or a related profession;
- A minimum of two years' post-master's professional experience relevant to the CACREP specialized practice area in which the student is enrolled;
- Relevant training for in-person and/or distance counseling supervision;
- Relevant training in the technology utilized for supervision; and
- Knowledge of the program's expectations, requirements, and evaluation procedures for students.

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. Members of Chi Sigma Iota, the Counseling Academic and Professional Honor Society, may also qualify for

discounted liability insurance.

Proof of insurance must be submitted to the clinical 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: www.counseling.org. Information regarding the American School Counseling Association (ASCA) is available at: www.schoolcounselor.org. Information regarding discounted rates for Chi Sigma Iota members can be found at <https://www.csi-net.org/page/membership>.

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, required 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.

Note: Since independent study projects cannot replace required courses and most forms of financial aid will only consider required courses eligible, independent study courses are typically not eligible for financial aid.

LETTER GRADE/PERCENTAGE

Students must complete all counseling courses with a B- or better and maintain a cumulative GPA of 3.0 or higher.

Letter	Percentage	GPA
A	92-100%	4.0
A-	90-91%	3.7
B+	88-89%	3.3
B	82-87%	3.0
B-	80-81%	2.7
C+	78-79%	2.3
C	72-77%	2.0
C-	70-71%	1.7
D+	68-69%	1.3
D	62-67%	1.0
D-	60-61%	.7
F	0-59%	0

ACADEMIC ADVISEMENT

Students must be enrolled in the College of Education and Human Development and the Division of Psychology and Counseling before being assigned to 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 review their advising plan. A group advising session may fulfill this requirement unless otherwise noted. This plan indicates which classes they should enroll in for each semester to complete their graduate degree. Students should review this plan before registering for subsequent semesters to determine course selection and plan for future semesters.

Not all courses are offered every term, and schedules are subject to change. Students are strongly encouraged to follow their advising plan and stay in close contact with their academic advisor throughout the program.

The Academic Advisor's Functions include:

- Student advising plan development. This advising plan is a guide that must be followed for degree and/or certification program.
- Initial review and recommendation of transfer credit or waiving of requirements based upon prior graduate study.
- Pre-registration advisement.
- Review of student progress toward degree completion.
- Assisting with alternative career plan and goal setting advisement.

The Student's Responsibilities include:

- Reading and becoming familiar with GovState's catalog and Student Handbook, the Counseling Program Handbook, and the Counseling Program Training Handbook.
- Maintaining communication with their academic advisor throughout the program including regularly checking their emails.
- Updating all pertinent information in the student's record (e.g. change of address, name, major, other contact information).
- Working collaboratively with the academic advisor to review their advising plan if/when changes are necessary.
- Informing their academic advisor if the student varies their registration from the signed advising plan.

UNDERSTAND WHEN YOU MAY DROP A COURSE:

It is the student's responsibility to understand when they need to consider disenrolling from a course. Refer to the GovState's Portal for dates and deadlines for registration or contact your academic advisor for assistance. There are different deadlines to "Drop" and/or "Withdraw" from a course. Deadlines are listed for individual courses in the Student Planning Portal, depending on the exact start date of a course.

Typically, the "Drop" deadline is approximately two weeks after the start of a term. When students drop a course before the stated deadline, the course is removed from their transcript and tuition statement.

Withdrawal deadlines are approximately two thirds of the way through the term. Withdrawing from a course will result in a "W" and students will be financially obligated.

Deadlines are determined by the Registrar's Office each term and these estimates are subject to change. It is strongly encouraged that students contact their academic advisor before removing a course from their schedule as many courses are not offered every term. Changing your schedule may have an impact on your program completion timeline.

In the event of a qualifying emergency or medical event, students may request approval for Emergency & Medical Leave through the Dean of Students' Office. Requests must be submitted at least two weeks prior to the end of the term. For additional information, please contact your academic advisor.

PROGRAM COMPLETION & GRADUATION

In order to graduate, students must complete all requirements listed in the course catalog for their program for their entry year. For MA licensure sequences, and Post MA Certificate programs this includes practicum, internship, internship defense, and recommendations of the counseling faculty.

MA Counseling – Human Relations, non-licensure track are exempt from practicum, internship and defense; Post-MA Certificate student may not be required to complete practicum depending on prerequisites

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 requirements for the degree must be completed in a maximum of eight (8) academic years. If there are extenuating circumstances, the student may contact the academic advisor for assistance with petitioning for an extension to this time limit (University Policy 16).

APPLICATION FOR GRADUATION

Students must apply for graduation during their final year of their program. Applications are submitted through the MyGSU Student Self-Service Portal on the "Graduation Overview" page. Deadlines are determined by the Registrar's Office and vary each year. Students should watch for emails from the Registrar and their Academic Advisor as this information is made available.

After submitting your graduation application, your degree progress will be reviewed by your academic advisor with approval from program faculty. Applications recommended for approval of degree completion by the program will be sent to the Registrar's Office for final approval and degree processing.

A \$125 fee is billed to the student covering the cost of application processing, diploma, cap and gown, and commencement. Commencement is held once per year after the conclusion of the spring semester. MA students completing their degree in the most recent Fall or Spring, or the upcoming summer, are invited to participate in commencement, so long as they are in good standing.

Note: Individuals seeking their Post-Master Certificate do not participate in graduation as they are not receiving a degree.

DIPLOMAS

Diplomas are awarded by the Registrar's Office 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. Diplomas will be mailed to the students' mailing address on file approximately 6-8 weeks after final grades are submitted. Students needing to update their address or name must submit a Student Information Change form through the Registrar's Office before the end of their final term.

ADMISSION APPLICATION AND MATRICULATION

To be considered for admission to the counseling program (MA and Post-Master), 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 portal: <https://apply.govst.edu/apply/>

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

ADMISSION INFORMATION

- The minimum criteria for admission consideration are described as follows.
- Submission of all required documents by the application due date
- Counseling Application Form
- Statement of Character Form
- Official transcripts of all previous college work
- Three recommendation forms, at least two of which should be from academic or professional references
 - Recommendations from academic references are preferred
- 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

Any applicant with a cumulative GPA below 2.5 may not be considered. Applicants who meet the required criteria may be invited to an interview for further admissions consideration. Admission to the counseling program is competitive. There is no guarantee of admission just because an applicant meets or exceeds the minimum criteria.

Admissions are made to a specific counseling specialty track/sequence. Changing a specialty track/sequence will require additional review. Please see "Requesting a Program or Track/Sequence Change" on page 19.

For additional information:

Office of Admission

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

GRADUATE MATRICULATIONS 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 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.

Students who are enrolled as Non-Degree Seeking, as well as students enrolled in other degree-seeking programs, may not enroll in courses designated by division faculty as reserved for students currently enrolled in a specified program, unless otherwise approved. Students enrolled as Non-Degree Seeking or enrolled in other degree-seeking programs may choose to complete one or both of the following before being admitted to the program:

- COUN 6600 Professional Orientation & Ethical Standards in Counseling
- COUN 7620 Lifespan Development

Completion of these courses does not guarantee admission to our programs.

