

**GRADUATE STUDIES IN
COUNSELING**

STUDENT HANDBOOK

ACADEMIC YEAR 2011-2012



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SECTION I

INTRODUCTION TO GRADUATE STUDY IN COUNSELING

Structure and Administration

The counseling programs are housed in the Counseling Psychology Area in the School of Education of Loyola University Chicago. The Counseling Psychology Area is directed by Dr. Anita Thomas (Graduate Program Director) and includes concentrations in community counseling (M.A. and M.Ed.), school counseling (M.Ed.), and counseling psychology (Ph.D.).

Graduate Programs in Counseling

There are three master's-level counseling programs in the Counseling Psychology Area: (1) Community Counseling (M.Ed.), (2) Community Counseling (M.A.), and (3) School Counseling. The Area also offers a School Counseling (Type 73) certification program. The purposes, requirements and curricula of each of these programs are described in detail in Section II of this Handbook.

Community Counseling (M.Ed.)

The M.Ed. Program in Community Counseling is a practitioner-oriented program designed for those who want to engage in the practice of counseling upon completing master's study. It conforms to both national (Council for the Accreditation of Counseling and Related Educational Programs--CACREP) and state (Illinois Department of Professional Regulation--IDPR) curricular standards for professional counseling training programs. Thus, graduates of this program are eligible to apply and sit for the Licensed Professional Counselor (LPC) examination immediately upon graduation. They are also eligible to apply for examination as Licensed Clinical Professional Counselors (LCPC) after receiving two years of post-degree supervised experience. Graduates of this program are also competitive for admission into doctoral programs in counseling psychology, counselor education, and related mental health fields as long as they design their elective course work with eventual doctoral study in mind.

Community Counseling (M.A.)

The M.A. Program in Community Counseling is designed for those who are not interested in becoming licensed for counseling practice, but who plan to apply for doctoral-level education in Counseling Psychology, Counselor Education, or a related field upon graduation. This program is, therefore, the more research focused of the two Community Counseling programs. It requires fewer hours of practicum and internship training and more course work in research methods and statistics than the M.Ed. Program in Community Counseling. It also requires participation on a faculty member's research team. Graduates of this program are not eligible for licensing as LPCs or LCPCs in Illinois unless they take additional course work and acquire the same number of hours of practicum and internship training as students in the M.Ed.

program. Graduates of this program are, however, well-trained for eventual admission into doctoral study at Loyola University Chicago or elsewhere.

School Counseling (M.Ed.)

The School Counseling Program is a practitioner-oriented program for those who want to engage in the practice of school counseling in elementary or secondary school settings upon graduation. Like the M.Ed. Program in Community Counseling, it is built around both national (CACREP) and state (Illinois State Board of Education--ISBE) curricular standards for school counseling training programs. Thus, graduates of the School Counseling Program will have completed the educational requirements to qualify for School Counselor Certification in the State of Illinois. ISBE Standards also require either a standard teaching certificate or additional course work in education for School Counseling Certification (see School Counseling Certification without a Teaching Certificate in Section II of this Handbook for those who do not have a teaching certificate). Graduates of this program are not eligible for licensing as LPCs or LCPCs in Illinois unless they take additional course work and gain the necessary two years of post-degree supervised experience.

School Counseling (Type 73) Certification

This is not a degree program. Rather it is a program for those who already hold a master's degree in a mental health or educational field and who want to become certified School Counselors in the State of Illinois. Students who complete this program are endorsed by Loyola University Chicago as having met the requirements for School Counseling Specialist certification and are eligible to sit for the ISBE School Counseling (015) examination.

Counseling Psychology Area's Mission Statement and Goals

In addition to national and state standards, the requirements of all counseling programs in the Counseling Psychology Area derive from the Area's official Mission Statement and Mission-derived goals.

Mission Statement

The educational mission of Loyola University Chicago includes the gathering and disseminating of knowledge, and the preparation of women and men who are intellectually mature and who spend themselves in the service of others, missions specified by the Jesuit tradition and embraced by the Counseling Psychology Area. The faculty of the Counseling Psychology Area, as further specified in the Mission Statement of Loyola University Chicago, strives for excellence in the complementary endeavors of teaching and research and are committed to using their professional-scholarly expertise in the service of others and to work for social justice in a pluralistic society.

Through graduate programs in Community Counseling, School Counseling, and Counseling Psychology, the Area prepares students to serve in a wide variety of professional

roles, including teaching, counseling, consulting, and research and evaluation. Masters programs in community and school counseling seek to prepare culturally sensitive, professionally competent practitioners who think critically and who base their practices on scholarly inquiry rather than passing fad. The masters programs are also designed to prepare students who wish to pursue further education at the doctoral level at Loyola University Chicago or other institutions of higher education to do so. The Area's doctoral program in Counseling Psychology seeks additionally to prepare students to function competently as independent scholars and teachers--to generate and disseminate new knowledge as well as to apply knowledge with professional and ethical competence and cultural sensitivity.

The Counseling Psychology Area, therefore, strives to prepare professionals who are thoroughly knowledgeable and well-trained in their academic disciplines and to promote in all of its members a capacity for critical and ethical judgment, a commitment to using psychological science in the service of others, a dedication to social justice, and a respect for the dignity of all individuals and cultural groups.

Goals

The specific goals of the Counseling and Counseling Psychology Area, as derived from the Area's Mission Statement, include the following:

1. To prepare professionals who understand the knowledge bases of the counseling professions.
2. To prepare professionals who are skilled practitioners capable of applying the knowledge base of their disciplines in an ethical, reflective, and culturally-responsive manner.
3. To prepare professionals who can evaluate research, appreciate the contribution of empirical inquiry to the solution of applied problems, and apply research findings to their practices. In addition, to prepare professionals, at the doctoral level, who are capable of conducting independent research.
4. To prepare professionals who are knowledgeable of the social-cultural contexts of human development.
5. To prepare professionals who can evaluate the outcomes of their interventions with empirically sound methods.
6. To prepare professionals, at the doctoral level, who are capable to teaching and supervising undergraduate and graduate students.
7. To prepare professionals who participate in continuing professional education and supervision in their future professional lives and who involve themselves in activities of their professional associations.