Non-Degree Seeking students looking to take courses to fulfill licensure deficiency requirements may be able to take other courses without enrolling in a degree seeking program with the approval of program faculty.

Undergraduate students considering an MA in Counseling may take up to six (6) credit hours while enrolled as an undergraduate student (COUN 6600 and/or COUN 7620). These credits must be completed in addition to undergraduate degree requirements, going above and beyond the credits required to complete their current program. Credits cannot be counted towards completion of both degrees. Taking these courses while an undergraduate student does not guarantee admission into our graduate programs.

*Note – If you were approved to complete different courses by the graduate academic advisor prior to this version of the handbook, this may still be honored. Please work with your graduate academic advisor to confirm. The maximum of six credit hours will not be waived.

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

TRANSFER CREDIT

Students wishing to transfer credit from other institutions must have transcripts when meeting with the academic advisor to develop their advising plan. The number of transfer hours accepted shall not exceed 25% of the total required credit hours for the program (15 credit hours for MA Counseling – CMHC, MCFC, and SC sequences). To obtain official approval for transfer of credit, students must contact the academic advisor to discuss the matter in detail after being admitted to the program, prior to beginning their first semester. The academic advisor will review your transcripts with the program coordinator. Course descriptions from the previous institution (in the course catalog for the year the course was completed) and official transcripts (submitted through the Admissions process) are required. Additional information, such as an updated transcript or course syllabus, may be required.

For credits to be eligible for transfer:

- Credits must have been completed at an accredited institution.
- Note: Courses taken in non-CACREP accredited programs may be reviewed with submission of a course syllabus. Additional documentation may be required.
- Courses must have been completed with a B- (2.7 GPA) or better.
- All transfer credits must be approved by counseling faculty and division chair.

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, students will be required to take COUN 7810 Beginning Counseling and Human Relational Skills.

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. No more than two candidacy courses may be accepted as transfer credit. When candidacy courses are transferred in, the program coordinator, advisor, and/or clinical coordinator will identify alternative courses to be included in the CORIS evaluation for the candidacy review.

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

Courses that were counted towards completion of another degree are not eligible for transfer credit.

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.

Note: Students admitted to the program following the closure of another program or institution may be eligible for alternative policies regarding transfer credit if there is a Teach Out Agreement in place, following CACREP requirements and University policies.

READMISSION

Based on Governors State University's Handbook, a continuing student at GovState is defined as a degree-seeking student whose continuous enrollment at GovState has not been interrupted for more than six (6) consecutive semesters/terms, including summer terms (Policy 32). 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), including submitting a new application. It is recommended for students to contact the academic advisor prior to submitting a new application. In some cases, expedited admissions processes or application fee waivers may be available.

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

REQUESTING A PROGRAM OR TRACK/SEQUENCE CHANGE

Admissions are made to a specific program, including a specific specialty sequence (CMHC, MCFC, or SC). Students interested in changing their program or specialty track/sequence must contact their academic advisor as soon as possible.

If considering a different program outside of the MA Counseling specialties, admission and program change requirements are determined by the program a student is seeking to begin.

If changing to a different specialty track/sequence within the MA in Counseling program, below are the expected steps:

1. Consult with the Academic Advisor prior to taking any action.
2. Meet with the Track/Sequence Leader for the sequence you are intending to switch to.
3. If approved by the Track/Sequence Leader, complete a Program Change Form with your academic advisor.
4. Once the Program Change Form has been approved by the Division Chair and Registrar's Office, meet with the academic advisor to revise your advising plan.
5. Additional steps or information may be requested by the academic advisor or track/sequence lead (i.e., meeting with the track/sequence lead for your current program).

Note: Specialty tracks/sequences are limited to a specific number of students based on accreditation limitations. Changing tracks is subject to program faculty approval.

Students requesting change from a Post-Masters Certificate program to a Master of Art program or vice versa may be required to submit an updated application and/or additional application materials.

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

1. A student is dismissed from the sequence/track.
2. A 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.

Note: In some cases, students dismissed from a sequence/track may be eligible to change from a licensing sequence to the Human Relations non-licensing sequence if they do not wish to pursue the process noted above. This option is to be discussed with the program coordinator, track lead of the sequence from which the student was dismissed and the academic advisor and is subject to division chair approval.

GRADUATE STUDIES AND REQUIREMENTS

The GovState 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 the University's endorsement. A student receiving a master's degree must have demonstrated:

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

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, certificate, and licensure. There are multiple factors and stakeholders involved in earning a degree, certificate, and/or license. These include the state of Illinois, the University, the College of Education and Human Development, the Division of Psychology and Counseling, the counseling program and our professors.

GovState, CEHD, and Program requirements can be found at:

- GovState Academic Catalog: <https://www.govst.edu/catalog/>

*Note – Students are held to the program completion requirements and policies listed in the course catalog for their academic year. When reviewing the course catalog, it is recommended to check the drop-down menu in the top right corner to confirm that you are looking at the catalog for the academic year during which you started your current program.

- College of Education and Human Development: <https://www.govst.edu/academics/colleges-and-schools/college-education-and-human-development>
- MA in Counseling: <https://www.govst.edu/academics/programs/counseling-ma>
- Post-Master Certificates:
 - *Clinical Mental Health Counseling*: <https://www.govst.edu/academics/programs/clinical-mental-health-counselor-post-masters-certificate>
 - *Marriage, Couple, and Family Counseling*: <https://www.govst.edu/academics/programs/marriage-couple-and-family-counselor-post-masters-certificate>
 - *School Counseling*: <https://www.govst.edu/academics/programs/school-counselor-post-masters-certificate>

Resources regarding state requirements for licensure may be found at:

Illinois:

- LPC: <https://idfpr.illinois.gov/dpr/dprInt.html>
- LPC: <https://www.ilga.gov/agencies/JCAR/Sections?PartID=06801375>
- SC – PEL: <https://www.isbe.net/Pages/PEL-School-Support-Ed-Lic.aspx>
- SC - PEL: <https://www.ilga.gov/agencies/JCAR/Sections?PartID=02300025>
- MCFC- ALMFT: <https://ilga.gov/agencies/JCAR/Sections?PartID=06801283>

Indiana:

- LMHCA (Mental Health Counselor Associate) and LMFTA (Marriage and Family Therapist Associate): <https://www.in.gov/pla/professions/behavioral-health-and-human-services/>
- SC - <https://www.in.gov/doe/educators/educator-licensing/school-services-employee/>

Other States:

An overview of requirements in other states may be found through the American Counseling Association at <https://www.counseling.org/resources/licensure-requirements>, though it is strongly recommended to verify with the licensing board in the stat you are seeking.

STUDENT ENGAGEMENT AND PROFESSIONAL EXPECTATIONS

NEW STUDENT ORIENTATION

Prior to the start of the fall and spring semester, the Counseling program holds a new student orientation meeting. This is a required meeting for all new incoming students (both MA and Post MA Certificate) before their first semester. During the orientation, the student handbook is reviewed with key components discussed, students' ethical and professional obligations are defined, personal growth expectations as counselors-in-training are explained, and eligibility for licensure/certification is introduced. Additionally, other relevant programmatic information is presented, including the opportunity to meet many of our faculty members.

Note: Students unable to attend this mandated new student orientation meeting must communicate with the program coordinator, academic advisor, 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.

TECHNOLOGY

In accordance with Governors State University's and CACREP's requirements, all students must demonstrate basic competency in technology. At a minimum, students must be able to use Microsoft Word and PowerPoint to create papers and other assignments, conduct searches on the internet, use library databases to access journal articles and books, use other programs such as Adobe Acrobat (fillable PDFs), SLL/VIA (watermark), Blackboard, etc., 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 GovState email accounts forwarded to other electronic mail accounts.

PROFESSIONAL ENGAGEMENT

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) and its divisions, the American School Counselor Association (ASCA), the American Association for Marriage and Family Therapy (AAMFT), the Illinois Counseling Association (ICA), the Illinois School Counselor Association (ISCA), the Illinois Affiliation of Marriage and Family Therapists (IAMFT), and the Chi Sigma Iota (CSI) honor society for qualifying students.

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 determine 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 H and the section below related to the Student Success Plan specific information).

ACADEMIC EVALUATION

Academically, each student must achieve a course grade of B- or higher to successfully complete the course (applies to graded courses) and maintain a cumulative GPA of 3.0 or higher. 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.

After a course has been repeated, the highest grade awarded will be the assigned grade. The lower grade will remain on the transcript with an "R" to indicate a repeated course (Policy 47)

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 CACREP eight common core learning objectives and the specific specialty track objective in which the student is enrolled (see Appendix D 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). Each student is evaluated at least twice throughout their program in relation to their professional disposition (see Appendix E). Refer to Appendix F for the specific evaluation form and sub-areas under each main category.

STUDENT ALERT FORM

In addition to the above 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 G) 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 Appendix H).

STUDENT REQUESTS FOR LETTERS OF RECOMMENDATION

Students are encouraged to reach out to faculty if needing a letter of recommendation (LOR). These requests should be made to faculty members who are familiar with their academic ability, professional development, and professional dispositions. Students should also reach out to potential faculty as early as possible and allow reasonable time for letters to be prepared and submitted (generally at least two weeks' notice if not more). Additionally, students should provide the purpose, focused content, contact information for submission of the letter, an updated CV or resume, a description of their experiences and professional goals, and any other materials that would help the faculty member speak meaningfully to their qualifications. Faculty members are committed to supporting our students as they pursue employment and professional opportunities; however, faculty reserve the right to decline the request based on their own judgment, criteria, or availability.

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, professional 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 Handbook and Conduct Code (see <https://www.govst.edu/student-handbook-and-policies>), the American Counseling Association's (ACA's)

most current Ethical and Professional Standards/Code of Ethics (<https://www.counseling.org/resources/ethics>) and the counseling program's policies and procedures.

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 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 complete numerous papers, discussion posts and other assignments. As a part of students' professional conduct, they are to avoid plagiarizing acts. Plagiarism involves the presentation of somebody else's work (thoughts, ideas, re-search 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:

- Handing in an assignment that someone else has written and claiming the work as the student's own.
- Handing in an assignment that contains sections, paragraphs, sentences, and/or key phrases that someone else has written without documenting and appropriately citing the source(s) for each portion of the assignment not written by the student.
- 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.
- 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).
- 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).
- 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.
- Purchasing a paper written by someone else and handing it in as their own.
- 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.

For assistance with appropriate citations, please contact the GovState Writing Center.

AI USAGE

At Governors State University, we acknowledge the growing impact of artificial intelligence (AI) on education and strive to foster a learning environment that promotes innovation, academic integrity, and the responsible use of technology. The University has established standards governing the use of AI to preserve academic honesty, fairness, and integrity while addressing potential risks associated with AI (Policy 94). Generative AI tools (e.g., ChatGPT, Microsoft Copilot, Google Gemini) may be valuable educational resources when used ethically and responsibly.

The use of generative AI is subject to instructor approval and must comply with the University's Academic Honesty Policy. Students are responsible for verifying the accuracy of AI-generated content, appropriately acknowledging and citing AI use when required, and ensuring that all submitted work reflects their own learning and complies with course expectations.

Because AI may be appropriate for some learning activities but not others, individual faculty members may establish course-specific AI policies in their syllabi and assignments. These expectations may vary across courses within the Counseling program. Students are responsible for understanding and following the AI policy for each course in which they are enrolled. Unless an assignment explicitly states that generative AI is permitted or encouraged, students should assume that its use is not allowed.

When generative AI is permitted, any use must be properly acknowledged and cited in accordance with the current guidelines for the required citation style (e.g., APA, MLA). Students remain responsible for the accuracy, appropriateness, and originality of all work submitted, including any content generated with AI.

Additional guidance on the appropriate use of generative AI is available through the Governors State University Library's Artificial Intelligence (AI) LibGuide: <https://libguides.govst.edu/ai/academicintegrity> and in University Policy 94: <https://www.govst.edu/policies/use-generative-artificial-intelligence>

RETENTION, REMEDIATION, AND DISMISSAL POLICIES

Students who do not continuously meet the counseling program 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 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

H).

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 added to the student's GSUStar records. Another copy retained in the program's student 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 H) 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/>).

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

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 cannot be resolved through informal processes or mediation, and matters relating to allegations of misconduct where disciplinary action against a student or staff member may be an outcome of the investigation.

- **Academic Grievances** include academic issues, such as faculty and/or administrator's professional judgment related to the issuance of final grades, academic advising, and other academic related matters. Academic grievances are managed and processed by the academic colleges (College of Education and Human Development).
- **Non-Academic Grievances** include university errors related to non-academic issues, i.e. university errors in enrollment and/or registration.
- **Submitting a Complaint or Grievance** – If a student is unable to resolve a concern after contacting the appropriate parties or offices, directions on how to submit a complaint or grievance can be found through the Dean of Students Office at <https://www.govst.edu/student-complaints-and-grievances>.
- **Policy 5:** <https://www.govst.edu/templates/policies/policies.aspx?id=tn>
- Written complaints or grievances must be submitted within thirty working days of the event that led to the grievance.

If you have questions or concerns regarding the Complaint or Grievance policies, please contact the academic advisor or the Office of the Dean of Students.