8. To prepare professionals who are committed to social justice in scientific and practice settings.

Admission Requirements and Procedures

Since this Handbook is primarily intended for current students in the counseling graduate programs, we do not provide a detailed description of admission requirements and procedures. Rather, these are well-described on our Area's web page. The URLs for each program are the following:

Community Counseling (M.Ed. and M.A.):

<http://www.luc.edu/education/applicationinfo.shtml>

School Counseling

<http://www.luc.edu/education/applicationinfo.shtml>

Type 73 Certification

<http://www.luc.edu/education/applicationinfo.shtml>

Sources of Financial Aid and Support

The Counseling Psychology Area usually has a number of assistantships available to its graduate students. However, because these are largely teaching assistantships that involve assisting faculty in the teaching of masters-level courses and supervising master's students practicum experiences, they require a completed master's degree and enrollment in the Ph.D. program in Counseling Psychology. Thus, graduate assistantships are reserved for the Area's doctoral students.

Community and school counseling students, however, can receive assistantships and other sources of financial support through other units of the University. Two units that have frequently provided assistantships to our master's students are the University's Office of Student Affairs and the Center for Urban Research and Learning (CURL). The Office of Student Affairs has assistantships in a number of student affairs departments (e.g, Undergraduate Admissions, Career Center, Learning Assistance Center, Residence Life, etc.). CURL is a grant-supported research center that shares the 10th floor of Lewis Towers with the School of Education. It has a number of research projects that regularly provide research assistantships to Loyola undergraduate and graduate students, including community and school counseling students. Both Student Affairs and CURL assistantships usually pay the assistant a stipend and provide tuition remission for some graduate course work. Levels of stipend and tuition remission vary

across assistantship assignments. These assistantships are also administered by their respective units, not by our program Area. Thus, inquiries and applications should be made directly to the Office of the Dean of Students (for Student Affairs assistantships) or to CURL.

Additionally, individual faculty and the Program Director often receive notification during the year of assistantships that become available at the University or other institutions. Announcements about these are posted on the Area's student list serve. Thus, be sure to check your e-mail regularly.

The School of Education web page also has detailed information on sources of financial assistance. Thus, please go to the Student Financial Assistance page at the School of Education web site (<http://www.luc.edu/education/financialassistance.shtml>) for information on additional sources of financial aid that might be available to you.

SECTION II

PROGRAM DESCRIPTION AND CURRICULUM

Community Counseling (M.Ed.)

Overview of Program

As we said in the first section of this Handbook, the M.Ed. Program in Community Counseling is a practitioner-oriented program designed for those who want to become licensed for counseling practice in Illinois or other states. It has been designed to meet both CACREP and state curricular standards, and graduates will be eligible to sit for the examination as a Licensed Professional Counselor (LPC) in Illinois upon graduation and as a Licensed Clinical Professional Counselor (LCPC) after receiving two years of post-degree supervised counseling experience. The state will review your transcripts to determine if your coursework is appropriate. We have designed the coursework to correspond exactly to the state's requirements.

The difference between these two licenses in Illinois is that the LCPC, but not the LPC, allows you to engage in the private practice of counseling and to supervise LPC's as they are gaining their post-degree experience. Although the LPC does not allow one to have a private practice in Illinois, many employing agencies and organizations require the license.

There are two important issues that you need to consider as you progress through your program. The first is where you might want to practice after completing your degree. As you will learn in the Introduction to Community Counseling course that you will take in your first year in the program, the title of the counseling license and the requirements for licensing vary from state to state. Thus, if you want to practice in a state other than Illinois, you should learn about the licensing requirements in that state and design your program (e.g., electives) to be sure that you will be license eligible in that state. You will have an opportunity to do this in the Introduction to Community Counseling course.

The second issue that you need to consider is whether or not you might want to pursue doctoral education in counseling psychology, counselor education, or a related field in the future. Although the M.A. program in Community Counseling has been specifically designed as a doctoral preparation program, enrollment in the M.Ed. Program does not preclude you from pursuing a doctorate. However, there are a couple of curricular options that you should elect to make you competitive for admission into Ph.D. programs (these may not be as critical for admissions to Psy.D. programs--your advisor can explain to you the difference between these two doctoral degrees). First, although you are required to take a graduate-level research methods course (RMTD 400/CPSY 450), you are not required to take a graduate-level statistics course. We strongly recommend that you take at least one graduate-level statistics courses (e.g., RMTD 404--Advanced Educational Statistics) if you are interested in pursuing a Ph.D. in the future.

Second, you must have demonstrated research experience to be Ph.D. program competitive. You need also to have letters of recommendation from faculty who can attest to your research experience and potential. Thus, we also strongly urge those of you who are interested in later Ph.D. study to volunteer to work in a faculty member's lab during your master's study. You can find brief descriptions of faculty research interests in Appendix C of this Handbook. Each faculty member's vita is also posted on the School of Education web page.

Program Curriculum and Requirements

The M.Ed. Program in Community Counseling is a 48-semester hour program, requiring 27 semester hours of counseling core courses that are taken by students in all of the Area's masters programs, 21 semester hours of specialized course work in community counseling practice, and comprehensive examinations taken during the final semester of study. The program also has an undergraduate statistics prerequisite that should be completed before starting master's study.

The next section of this Handbook outlines the curricular requirements of your program. Please see your advisor if you have questions about any of the requirements.

Program Requirements

M.Ed. Program in Community Counseling

Undergraduate Psychology Prerequisites (3 Semester Hours)

Statistics Course (3)

Counseling Core (27 Semester Hours)

CPSY 420: Counseling Skills (3)

CPSY 421: Professional and Ethical Issues in Counseling (3)

CPSY 423: Theories of Counseling and Psychotherapy (3)

CPSY 424: Career Development and Counseling (3)

CPSY 425: Assessment in Counseling (3)

CPSY 426: Group Counseling (3)

CPSY 433: Multicultural Counseling (3)

CPSY 454: Human Development (3)

RMTD 400/CPSY 450: Research Methods (3)

Specialty Area: Community Counseling Practice (18 Semester Hours)

CPSY 427: Introduction to Community Counseling (3)

CPSY 437: Substance Abuse Counseling (3)

CPSY 444: Family Therapy I (3)

CPSY 528: Diagnostic Appraisal and Treatment Planning (3)

CPSY 440: Practicum/Internship (6)*

*Practicum/Internship requires 700 hours of supervised practice in a setting relevant to community counseling practice, taken by enrollment in CPSY 440 (Practicum/Internship) for two semesters.