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 (i.e., 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 summarized above. Additional information is outlined in the GovState 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>

LICENSURES, CERTIFICATIONS, AND ENDORSEMENTS

The licensing sequences of the Master of Arts in Counseling program (Clinical Mental Health Counseling; Marriage, Couple and Family; and School Counseling) are accredited by the Council for Accreditation of Counselor Education and Related Programs (CACREP). Students graduating from GovState’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 GovState MA in Counseling MCFC specialty sequence/track will meet the academic and training requirements to qualify for the Associate Licensed Marriage and Family Therapist (ALMFT) license. For more information, visit: <https://www.iamft.org/licensure>

In addition, the Illinois State Board of Education (ISBE) has approved the school counseling specialty sequence/track as leading to the Professional Educator License (PEL) with an endorsement in school counseling. All school counseling students must pass the ISBE School Counselor Proficiency Test (Exam 235) before they can be 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/>

Note: State requirements for licensure are subject to change. While we aim to align our programs with ever-evolving best standards and licensure requirements, as a University, we cannot guarantee licensure upon program completion as these decisions are determined by the State. Current licensure requirements for Illinois can be found at: <https://www.ilga.gov/agencies/JCAR/Sections?PartID=06801375>.

Students seeking licensure in other states are advised to check with relevant licensing boards.

Resources regarding state requirements for licensure may be found at:

Illinois:

- LPC: <https://idfpr.illinois.gov/dpr/dprInt.html>
- LPC: <https://www.ilga.gov/agencies/JCAR/Sections?PartID=06801375>
- SC – PEL: <https://www.isbe.net/Pages/PEL-School-Support-Ed-Lic.aspx>
- SC - PEL: <https://www.ilga.gov/agencies/JCAR/Sections?PartID=02300025>
- MCFC- ALMFT: <https://ilga.gov/agencies/JCAR/Sections?PartID=06801283>

Indiana:

- LMHCA (Mental Health Counselor Associate) and LMFTA (Marriage and Family Therapist Associate): <https://www.in.gov/pla/professions/behavioral-health-and-human-services/>
- SC - <https://www.in.gov/doe/educators/educator-licensing/school-services-employee/>

Other States:

An overview of requirements in other states may be found through the American Counseling Association at <https://www.counseling.org/resources/licensure-requirements>, though it is strongly recommended to verify with the licensing board in the stat you are seeking.

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 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.

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 and continues to be reviewed and revised consistently. 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. These areas align with the core learning objectives for the MA in Counseling Program.

The Eight CACREP Curriculum Educational Standards:

- Professional Counseling 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
- Research and Program Evaluation

While passing the NCE is not required for program completion, we recommend taking the NCE while enrolled in internship, when possible, or shortly after graduating to capitalize on your recent preparation while the skills and knowledge from your courses is fresh.

As a CACREP-accredited program, we are able to partner with NBCC to provide students in our licensing sequences with the opportunity to take the NCE prior to graduating. During the second half of Practicum II or the first half of Internship I, you will receive an email from your academic advisor and/or clinical coordinator notifying you that you have been endorsed to begin the application process for the NCC certification. As part of the NCC application, you have access to a unique link to register for the NCE and receive a discounted student rate both the NCC application and the NCE (bundled as one price). After you have been endorsed, you have up to two years before your unique link expires. If you do not take the exam during that time, you can still take the exam through IDFP and apply for the NCC certification, however you would no longer be eligible for the student rate.

NCE Resources:

- About the NCE: <https://nbcc.org/examinations/nce#nce>
- Accommodation Requests: <https://www.nbcc.org/exams/accommodations#accommodations>

- Application Process for Students: <https://www.nbcc.org/resources/applicantresources/studentinformation#student-info>
- NCE Handbook: <https://www.nbcc.org/examinations/nce#nce>
- Exam Preparation Resources: <https://www.nbcc.org/examinations/preparation#exam-preparation>

LICENSED PROFESSIONAL COUNSELOR (LPC)

The Licensed Professional Counselor is a first level of state licensure in Illinois. To qualify to be an LPC, individuals must have passed the National Counselor Examination (NCE) and meet all requirements set by the Illinois Department for Financial and Professional Regulation (IDFPR). Please see <https://www.ilga.gov/agencies/JCAR/EntirePart?titlepart=06801375>

After passing the NCE, applicants are to contact the Illinois Department of Financial and Professional Regulation in Springfield or visit <https://idfpr.illinois.gov/profs/profcounselor.html> to access the CORE application.

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 (over a minimum of 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>

NATIONAL CERTIFIED COUNSELOR (NCC)

The NCC is an additional voluntary certification. Once licensed as an LPC, you can apply to the NBCC for the National Certified Counselor (NCC) credential. This involves submitting a final sealed transcript and a completed Counseling Supervisor Endorsement Form.

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.

Note: The two years of post-masters professional counseling experience requirement is waived for GovState applicants in licensing sequences, as a CACREP accredited program and NBCC participating university. Students in the MA programs for CMHC, MCFC, and SC programs may apply for the NCC after being endorsed by the advisor and/or clinical coordinator (see NCE section above), however the NCC cannot be awarded until after final transcripts are reviewed by NBCC.

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

CERTIFIED CLINICAL MENTAL HEALTH COUNSELOR (CCM-HC)

This is for Clinical Mental Health students only; counselors can apply for this designation to demonstrate their commitment and expertise in 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->

ASSOCIATE LICENSED MARRIAGE AND FAMILY THERAPIST (ALMFT) & 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). 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://www.iamft.org/licensure>

ILLINOIS SCHOOL COUNSELOR EXAM (ILTS TEST 235)

The purpose of the Illinois School Counselor exam (ILTS Test 235) is to assess the competencies required for entry-level counseling in Illinois public schools. Passing it is a mandatory step to earn the Professional Educator License (PEL) with a School Counselor Endorsement.

The exam ensures prospective school counselors can effectively guide students and manage counseling programs by testing knowledge across four core areas:

- Human Development and Learning: Assesses your understanding of physical, cognitive, and social-emotional growth, as well as college and career readiness.
- Assessment, Instruction, and Services: Tests your ability to deliver developmental counseling, implement crisis interventions, and plan educational goals.
- The School Counseling Program: Focuses on program development, diversity, and how to evaluate counseling efficacy.
- The Professional School Counselor: Covers counseling ethics, laws, and professional identity.

The exam is computer-based with 100 multiple choice questions. For more information visit,

https://www.il.nesinc.com/TestView.aspx?f=HTML_FRAG/IL235_TestPage.html

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/>

STUDENT 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, GovState 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 GovState and in the community
- Connections to GovState 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 GovState serves), clothing, utilities, and prescription fulfillment

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

GovState Food Pantry (Located in B1242) – In addition to providing students with a list of community food pantries, GovState 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 – CWC (Located in A1120) – GovState partners with Advocate Health Care to provide students with medical and counseling services, advocacy support, and health promotion. Staff include 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.

Please note, the CWC is fully separate from the academic programs in the Division of Psychology and Counseling. CWC does not permit faculty or staff to work in both areas of the university, nor do they permit Governors State students to complete internship or practicum hours through the CWC to avoid dual relationships and protect students’ confidentiality.

In addition, GovState 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 – Many students at GovState are first generation students and have significant financial need. We work to support our students in affording their education in various ways. Resources may include:

- **Scholarships** – search through Scholarship Universe: <https://www.govst.edu/admissions-aid/paying-college/scholarships>
- **Emergency Scholarships** – students facing temporary or unexpected hardship may qualify for emergency support through the GovState Student Emergency Fund, [FAST Fund grants](#) through University Professionals of Illinois Local 4100, GSU4U, and other funds. Please be aware that these funds are limited. Contact your academic advisor or the Dean of Students Office for additional information.
- **Federal Financial Aid/ FAFSA**
- **Graduate Assistantship (GA) positions** – GA positions are part-time, on-campus employment opportunities for graduate students. GAs typically work 15-20 hours per week, receiving a monthly stipend (typically starting at \$900 per month) and a tuition waiver (typically covering six credits per semester). Positions are available in multiple offices across campus, including in our Community Counseling Services lab and administrative offices. Students can search and apply for positions through Jobs for Jaguars (Handshake) <https://govst.joinhandshake.com/login>

For additional information on financial aid opportunities, please contact:

Financial Aid Office; D1423, 708-534-4480, faid@govst.edu

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

GovState Office of International Services (Located in GMT Building) - We are proud to have a diverse population at Governors State University and international students add to that diversity. GovState 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 GovState. 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.

International Students are required to maintain communication with the Office of International Services and follow policies for international students to maintain their visa standing.

Note: International students requiring a visa must enroll in a minimum of nine (9) credit hours for Fall and Spring terms with at least six (6) credits meeting on-campus, in-person. Students must contact their OIS academic advisor if they have questions about this policy and how it may impact their advising plan. Visa requirements are subject to change based on federal requirements.

GMT Building, ois@govst.edu, 708-235-7611

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

Academic Resource Center-ARC (Located in B1215) – The ARC 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/>

Access Services for Students with Disabilities (Located inside ARC - B1215) ASSD provides academic assistance to students and works closely with faculty to facilitate access in the learning environment. ASSD provides students with temporary or permanent disabilities, reasonable accommodations, and services in compliance with the Americans with Disabilities Act.

For more information and/or to arrange accommodation visit <https://www.govst.edu/disability-services/>.

Career Services (Located in C3311) – GovState'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 strongly encouraged to join and become active members of counseling associations at various levels (i.e., national, state/local, etc.), as according to CACREP's standard 1.L. (2024), "students actively identify with the counseling profession by participating in professional counseling organizations and by participating in seminars, workshops, or other activities that contribute to personal and professional growth." Below are a few recommended organizational opportunities.

Students are also encouraged to explore Divisions and Chapters within many of these organizations, aligning with various specializations and interests such as Group Work, Child and Adolescent Counseling, Multicultural Counseling, working with LGBTQ+ populations and more.

Additionally, organizations such as ACA and ASCA offer liability insurance with membership.

NATIONAL

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/who-we-are>. 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 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.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 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/web/web/About-AAMFT/Management/AAMFT-Position-on-Couples-and-Families.aspx?hkey=0c28c43b-9a13-48b0-863a-9cb04a540820>). For more information visit: <https://aamft.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/>.

LOCAL/STATE

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>

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.cca-cct.com>

ILLINOIS AFFILIATION OF MARRIAGE AND FAMILY THERAPISTS

The Illinois Affiliation of Marriage and Family Therapists (IAMFT) have a goal "... to educate, advocate and affiliate together 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 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”. For more information visit: <https://www.ilschoolcounselor.org/>.

UNIVERSITY ORGANIZATIONS

CHI SIGMA IOTA (CSI)

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

OTHER CLUBS AND ORGANIZATIONS

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 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 (ALAS)**– promotes Latin American culture and provides educational programs. Recently, this dedicated group of students established the ALAS scholarship at GovState.
- **Athletics** – In addition to GovState’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.
- **Internal Culture Organization** - This group promotes cultural awareness throughout the GovState 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 GovState’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** – GovState has created its “Social Justice Initiative” to be directed by Dr. Phyllis West starting spring semester, 2022. This newly formed GovState focus is designed to further promote social justice activities within and without the university. Its construction and primary foci activities are currently being developed.

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

SURROUNDING SCHOOL DISTRICTS ORGRANIZATIONS

SUBURAN 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

CHICAGO PUBLIC SCHOOLS

Illinois State Board of Education Professional Preparation Office
(For individuals residing in or near Chicago)
1819 West Pershing Rd. West Building, 2nd Floor Chicago, IL 60609
312.535.7456 or 7457

FREQUENTLY ASKED QUESTIONS AND ANSWERS (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, GovState'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 meets 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 the GovState's 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. Students 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/licensure>

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 GovState 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 on becoming a School Counselor in the State of Illinois:

<https://www.school-counselor.org/counselor/illinois-become-school-counselor/>

Note: 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.

Outside of these specializations, graduates from the MA Counseling programs may use their degree in many other settings and roles including case management, higher education (student affairs, career services, accessibility services), corporate training or workplace conflict resolution, veterans' services, corrections, victim advocacy, crisis prevention and response, various non-profit organizations, and many others.

Q: How/when are the courses offered?

A: The MA in Counseling program courses typically meet one day per week between Monday and Thursday. Classes are held in the evening, typically from 4:30 – 7:20pm or 7:30 – 10:20pm. This is an in-person, on-campus program; however, some classes are occasionally offered in a hybrid format (meeting in-person every other week and online/asynchronous on the opposite weeks), or fully online on rare occasions. School Counseling specialization courses are delivered in a hybrid format, meeting in-person every other week. We recommend planning to be on campus approximately two evenings per week on average.

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

A: This depends on several factors. Most students take two or three courses (6-9 credits) per term (Fall, Spring, and Summer). Typically, students can complete the program in approximately three to four years. Due to prerequisite sequences, the most expedited path would require approximately two and a half years.

Due to the nature of this program, students are recommended to take their time to absorb the coursework and participate in personal reflection, rather than working to complete the program as quickly as possible. Taking the time to learn more about oneself throughout the program helps counselors-in-training better understand their future clients' perspective. Additionally, it is common for students to uncover topics that may challenge their own mental health and wellbeing. Taking care of yourself throughout the program is necessary to avoid burnout. Self-care is an ethical mandate in the Counseling professions and is strongly encouraged in our programs.

Q: What is candidacy?

A: Candidacy refers to the stage of the program where students have been officially recognized by faculty as being ready to move beyond basic coursework to the more advanced and professional level of the program. Students must complete the following four courses with a grade of B- or higher prior to admission to candidacy:

- COUN 6600 Professional Orientation and Ethical Standards for Counselors
- COUN 7720 Social and Cultural Foundations
- COUN 7810 Beginning Counseling and Human Relations Skills
- COUN 7847 Group Dynamics and Interventions

Students must be awarded candidacy before beginning practicum.