Specialty Electives (3 Semester Hours)

- CPSY 527: Prevention, Advocacy, and Outreach: Community-Based Interventions (3)
CPSY 445: Family Therapy II (3)
CPSY 446: Marital and Couples Counseling (3)
CPSY 457: Child Development and Counseling (3)
CPSY 458: Adolescent Development and Counseling (3)
CPSY 464: Adult Development and Counseling (3)
CIEP 480: Mental Testing: School Age and Adults (3)
CIEP 481: Mental Testing: Preschool (3)
CPSY 482: Personality Assessment (3)
CPSY 485: Career Assessment (3)
CPSY 535: Supervision Seminar (Strongly Encouraged)
CPSY 435: Special Topics: Advanced Studies in School Counseling & Consultation (3)
CIEP 496: Program Evaluation (3)
RMTD 404: Advanced Educational Statistics (3--Strongly recommended for those with goals for doctoral education)
- Others--The above are suggested electives. Electives should be chosen to fashion a personal curriculum that fits with your professional interests. Electives can be taken in any University department (e.g., Psychology, Social Work, etc.) or program (e.g., Educational Leadership, Higher Education, Educational Psychology, School Psychology, etc.).

Community Counseling (M.A.)

Overview of Program

As we said in the first section of this Handbook, the M.A. Program in Community Counseling is designed for those who are not interested in becoming licensed for counseling practice with the master's degree, but rather for those who intend to pursue a Ph.D. degree in counseling psychology, counselor education, or a related field in the near future. It requires more research experience and statistics courses than does the more practitioner-oriented M.Ed. Program and is designed to make graduates competitive in the doctoral application process.

There are two important issues of which you should be aware. First, although your program is located in the School of Education, it is administratively housed in the Graduate School of Loyola University Chicago. Although this does not affect anything about your program or its requirements, it does affect the graduate office to which you report and the schedule to which you must adhere. Thus, required forms (e.g., applications for comprehensive examination and graduation, etc.) need to be obtained from, and submitted to, the Graduate School, not the School of Education. Also, if there are any differences in dates in which forms are due, you must adhere to those listed in the semester schedule for the Graduate School, not the School of Education.

Second, completing the M.A. degree in community counseling does not preclude you from becoming licensed with the master's degree. It is just that you will need to take additional courses that will make you license-eligible and gain more than the required number of practicum and internship hours. Also, because the title of the license and requirements for licensing vary somewhat from state to state, you will need to become familiar with the licensing requirements in states where you might want to hold a masters-level counseling license, and fashion your electives and practicum/internship experiences to meet that state's requirements.

Program Curriculum and Requirements

The M.A. program in Community Counseling is a 48 semester hour program, requiring (a) 27 semester hours of counseling core courses that are taken by students in all of the Area's masters programs, (b) at least 6 semester hours of research methods/statistics courses beyond the core research methods course (RMTD 400/CPSY 450), (c) a research apprenticeship (taken for 3 semester hours of Independent Research--CPSY 499), (d) 450 hours of practicum/internship taken for 6 semester hours of credit (CPSY 440), and (e) a comprehensive examination taken during the final semester of study. The program also has an undergraduate statistics prerequisite that should be taken (with a grade of B or better) prior to enrolling in the M.A. program.

Finally, because your program requires a research apprenticeship with a faculty member, you should become familiar with faculty research early in your program of study. You can find brief descriptions of faculty research interests in Appendix C of this Handbook. Each faculty member's vita is also posted on the School of Education web page. After identifying faculty in

whose lab's you might want to work, you should talk to them about their current research programs to decide with whom you will work. You are required to spend one semester working with this faculty member in research and enroll in CPSY 499 (Independent Research). However, we encourage you to spend more than one semester of research apprenticeship since amount of research experience is considered strongly in applications to most Ph.D. programs. You also need letters of recommendation from faculty who can speak to your research experience and potential to be competitive for acceptance into Ph.D. programs.

The next section of this Handbook outlines the curricular requirements of your program. Please see your advisor if you have any questions about any of the requirements.

Program Requirements

M.A. Program in Community Counseling

Undergraduate Psychology Prerequisites (3 Semester Hours)

Statistics Course (3)

Counseling Core (27 Semester Hours)

CPSY 420: Counseling Skills (3)

CPSY 421: Professional and Ethical Issues in Counseling (3)

CPSY 423: Theories of Counseling and Psychotherapy (3)

CPSY 424: Career Development and Counseling (3)

CPSY 425: Assessment in Counseling (3)

CPSY 426: Group Counseling (3)

CPSY 433: Multicultural Counseling (3)

CPSY 454: Human Development (3)

RMTD 400/CPSY 450: Research Methods (3)

Specialty Area: Community Counseling Research and Practice (15 Semester Hours)

RMTD 421: Educational Research II (3)

CPSY 427: Introduction to Community Counseling (3)

CPSY 499: Independent Research (3)*

CPSY 440: Practicum/Internship (6)**

*Students are required to participate on a faculty member's research team for one semester. CPSY 499 should be taken at that time and the student should register for his or her faculty mentor's section of CPSY 499. Voluntary (i.e., not for course credit) participation in research for more than one semester is recommended.

**Practicum/Internship requires 450 hours of supervised experience in a setting relevant to community counseling practice, taken through registration in CPSY440 for two semesters of 3 semester hours of credit each semester.

Research Elective (3 Semester Hours)

RMTD 405: Qualitative Research (3)
RMTD 406: Program Evaluation (3)
RMTD 420: Educational Research I (3)
RMTD 430: Psychological Measurement (3)
RMTD 432: Theories of Measurement--Scaling (3)
RMTD 482: Introduction to Linear Models (3)
RMTD 483: Multivariate Statistics (3)
RMTD 484: Hierarchical Linear Models (3)
RMTD 485: Design of Survey Instruments (3)
RMTD 487: Factor Analysis (3)
RMTD 488: Meta-Analysis (3)
PSYC 486: Program Evaluation (3)

General Elective (3 Semester Hours)

Another 3 semester hours from the Research Elective list, or 3 semester hours from Specialty Electives listed on the M.Ed. in Community Counseling Program Requirement page (pp. 11-12).***

***LPC and LCPC eligibility in Illinois requires CPSY 437 (Substance Abuse Counseling), CPSY 444 (Family Therapy I), CPSY 528 (Diagnostic Appraisal and Treatment Planning), and 700 hours of practicum/internship training.

School Counseling (M.Ed.)

Overview of Program

As we already said in the first section of this Handbook, the School Counseling Program is a practitioner-oriented program for those who want to become school counselors in elementary or secondary school settings. It has been designed to meet both CACREP and ISBE curricular standards for school counseling, and qualifies graduates to apply for School Counseling Certification in the State of Illinois.

There are two issues related to school counseling certification of which you should be aware as you begin your program. The first is where you might want to work after completing your degree. Certification and licensing requirements vary from state to state. Thus, if you want to work as a school counselor in another state, you should learn about the certification and licensing requirements in that state and design your program (e.g., electives) to be sure that you will become certification- or license-eligible in that state.

Second, without additional coursework, graduates are not eligible to apply for examination to become a Licensed Professional Counselor (LPC) or a Licensed Clinical Professional Counselor (LCPC) in Illinois. Thus, if you'd like to be able to apply and sit for the LPC exam, you should take CPSY 427 (Introduction to Community Counseling), CPSY 437 (Substance Abuse Counseling), CPSY 444 (Family Therapy I), and CPSY 528 (Diagnostic Appraisal and Treatment Planning) as electives or additional courses. Eligibility for the LCPC additionally requires two years of post-degree supervised experience.

Attaining Certification as a School Counselor in Illinois

In the first section of this Handbook, we noted that certification in school counseling in Illinois also requires a standard teaching certificate or additional course work in education. It also requires that applicants for certification take and pass the ISBE Basic Skills Test in addition to the School Counseling exam.

School Counseling Certification without a Teaching Certificate

This route to certification as a school counselor in Illinois requires graduation from a 48-semester hour masters program in school counseling that is approved by the Illinois State Board of Education (ISBE) and additional course work in (a) the structure, organization, and operation of the educational system, with emphasis on P-12 schools, (b) the growth and development of children and youth, and their implications for counseling in schools, (c) the diversity of Illinois students and the laws and programs that have been designed to meet their unique needs, and (d) effective management of the classroom and the learning process. Since our School Counseling program requires a human development course as part of the counseling core and an adolescent or child development and counseling course as a school counseling specialty course, students in our program electing to take this route to certification will require 9 semester hours (three

courses) beyond the 48 semester hour masters degree. **These courses are: CIEP 401 (The Exceptional Child), CIEP 414 (Instructional Strategies for Diverse Populations), and ELPS 460 (School Administration).**

Most students take two of the above three classes as electives (the School Counseling Program requires two electives) and then finish the third class in the summer after receiving their degrees. Please note that these three courses are not required for the master's degree in school counseling. They are State requirements for persons who do not hold a teaching certificate. They also may not be required in other states. One implication of this is that you should not wait until you finish all of these classes before you graduate. Rather, you should apply for graduation for the semester in which you will complete 48 semester hours of graduate study, graduate, and then complete any remaining courses required for certification in Illinois after you graduate. Another implication is that if you want to practice in another state, you may not have to take any of these three courses. Check the certification requirements in states in which you might want to practice.

Students seeking school counseling certification without a teaching certificate must also pass the ISBE Basic Skills Test in addition to the school counseling certification examination. The Basic Skills Test can be taken anytime, while most of our students take the school counseling certification exam in the spring semester of their second year in the program (you do not have to wait until you graduate to take this exam). The ISBE website provides information on dates on which exams are given, fees, and registration procedures. Both exams (basic skills and school counseling) are administered by ISBE (not us) and you must register with ISBE to take them.

Certification with a Teaching Certificate

If you hold a valid teaching certificate in Illinois, you do not have extra course work to take, and can apply for certification immediately upon graduation. You will, however, also need to take and pass ISBE's school counseling certification exam and Basic Skills Test (if you haven't already taken it). Most of our students take the school counseling certification exam in the spring of their second year in the program (you do not have to wait until you graduate to take it). The ISBE website provides information on dates on which the exam is given, fees, and registration procedures. The exam is given by ISBE (not us) and you must register with ISBE to take it.

Becoming Certified in School Counseling

ISBE requires our endorsement that you have completed all requirements. Thus, when you have completed everything (courses, degree, ISBE exams) go to the School of Education website (http://www.luc.edu/education/academics_IL-cert_main.shtml), and submit the form to the Program Director or Senior Program Coordinator, who will initial that you have completed all the requirements. Dr. Janet Pierce-Ritter, Associate Dean for Student Services will sign the form and submit to ISBE. The student will be notified by email when this is complete and what

the next steps are.

Program Curriculum and Requirements

The M.Ed. Program in School Counseling is a 48 semester hour program, requiring 27 semester hours of counseling core courses that are taken by students in all of the Area's masters counseling programs, 21 semester hours of specialized course work in School Counseling, and comprehensive examinations taken during the final semester of study. The program also has an undergraduate statistics prerequisite requirement which should have been completed with a grade of B or higher before enrolling in the school counseling program.

Program Requirements

M.Ed. Program in School Counseling

Undergraduate Psychology Prerequisites (3 Semester Hours)

Statistics Course (3)

Common Core (27 Semester Hours)

CPSY 420: Counseling Skills (3)

CPSY 421: Ethical and Legal Issues in Counseling (3)

CPSY 423: Theories of Counseling and Psychotherapy (3)

CPSY 424: Career Development and Counseling (3)

CPSY 425: Assessment in Counseling (3)

CPSY 426: Group Counseling (3)

CPSY 433: Multicultural Counseling (3)

CPSY 454: Human Development (3)

RMTD 400/CPSY 450: Research Methods (3)

Specialty Area: School Counseling (15 Semester Hours)

CPSY 428: Introduction to School Counseling (3)

CPSY 457: Child Development and Counseling (3) **OR**

CPSY 458: Adolescent Development and Counseling (3)

CPSY 435: Special Topics: Advanced Studies in School Counseling and Consultation (3)

CPSY 440: Practicum/Internship in Counseling (6)*

*Practicum/Internship requires 700 hours of supervised counseling experience in a school setting, taken by enrollment in CPSY 440 (Practicum/Internship) for two semesters.