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 of 40 hours of direct client service. The CMHC and MCFC specialty tracks will have their practicum experience over two semesters through the program's Community Counseling Services. 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-depth 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.

Students have a wide range of possible internship sites and training opportunities. The 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: This program prepares students to take the NCE to become a Licensed Professional Counselor (LPC). Once students obtain their LPC, they can seek to become a Licensed Clinical Professional Counselor (LCPC (supervision hours and passing of the National Clinical Mental Health Counseling Examination-NCMHCE are required). As a LCPC, an individual can open a private.

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

A: Counselors must 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. Possible unresolved personal issues invariably come up for students during this program. Having their own counseling support will help them greatly to resolve these potential issues.

Governors State University provides free counseling to students enrolled in the university through the Counseling and Wellness Center (CWC). Please note, the CWC is fully separate from the academic programs in the Division of Psychology and Counseling. CWC does not permit faculty or staff to work in both areas of the university, nor do they permit Governors State students to complete internship or practicum hours through the CWC to avoid dual relationships and protect students' confidentiality.

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. GovState's counseling programs (MA and Ph.D.) are currently accredited through March 31, 2031.

The benefits of CACREP accreditation include the following:

- Streamlined Licensure: It makes the application process smoother because it fulfills educational requirements for licensure in many states.
- Enhanced Career Opportunities: This accreditation is preferred by many and often required for federal jobs (like the VA). Therefore, graduates are more attractive to employers.
- Stronger Job Readiness: Ensures thorough preparation with essential coursework, hands-on practicum/internships, and up-to-date knowledge.
- Doctoral Program Advantage: A degree from a CACREP program provides a strong foundation and is often preferred for doctoral studies.
- National Recognition: Validates that the education received meets nationally agreed-upon standards, giving confidence to students and professionals.

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 17% between 2024-2034 and employment for Marriage and Family Therapists is expected to grow 13%, both of which are much higher than the average of other professions. Employment for educational, vocational, and school counselors is expected to grow by 4% which is considered an average growth rate compared to other professions. Data collected in 2024 reflected the national median salary for licensed mental health counselors to be \$59,190; Chicago's annual mean wage is \$61,600.

Learn More:

Licensed Mental Health Counselors: <https://www.bls.gov/ooh/community-and-social-service/substance-abuse-behavioral-disorder-and-mental-health-counselors.htm>

Marriage and Family Therapists: <https://www.bls.gov/ooh/community-and-social-service/marriage-and-family-therapists.htm>

School and Career Counselors: <https://www.bls.gov/ooh/community-and-social-service/school-and-career-counselors.htm>

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Appendix A : Glossary of Terms

CACREP Council for Accreditation of Counseling and Related Educational Programs

CEHD College of Education and Human Development (previously COE, College of Education)

Certification a voluntary credential issued by a non-governmental professional organization to verify specialized expertise.

CMHC Clinical Mental Health Counseling. A sequence/track in our MA in Counseling/Post-Master Program.

Countertransference occurs when a therapist unconsciously projects their own personal feelings, unresolved conflicts, or past relationship dynamics onto a client. Rather than just a clinical error, modern psychology views it as a valuable tool to understand the client's impact on others, provided the therapist manages it properly.

Gatekeeping the ethical and professional duty of counselor educators and supervisors to continuously monitor, evaluate, and regulate trainees. Its primary goal is to ensure only competent, ethical individuals enter the field, thereby protecting vulnerable clients from harm.

IDFPR Illinois Department of Financial and Professional Regulation

Internship a mandatory, advanced, and supervised field placement for graduate students. Serving as the final step before graduation and state licensure, it allows the trainee—known as a counselor intern—to transition from the classroom to real-world clinical practice, carrying a caseload while receiving close oversight from licensed professionals.

ISBE Illinois State Board of Education

LCPC Licensed Clinical Professional Counselor is a licensed mental health professional with a master's or doctoral degree, qualified to independently assess, diagnose, and treat mental, emotional, and behavioral disorders.

Licensure a mandatory, government-issued legal authority required to practice a specific profession.

LPC A Licensed Professional Counselor is a mental health credential that allows individuals to provide counseling, therapy, and psychological services. As an LPC, you work under the supervision of a higher-level clinician (such as an LCPC, LCSW, or psychologist) but cannot operate as an independent private practitioner.

LMFT A Licensed Marriage and Family Therapist is a mental health professional trained to diagnose and treat mental, emotional, and behavioral disorders through a relational or systemic lens. They specialize in working with couples, families, and individuals to resolve interpersonal conflicts and improve overall relationship dynamics.

MCFC Marriage, Couple, and Family Counseling. A sequence/track in our MA in Counseling/Post-Master Program.

NBCC National Board for Certified Counselors. Established in 1982, it is the largest premier credentialing body for professional counselors in the United States.

NCC National Certified Counselor. It is a voluntary, board-certified credential issued by the National Board for Certified Counselors (NBCC). It indicates that a professional has met high, nationally recognized standards for education, examination, and ethical practice.

NCE National Counselor Examination. It is a standardized, 200-question multiple-choice exam created by

NBCC.

PEL an Illinois Professional Educator License is the foundational license required to work as a teacher, administrator, or school support personnel in public schools. It requires a bachelor's degree, the completion of a state-approved educator program, passing required content-area exams, and is managed through the Educator Licensure Information System (ELIS). In addition to completing our program, school counseling track students must successfully pass the School Counselor content exam (ILTS 235) to work as a school counselor in the state of Illinois.

Practicum an introductory, supervised clinical experience in a graduate program where students begin applying classroom theories to real-world settings. It serves as the foundational steppingstone before a more intensive internship, focusing heavily on building core clinical skills through close supervision.

Professional Identity a unique set of values, beliefs, and ethical standards that define a counselor and distinguish the profession from other mental health disciplines. It centers on a developmental, wellness-oriented framework and encompasses a practitioner's scope of practice, professional engagement, and dedication to client advocacy.

SC School Counseling. A sequence/track in our MA in Counseling/Post-Master Program.

Transference the unconscious redirection of a client's feelings, desires, or expectations from a past significant person (such as a parent or former partner) onto their therapist. It is a natural phenomenon that offers vital clues to a client's core relational patterns and unresolved emotional conflicts.

Wellness Model a holistic, strength-based framework focusing on optimal health and life satisfaction, rather than just the absence of disease. It views the mind, body, and spirit as interconnected and empowers clients to actively engage in personal growth.

Appendix B : Recommended Readings

Some of the below sources may or may not be required for individual courses. However, as a graduate student and counselor-in-training, they can be beneficial for academic, personal, and professional growth throughout students' matriculation in our program.

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). <https://doi.org/10.1176/appi.books.9780890425596>

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.).

American School Counselor Association. (2025). *The ASCA national model: A framework for school counseling programs* (5th ed.). Author. Available for free online on the [American School Counselor Association](#) website for ASCA members.

American School Counselor Association. (2025). *The ASCA national model: A step-by-step guide*.

Corey, G. (2010). *Creating your professional path: Lessons from my journey*. American Counseling Association.

Echterling, L. G., Presbury, J., Cowan, E. W., Staton, A. R., Sturm, D. C., Kielty, M. L., McKee, J. E., Stewart, A. L., & Evans, W. F. (2016). *Thriving!: A manual for students in the helping professions* (3rd ed.). SAGE Publications. <https://doi.org/10.4135/9781483398570>

Kottler, J. A. (2022). *On being a therapist* (6th ed.). Oxford University Press

Yalom, I. D. (2002). *The gift of therapy: An open letter to a new generation of therapists and their patients*. HarperCollins Publisher

Additional Recommended Readings can be found through Chi Sigma Iota's "The Counselor's Bookshelf": <https://www.csi-net.org/page/counselorsbookshelf>

Appendix C : Program Course Descriptions

Curriculum may be revised each academic year. For most the most current course list and descriptions, please visit <https://catalog.govst.edu/>.

These courses are listed in numerical order. This list does not reflect the order in which these courses should be completed. Please work with your academic advisor to determine your advising plan.

Required Common Core Courses – All Specialty Sequences/Tracks

(3 credits/ea. X 11 courses = 33 hours)

COUN 6600 Professional Orientation & Ethical Standards in Counseling: Introduces 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)

COUN - 6625 Foundations of Sexual Issues, Assessment, and Interventions: 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 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 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 8850 Addictions and Co-Occurring Disorders: Reviews the prevalence of coexisting mental and substance use disorders within the United States population. Approaches to identifying, assessing, and treating clients with substance use, addictions, and/or coexisting disorders are explored.

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)

COUN - 6625 Foundations of Sexual Issues, Assessment, and Interventions: 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 8850 Addictions and Co-Occurring Disorders: Reviews the prevalence of coexisting mental and substance use disorders within the United States population. Approaches to identifying, assessing, and treating clients with substance use, addictions, and/or coexisting disorders are explored.

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.

PSYC 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 D: CACREP 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 1: COUN 6600: Professional Orientation & Ethical Standards in Counseling – Ethics Paper

KPI 2: COUN 8972/8982/8969: Internship II – Internship Portfolio

Social and Cultural Diversity

Demonstrate multicultural competence working with individuals from diverse backgrounds

KPI 1: COUN 7720: Social and Cultural Foundations – Cultural Experience Group Presentation

KPI 2: 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 1: COUN 7620: Lifespan Developmental Issues – Developmental Issues Group Presentation

KPI 2: COUN 8972/8982/8969: Internship II – Internship Portfolio

Career Development

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

KPI 1: COUN 7730: Lifestyle and Career Development – Self Career Development Assignment Paper

KPI 2: 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 1: COUN 6630: Counseling Theories – Major paper

KPI 2: 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 1: COUN 7847: Group Dynamics and Interventions – 5 Session Psychoeducational Group Plan and Conducting a Group Session Assignment

KPI 2: 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 1: COUN 7855: Assessment and Treatment Planning – Clinical Assessment

KPI 2: 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 1: COUN 6610 Research and Assessment: – Research Proposal Assignment

KPI 2: 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 1: COUN 8845: Practicum II – Case Presentation

KPI 2: 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 1: COUN 8859: Family and Couples Counseling – Midsemester Family Counseling Skills Evaluation

KPI 2: 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 1: COUN 6638: Intro to School Counseling – Systems Paper

KPI 2: COUN 8969: Internship II – Internship Portfolio

Submitting KPI Assignments to Student Learning & Licensing System

In addition to uploading these course assignments to Blackboard, students will be required to submit them via Student Learning & Licensure System (SLL). Please see the instructions below for access SLL.

First-time login procedures:

1. Go to sll.watermarkinsights.com (use either Mozilla Firefox or Google Chrome)
Use a computer. DO NOT USE A TABLET OR PHONE.
2. The username for each user is the person's GSU e-mail (including@govst.edu).
The default password for any new users who never logged in to SLL is case-sensitive GOVSTYYYYMMDD (Date of birth). So, if Jane Doe was born 12/31/2080 the password would be GOVST20801231.
3. SLL asks users to change their password upon first login? Change the password.

Note: There are special cases for people who do not have their dates of birth in Colleague. For those we went with the default password of case-sensitive GOVST2019.

If this procedure doesn't work, try typing your email address (full) in the username and click on the Forgot Password link. If you are still unable to log in, please contact your academic advisor or program coordinator.

Appendix E: Professional Dispositions: CORIS Assessments in Program

First Review

MA students' dispositions are evaluated during the following courses:

COUN 6600 Professional Orientation and Ethical Standards for Counselors
COUN 7720 Social and Cultural Foundations
COUN 7810 Beginning Counseling Skills
COUN 7847 Group Dynamics and Interventions

Note: These are the four pre-requisite courses needed for Candidacy

Second Review

MA and Post-Master students' dispositions are evaluated during the following courses:

COUN 8844 Practicum 1 (SC)
COUN 8845 Practicum 2 (CMHC/MCFC)

Third Review

MA and Post-Master students' dispositions are evaluated during the following courses:

COUN 8969 Internship II (SC)
COUN 8972 Internship II (CMHC)
COUN 8982 Internship II (MCFC)

Appendix F: Professional Disposition Evaluation Form



Counseling, MA & Post MA CORIS Professional Disposition Evaluation Form

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.				
☐	Investment	1	2	3 N/A
☐	Counselor identity	1	2	3 N/A
☐	Advocacy	1	2	3 N/A
☐	Professional excellence	1	2	3 N/A
☐	Civic engagement	1	2	3 N/A
☐	Collaboration	1	2	3 N/A
☐	Interpersonal competence	1	2	3 N/A
Commitment Overall Rating		1	2	3
Comments:				
Openness.				
☐	Openness to ideas, learning, and change	1	2	3 N/A
☐	Openness to growth	1	2	3 N/A
☐	Self-development	1	2	3 N/A
☐	Openness to others	1	2	3 N/A
☐	Understand micro/macro perspective	1	2	3 N/A
☐	Interpersonal communication	1	2	3 N/A
Openness Overall Rating		1	2	3
Comments:				
Respect.				
☐	Perceives and honors diversity	1	2	3 N/A
☐	Self-care	1	2	3 N/A
☐	Wellness	1	2	3 N/A
Respect Overall Rating		1	2	3
Comments:				
Integrity.				
☐	Personal responsibility.	1	2	3 N/A
☐	Personal integrity	1	2	3 N/A
☐	Courage	1	2	3 N/A
☐	Congruence	1	2	3 N/A
Integrity Overall Rating		1	2	3
Comments:				
Self-awareness.				
☐	Humility	1	2	3 N/A
☐	Self-reflection/exploration	1	2	3 N/A
☐	Place in History	1	2	3 N/A
☐	Personal maturity	1	2	3 N/A
☐	Honesty	1	3	3 N/A
Self-awareness Overall Rating		1	2	3
Comments:				

NOTE – This form has moved to SLL/ Watermark. This is being shared as a sample to illustrate the criteria. Printed/ PDF forms are not required. Faculty will submit these forms at the end of each semester.