Specialty Elective (6 Semester Hours)

- CPSY 527: Prevention, Advocacy, and Outreach: Community-Based Interventions (3)
- CPSY 427: Introduction to Community Counseling (3)
- CPSY 437: Substance Abuse Counseling (3)
- CPSY 457: Child Development and Counseling (3)
- CPSY 458: Adolescent Development and Counseling (3)
- CPSY 480: Mental Tests: School Age and Adult (3)
- CPSY 481: Mental Tests: Preschool (3)
- CPSY 482: Personality Assessment (3)
- CPSY 485: Career Assessment (3)
- CPSY 528: Diagnostic Appraisal and Treatment Planning (3)
- CIEP 401: The Exceptional Child (3)
- CIEP 414: Instructional Strategies for Diverse Populations (3)
- CIEP 478: Behavioral Interventions: Assessment and Support (3)
- RMTD 406: Program Evaluation (3)
- ELPS 460: School Administration (3)
- ELPS 461: Issues in School Law (3)
- RMTD 403: Design of Survey Research (3)

Type 73 Certification: School Counseling Endorsement

Overview of Program

This program is for persons wanting to become school counselors who already have completed a master's degree in a mental health or educational field. It requires completion of the course work required for the 48 semester hour master's degree in school counseling and a standard teaching certificate or the additional education courses required of persons in the School Counseling master's program (See Program Requirements for the M.Ed. Program in School Counseling—pp. 17-18). Some of the school counseling and additional education courses can have been completed through prior graduate course work. The Program Director (or his/her designee) reviews applicants' transcripts and informs them of which courses they will need to take for Loyola University Chicago to endorse them as being examination-eligible for school counseling certification. Although we prefer that students complete a minimum of five courses at Loyola, students must complete CPSY 420 (Counseling Skills), CPSY 428 (Introduction to School Counseling), and CPSY 440 (Practicum/Internship) at Loyola to receive the University's endorsement, regardless of whether these courses were taken through prior graduate course work.

There are two special issues that applicants to this program must understand. First, this is not a degree-granting program. Thus, graduates of this program will not receive a Loyola graduate degree, but rather endorsement by the University of examination-eligibility for school counseling certification in Illinois. Second, endorsement is for school counseling eligibility in Illinois only-- it is not an endorsement that you would be examination-eligible in other states.

SECTION III

PROGRAM REQUIREMENTS AND EXPECTATIONS

Advising and Course Loads

Whether you take just one course the first semester or are attending full-time, it is required that you meet with your advisor to complete a program plan (see Appendix A). The plan will indicate whether you have completed the undergraduate prerequisite and whether prior graduate courses that you might have taken can transfer into your current program (see next section on Policies on Transfer Credits). A copy of the plan should be filed with the Area's Senior Program Coordinator by the end of your first semester. You and your advisor should also have a copy of your program plan. You are also strongly encouraged to meet with your advisor at least once per semester thereafter.

The maximum program per semester for full-time graduate students is 12 semester hours (fall and spring semesters), and six semester hours in each summer session. Full-time student status is 9 to 12 semester hours per academic term. If you are attending full-time, we recommend that you take a maximum course load (12 semester hours) only during your first two semesters. The time commitments required for practicum/internship during your second year make it very difficult to take more than 9 semester hours. Thus, we recommend that full-time students take only 3 courses (9 semester hours), including 3 semester hours of CPSY 440, each semester during the second year of study.

Policies on Transfer Credits

University regulations indicate that no more than six (6) semester hours of graduate course work taken at another university can be counted toward your Loyola degree. Thus, it is possible to have up to 6 semester hours of graduate courses taken elsewhere transferred into your program, provided they clearly duplicate required program courses. It is important that all transfer credits be officially approved before they can be counted toward your degree requirements. To obtain official approval, you should give your advisor transcript evidence of the course and the grade you received in it, and a copy of the course's syllabus (catalog descriptions are insufficient). If your advisor approves that the course clearly duplicates a required course in our curriculum, he or she will submit a form to the Dean's Office recommending transfer credit approval. Official approval can only be given by the Dean's Office.

In some rare instances of scheduling conflict, students may need to take a required course at another university to complete degree requirements. This course may be transferred into your program if you have not already accumulated 6 semester hours of transfer credit and the course is officially approved by standard procedures. Thus, if this becomes a case for you, you must see your advisor for tentative approval before taking the course and follow the procedures outlined above after you complete the course. Do not simply take the course without prior approval of

your advisor and expect the course to be approved for transfer credit after the fact.

If you have completed more than six semester hours of graduate courses at another university that clearly duplicate courses required for your program, you may, upon advisor approval, substitute more advanced or elective courses for the duplicate courses. This does not require approval of the Dean's Office, but it does require your advisor's approval. In other words, you must have completed 48 semester hours of approved graduate course work to receive your degree, of which no more than six semester hours may have been taken at another university.

Sequence of Courses

Although there is no rigid sequence in which you should take all of your courses, you should take CPSY 420 (Counseling Skills), CPSY 421 (Professional and Ethical Issues in Counseling), CPSY 423 (Theories of Counseling), and CPSY 427/428 (Introduction to Community Counseling or Introduction to School Counseling--depending on your program) during your first year of graduate study. You must receive a B or better in each one of these four courses to be eligible to apply for practicum and internship placement (CPSY 440). Thus, it is important to complete these four courses before you enroll for CPSY 440.

Appendix B lists the semesters in which each required course is offered and indicates the year of study (01 or 02) when we recommend you take each course. Please consult this Appendix as an aid to planning your program of study and be sure to consult with you advisor if you have questions about when a course may fit best into your own program plan.

Comprehensive Examinations

Your program culminates in a comprehensive examination taken during your final semester of study. The exam, the Counselor Preparation Comprehensive Examination (CPCE), is a national, standardized exam that has been developed by the National Board of Certified Counselors (NBCC) to serve as a comprehensive exam in master's-level counseling programs. Exam dates are published on-line in the calendar section of the School of Education website. Applications may be obtained online from the Graduate School of Education (for M.Ed. students) or the Graduate School (for M.A. students). The applications should be forwarded to the senior program coordinator by the stated deadline. Comprehensive examinations can be retaken once in the event of a failure on the first attempt.

The purpose of the CPCE is to assess counseling students' knowledge of counseling information viewed as important by counselor preparation programs. The CPCE consists of 160 items with 20 items per CACREP area. Of the 20 items per section, 17 will be scored items and the remaining three will be pretest items that are not identified to the student. The purpose of embedding pretesting is to generate actual score performance data on items. This allows CCE to select items for future test construction that have the most desirable psychometric attributes. Scores for each section and a total score will be reported to institutions for each student. The

CCE will provide statistics on the program's students as well as national data. A demographic questionnaire will be included on the answer sheet for research purposes. Students are allowed four hours to complete the examination including the demographic questionnaire.

The eight CACREP domains on which the examination questions are based are:

Human Growth and Development – the nature and needs of individuals at all developmental levels.

Social and Cultural Foundations – issues and trends in a multicultural and diverse society.

Helping Relationships – counseling and consultation processes and theories.

Group Work – group development, dynamics, counseling theories, group counseling methods and skill, and other group work approaches.

Career and Lifestyle Development – career development and related life factors.

Appraisal – individual and group approaches to assessment and evaluation.

Research and Program Evaluation – types of research methods, basic statistics, and ethical and legal considerations in research.

Professional Orientation and Ethics – all aspects of professional functioning including history, roles, organizational structures, ethics, standards, and credentialing.

To Prepare:

- Study notes and review textbooks from previous courses
- Work in a group and divide tasks by courses. For example, have one person be responsible for all “group counseling” notes, while someone else is responsible for “counseling skills”. Share and discuss the important ideas and concepts.
- Read through *Encyclopedia of Counseling* by Howard Rosenthal.
- Relax!

Practicum/Internship Policies and Requirements (CPSY 440)

I. PHILOSOPHY STATEMENT AND GOALS/OBJECTIVES

Supervised fieldwork training is a critical component of each individual's program. The goal of training is the thoughtful application of scientific knowledge and personal competencies to the range of challenges confronting users of counseling services. It is expected that each student will be able to incorporate and use his/her counseling skills and theories of counseling in direct service to clients.

II. DEFINITION OF RELATED TERMS

- A. Practicum/Internship is defined as a supervised experience in school counseling or community counseling.
- B. Agency refers to any setting (i.e., community mental health center, counseling center, hospital, school, etc.) in which the student is working. School Counseling students must complete their training requirements in school settings.
- C. Field Supervisor refers to the staff member at each agency to whom the Loyola student is directly accountable while working at the agency.
- D. Loyola Supervisor refers to the faculty member or adjunct faculty member who is responsible for arranging supervision time with each student. This individual also acts as the liaison for the University in terms of a contact person for the Field Supervisor. Communication regarding grades for a student is generated by the Loyola Supervisor from the Field Supervisor.
- E. The Coordinator of Clinical Training is responsible for the administration of all clinical experiences including practica and internships. This individual assesses student readiness and coordinates all placements and supervision.

III. CONDITIONS REGARDING PRACTICUM/INTERNSHIP

- A. Prerequisites: It is necessary for each individual to have completed, with a grade of B or higher, CPSY 420 (Counseling Skills), CPSY 421 (Professional Issues), CPSY 423 (Theories of Counseling), and CPSY 427 or 428 (Introduction to Community Counseling or Introduction to School Counseling—depending on program of study) prior to enrolling in CPSY 440 (Counseling Practicum/Internship). In the situation where students do not attain at least a B grade in any of these four courses, the course(s) will have to be repeated until a grade of B is obtained.
- B. Minimum Time Commitment: For state certification/licensing, students must accumulate 700 hours of practicum/internship experience. You can earn the 700 hours

by doing 24 hours per week on site for 30 weeks (two semesters). This will give you 720 hours. There is also one and one-half hours per week of Loyola group supervision and one hour per week of Loyola individual/dyadic supervision during both semesters of enrollment in CPSY 440. For further clarification or additional information, please see Dr. Carolyn Mildner.

- C. Supervision: It is required that students attend individual and group supervision meetings with their Loyola Supervisor during both semesters of enrollment in CPSY 440; with details to be worked out each semester within the group. It is also required that each student participate in individual supervision at the practicum/internship site throughout both semesters of enrollment in CPSY 440.

IV. PROCEDURES FOR IDENTIFYING AND OBTAINING PRACTICA/INTERNSHIPS

- A. Mandatory meetings are held every October where policies and procedures for securing a Practicum/Internship are reviewed. Students will receive a practicum manual at this meeting. The Director of Clinical Experiences and the Director's Graduate Assistant post office hours to help students as they look for practicum sites.

B. Choosing and/or Locating Sites:

1. After the October meeting, those students applying to practicum will gain access to a list of approved sites and site evaluations. This information is stored in Blackboard within the practicum organization shell.
2. If a student is interested in securing a pre-approved site, the student will submit a list of potential sites to the Coordinator of Clinical Training for approval. The student will then directly apply to those approved sites. Application procedures and deadlines vary from site to site, so it is the student's responsibility to follow protocol.
3. If a student is interested in pursuing a new site, the student must discuss this with the Coordinator of Clinical Training. Next, the student should communicate with the appropriate contact person at the site to complete the required documentation to seek site approval. The site contact must complete and return the site information form to the Coordinator of Clinical Training. Upon receipt of the site information form, the Coordinator of Clinical Training will verify site information, making a final determination of the appropriateness of the site for practicum.
4. After accepting a practicum/internship site, students should submit a Practicum/Internship Registration Form.

C. Supervision

Each student is required to have a minimum of one (1) hour of supervision with his or her field supervisor, although more may be available. At the conclusion of your first 100 hours at the site, your site supervisor should complete the First 100 hours Evaluation form to ensure that you are ready to progress from your 100 hour practicum to your 600 hour internship. The site supervisor also completes a Trainee Evaluation: Supervisor Form at the end of each semester of your internship experience. The student must complete a "Verification of Practicum/Internship Hours" form. This form must be signed by the field supervisor as well as the Loyola supervisor. Students should keep a copy of this form for themselves and should give a copy of this form to their academic advisor to be placed in their permanent files. Without the completion of this form, the Program can not verify that students have met practicum/internship requirements. Since such verification is required in applications for licensing, it is imperative that these forms are completed and filed.