Appendix G: Student Alert Form



Counseling, MA & Post MA Student Alert Form

Student Name: _____ Course/Site: _____

Instructor/Site Supervisor: _____ Date: _____

Is failure of the course eminent? Yes No
Comments:

Have you spoken with the student? Yes No
Comments:

Specific Concerns (Check all that apply):

Engagement Issues:

Comments, Details

☐	Missed Class Meeting(s)	
☐	Arrived late to class multiple times	
☐	Departed early from class multiple times	
☐	Inappropriate conduct during class meeting(s)	
☐	Not participating in class discussion(s)/ activities(s)	
☐	Not prepared for class discussion(s)/ assignment(s)	

Academic Issues

☐	Not submitting assignments at all	
☐	Not submitting assignments by due date	
☐	Not submitting assignments in Blackboard	
☐	Poor quality of work submitted	
☐	Not posting answers to discussion questions	
☐	Not responding to peers in discussion threads	
☐	Poor quality of responses to discussion posts and/or peer responses	
☐	Not using APA format or using incorrectly	
☐	Not using proper sources	
☐	Plagiarism	
☐	Problems understanding, retaining and/or applying instructions to assignments	

Personal Issues:

Comments, Details

☐	Student may be a threat to self or others	
☐	Transportation problems	
☐	Work schedule conflict	
☐	Personal illness	
☐	Childcare/ eldercare/ caretaker issues	
☐	Death of family member/ close friend/ loved one	
☐	Financial concerns	
☐	Housing concerns	

Other Concerns:

☐	Concern about service	
☐	Concern about technology access	
☐	Concern about curriculum	
☐	Concern about instructor	
☐	Concern about an administrator	
☐	Concern about another student	

Additional Comments:

Instructor Signature: _____

Date: _____

Appendix H: Student Success Plan



Counseling, MA & Post MA 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:

Items/steps to be Addressed/ Assessed	Scheduled Check-in Date	Scheduled Completion Date	Date Completed	Faculty Signature at completion

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: (EXAMPLES)

- 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 will 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
- They may not be permitted to enroll in practicum and/or internship.
- If applicable, they may be removed from practicum or other clinical experiences
- They may be dismissed from the program if the student has not met the requirements in the student success plan.

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>.

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.

Student Acknowledgements
(Initial each line)

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.

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.

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.

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.

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

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

Student Name, Printed: _____

Student ID : _____

Student Signature: _____

Date: _____

Faculty Signatures:

Print: _____ Signature: _____ Date: _____

Print: _____ Signature: _____ Date: _____

Appendix I: Counseling Program General Course Policies and Procedures

STUDENT IDENTITY 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.

It is strongly recommended to add an automatic signature to your GovState email account. See GovState HELPDESK tutorial for more information.

Note: Refer to individual course syllabus for additional details.

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.
- Messages in all lowercase letters can be difficult to read, instead, use normal capitalization.
- TYPING IN ALL CAPS IS CONSIDERED SHOUTING ON THE INTERNET.

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 “insult or attack” others. Remember these discussions are “public” and meant for constructive exchanges. Treat others on the list with civility
- Use your GovState 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.

COMPLETE ASSIGNMENTS:

All assignments for most courses will be submitted electronically through Blackboard to maintain and keep track of students’ 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.

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. If difficulty persists or is unable to be resolved, contact your academic advisor to discuss dropping the course or other resources.

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.

UNDERSTAND WHEN YOU MAY DROP A COURSE:

It is the student’s responsibility to understand when they need to consider disenrolling from a course. Refer to the GovState’s Portal for dates and deadlines for registration or contact your academic advisor for assistance. There are different deadlines to “Drop” and/or “Withdraw” from a course. Deadlines are listed for individual courses in the Student Planning Portal, depending on the exact start date of a course.

Typically, the “**Drop**” deadline is approximately two weeks after the start of a term. When students drop a course before the stated deadline, the course is removed from their transcript and tuition statement.

“**Withdraw**” deadlines are approximately two thirds of the way through the term. Withdrawing from a course will result in a “W” and students will be financially obligated.

Deadlines are determined by the Registrar's Office each term and these estimates are subject to change. **It is strongly encouraged that students contact their academic advisor before removing a course from their schedule.** Many courses are not offered every term and are prerequisites for future courses. Changing your schedule may have impact your program completion timeline.

In the event of a qualifying emergency or medical event, students may request approval for Emergency & Medical Leave through the Dean of Students' Office. Requests must be submitted at least two weeks prior to the end of the term. For additional information, please contact your academic advisor or the Dean of Students Office.

A MESSAGE REGARDING PLAGIARISM:

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

- Handing in an assignment that someone else has written claiming the work as your own.
 - 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.
 - Handing in an assignment that includes any material copied word-for-word from a source without the appropriate use (according to the current APA Manual edition) of quotation marks, citation(s) and page numbers.
 - 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).
 - 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.)
 - 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.
 - 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.
- 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)

Learn more about Plagiarism: <https://www.youtube.com/watch?v=SrjoaalxJl&t=1s>

Note: Papers containing plagiarized material will be given a grade of zero, which may result in the course failing. 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.

If you are unsure about your writing and need assistance, please contact GovState' Writing Center.

GOVSTATE 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 by a great writer has many eyes.

To schedule an appointment with a Writing Center consultant, please visit govst.mywconline.com or call the

Student Success Commons at 708-534-4090. Virtual and in-person appointments are offered.

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

Note: The Writing Center aims to respond to you within 24 hours of your submission, but responses cannot be guaranteed within that time frame during the summer term, Thanksgiving weekend, winter break and other holidays or peak times. Also, the Writing Center strongly advises students not to submit a paper for an online consultation less than forty-eight hours before it is due.





Counseling, MA & Post MA Handbook Receipt

This Student Handbook compiles policies and procedures that apply to the Master of Arts in Counseling and Post-Masters Certificates in Counseling programs. This Handbook 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. When updates are made, the latest version will be shared with all active students. The latest version of the Handbook supersedes prior versions. Students' graduation requirements will remain in line with the Course Catalog for their program entry term unless otherwise discussed.

Course Catalog: <https://catalog.govst.edu/index.php> (select your entry year in top right corner)

By signing this form, I agree that I have received the handbook and understand that I am responsible for understanding and complying with its policies and procedures.

I understand that if I have any questions about these policies, I should contact my academic advisor and/or program coordinator for clarification.

I understand that as a Governors State University Student, I must also abide by the University's Student Handbook as well as University Policies.

University Student Handbook: www.govst.edu/student-handbook-and-policies

University Policies: www.govst.edu/policies

Student Name, Printed: _____

Student ID : _____

Student Signature: _____

Date: _____

Please sign this form acknowledging receipt of the handbook and return to your academic advisor.