Policies and Procedures for Dealing With Student Impairment

I. Overview

Part of the mission of Loyola University Chicago, embraced by the Counseling Psychology Area, is the preparation of women and men who are intellectually mature and who give of themselves in the service of others. The Area strives to promote in all its members a capacity for critical and ethical judgment, a commitment to using psychological science in assisting individuals and society, and a respect for the dignity of all individuals and cultural groups. The Area emphasizes, through classroom experience, field work, and collaborative experiences between faculty and students, the need for students to develop the intellectual and interpersonal skills appropriate for their professional activities.

To realize this mission, the Counseling Psychology Area strives to train competent, culturally sensitive professionals who are capable of critical thinking, and whose professional activities are consistent with methods of scholarly inquiry. The Area's faculty recognizes that the realization of these goals occurs within the context of the personal development of the Area's students. Therefore, they commit themselves to the support of student development, and to the identification and remediation of problems which may impair a student's performance.

II. Academic and Clinical Competence

Professional training involves the development of both academic and clinical competence. One is not sufficient without the other. To monitor students' professional development, annual assessment of their knowledge and understanding, clinical skills, technical skills, problem solving and clinical judgment, and personal attributes will be conducted.

A. Knowledge and Understanding: Students will operate from a base of knowledge that includes information about basic psychological processes, about counseling theory, about the dynamics and mechanisms for change, as well as about ethics. This knowledge is assessed in both academic as well as in clinical settings, where students' ability to apply knowledge to practice is evaluated.

Students are expected to maintain at least a 3.00 average for all course work taken at Loyola. Courses in which a student earns less than a grade of C will not be counted towards the completion of a graduate degree, and no more than two, and (2) courses in which a student has earned a grade of C will be counted towards the completion of a graduate degree. All earned grades, however, will be included in the computation of a student's graduate G.P.A.

Along with successful completion of didactic course work, students are expected to demonstrate competency in appropriate clinical skills, and competency in using and/or conducting scholarly research. Expectations in these areas will vary according to a student's program and degree.

Detailed information concerning degree requirements may be found in Sections II and III of this Handbook and in the Catalogs of the Graduate School (for Ph.D. and M.A. students) or the School of Education (for M.Ed. students). Students should familiarize themselves with the policies and procedures appropriate for their degree program and School.

B. Clinical Skills: Clinical skills are necessary to develop appropriate professional working relationships with individuals or groups. Throughout the students' academic career, opportunities will be provided to supervise the development of both basic and specific skills appropriate to their professional practice.

C. Problem Solving and Clinical Judgment: Students will be able to apply their professional knowledge to appropriate assessment, treatment and/or referral. Students' case conceptualization and treatment plans will be reflective of their ability to implement their knowledge with sensitivity to clients. Further, students will be able to respond to crisis situations that require immediate decisions and action.

III. Personal Attributes

The faculty considers the student as a whole person, and realizes that a student may have difficulty developing in all of the areas stated above. In so far as such difficulties reflect the student's qualifications or potential to become a competent and ethical professional, these difficulties will be reviewed by the faculty. Concerns about a student may come from the student, staff, faculty, field training supervisors and/or other students, and be reported through grades and/or written or verbal evaluations. A student's personal characteristics, interpersonal manner, social skills, and emotional makeup that may interfere with his or her ability to function professionally will be addressed in both academic and clinical settings.

IV. Evaluation Criteria and Methods

A. Criteria:

Students are expected to demonstrate:

1. An ability to complete successfully the course work essential to developing the required knowledge base appropriate for a student's profession;
2. An ability to use and/or conduct scholarly research consistent with appropriate degree and program requirements;
3. An ability to develop the appropriate clinical skills necessary to develop a working relationship with a client;
4. An ability to develop the technical expertise to perform specialized assessment or treatment procedures;
5. An ability to identify their areas of professional competence, and to know when and how to refer to another professional if the services required are beyond those which they are able to provide;
6. An ability to respond in a mature manner in areas of interpersonal sensitivity and clinical judgment;
7. An ability to recognize appropriate professional and interpersonal boundaries and to refrain from any inappropriate conduct in connection with the delivery of professional services.

B. Evaluation Methods:

At times students will experience difficulties which detract from their personal and professional development and/or judgment. In keeping with the goals of the Area, students will be evaluated on their critical and ethical judgments. Consistent patterns of skewed judgment raise doubts about an individual's ability to deliver competent and ethical service in educational

and clinical settings. Further, consistent prejudicial attitudes against others based on sex, race, or cultural diversity also raise concerns about the potential delivery of service. Allegations of violence, aggression, sexual harassment, and criminal activity against the university's students, personnel, or associated professional field placement personnel and clients, constitute grounds for evaluation of a student's standing in the Area.

In keeping with the above goals, the faculty will monitor the well-being of its students, and intervene when problems impair a student from functioning. Such review will be conducted on a yearly basis, or more frequently if warranted. In the event that the faculty becomes aware that a student may be impaired, either personally or professionally, it will take prudent measures to aid the student's continued development.

When the program faculty becomes aware that there is concern about a student's personal or professional performance, the faculty will conduct an appropriate review of the circumstances generating the concern. On the basis of its review the faculty will make a determination of the validity of the concern. This determination will be done in a timely fashion. The student's rights to a thorough, objective review, including representation of her/his own perspective, will be given. If the concern is deemed to be valid, the faculty will initiate an assessment of the student. The assessment may include but is not necessarily limited to:

1. The opinions of experts on the academic faculty, field supervisors, and/or consultants to the faculty;
2. The student's willingness to accept responsibility for the concerns in question, including the student's willingness to meaningfully engage in a remediation process;
3. The extent to which continued enrollment of the student will place unreasonable or excessive demands upon other students or faculty of the Program;
4. The student's ability to function with clients as a trainee;
5. An evaluation submitted to the faculty by the student's own consultant and/or outside consultant as requested by the faculty.

V. Intervention

A. Remedial Intervention:

Interventions may include a recommendation of individual and/or group counseling. In addition to such a recommendation, the faculty may recommend other appropriate educational, clinical, or field experience which may assist the student. A remediation plan will be developed and implemented for the student which may include, in extreme cases, disciplinary action. Continuance of the student's enrollment in the Program in either a full-time or part-time basis will be closely monitored by the faculty.

A decision whether to allow a student to continue in his or her program of studies will be determined, in part, by the student's response to remediation procedures. In the event that a student makes use of a suggested intervention and the student does not demonstrate sufficient improvement in the area(s) of concern, the faculty may elect to recommend additional remediation.

A student may refuse the program faculty's attempt at remediation. If the student refuses to accept the program faculty's suggestion for remediation, the student may appeal to the appropriate Dean.

Should a student refuse to cooperate in addressing his or her impairment, the faculty may elect to take action consistent with its professional responsibility to protect current students, faculty and staff, as well as current and future clients and coworkers. Examples of such actions may include, but are not limited to, temporarily removing the student from contact with clients and/or a field placement, or a mandatory leave of absence from the student's academic program.

B. Disciplinary Action:

In the event that a student refuses to accept a remediation recommended by the Area and supported by the Dean, or fails to make adequate progress in addressing his or her impairment, the faculty may initiate formal disciplinary action either in conjunction or independent of further attempts at remediation. While every attempt will be made to present the faculty's actions as educational rather than punitive, the faculty must take actions consistent with its professional responsibilities. Examples of such actions may include, but are not limited to:

1. Counseling the student to withdraw from his or her program of studies;
2. Placing the student on probation with academic continuation contingent on progress in remediation;
3. Placing the student on a required leave of absence from his or her program;
4. Permanently removing the student from contact with clients; and/or
5. Dismissing the student from his or her program of studies.

Endorsement Procedures for Licensing and Certification

Because certification and/or licensing are necessary for program graduates to practice in their professions, it is important that each student be aware of the credentialing process. The Counseling Psychology Area will endorse a student only for those credentials (i.e., certifications or licenses) for which the student has been adequately trained.

Endorsement for Professional and Clinical Professional Counselor Licensing

Students who successfully complete all degree requirements for the M.Ed. in Community Counseling will be endorsed for examination-eligibility as a Licensed Professional Counselor (LPC) in Illinois, provided that the student has kept and filed an accurate record of his or her practicum/internship hours and experiences (see section on Practicum/Internship Procedures and Requirements). The student must pass the licensing examination administered by the Illinois Department of Professional and Financial Regulation to be formally licensed by the State. Community Counseling (M.Ed.) students will also be endorsed as examination eligible as Licensed Clinical Professional Counselors (LCPC) after they accumulate the required number of post-degree supervised experience hours. Endorsement in this case is for successful degree completion, not for post-degree supervised experience, which must come from the qualified post-degree supervisor. Again, the student must pass the licensing examination administered by the Illinois Department of Professional and Financial Regulation to receive the LCPC. In brief, the endorsement provided by the University in both cases is for examination-eligibility--the University does not license persons for practice.

Students who wish to become licensed for practice in other states will be endorsed by the University as being examination/license-eligible in that state as long as Loyola program requirements are consistent with the educational and pre-degree practicum/internship experiences in that state. It is the responsibility of the student to obtain copies of the counseling licensing laws and necessary application materials in states (including Illinois) where they might want to practice and to understand their contents.

Finally, Verification of Education Forms that are typically included in the application packets in most states, should be sent to the School of Education's Associate Dean for Student Services for formal University endorsement. The Associate Dean will consult with the Program Director to ensure that all degree requirements and experiences were completed, but the Program Director cannot provide official endorsement--that can only come from the University's School (i.e., School of Education) that granted the graduate degree.

Students in the M.A. program in Community Counseling and M.Ed. program in school counseling will only be endorsed as examination-eligible for the LPC or LCPC if their transcripts provide evidence that all necessary course work for license-eligibility was completed and Practicum/Internship Verification forms indicate that they completed the necessary 700 hours of practicum and internship experiences. All forms should be submitted to the Senior Program Coordinator of the program and/or the Associate Dean of the School of Education.

Similarly, graduates of the School Counseling Program who also want to become LPCs or LCPCs must provide transcript evidence that they completed the necessary course work at Loyola to receive the University's endorsement for examination-eligibility. Verification of Education forms should be sent to the Associate Dean for Student Services of the School of Education or the Senior Program Coordinator.

Endorsement of School Counseling Certification (see p. 17)

Program and Professional Association Involvement

Although you can receive your graduate degree by simply taking and passing required courses, practicum/internship experiences, and comprehensive examinations, we urge you to involve yourself as fully as possible in your graduate program. We often offer special meetings and workshops for students on such topics as applying for doctoral education, licensing and certification requirements in Illinois, and job finding. Announcements about workshops and meetings are made in class and posted on the student list serve. Thus, please check your e-mail regularly and attend as many of the workshops/meetings and volunteer for as many program activities as possible. The faculty is open to including students on their research teams, publications, and presentations.

One of the goals of the Program (see Section I) is to graduate professionals who participate, after graduation, in their professional associations. All counseling-related associations (e.g., American Counseling Association and its state branches and divisions) have student membership options with a number of benefits (i.e., publications, reduced convention costs, reasonable professional liability insurance). You will learn more about these professional associations in the Professional and Ethical Issues (CPSY 421) course and the specialty (CPSY 427/428) courses on school and community counseling. We encourage you to take advantage of student membership options and learn, during graduate school, about associations in which you might like to maintain membership and involvement after graduation.

SECTION IV

UNIVERSITY AND SCHOOL OF EDUCATION/GRADUATE SCHOOL POLICIES AND PROCEDURES

Registration

Registration for classes each semester takes place on-line via the LOCUS system. Dates for registration are listed on-line in the Academic Calendar section. All students are required to meet with their advisors during their first semester in the program to develop a program plan (see Appendix A). Students are encouraged to maintain regular contact with their advisors after the first semester. If you are not sure who your advisor is, it is located on LOCUS.

Late Registration and Change of Registration

You can re-enter LOCUS at any time up until the first week of classes to add new courses or drop the courses for which you have registered. Courses may not be added to a student's schedule after the first week of classes. There is a change of registration fee for each course added and a fee for late registration. The latter fee is if you are late registering for the semester, not for changing courses.

Grades and Grading Policies

Grading Policies

Graduate students must maintain a B (3.0) average. Those failing to meet this standard may be dismissed. No more than two grades of C and no grades of D or F may be counted as fulfilling degree requirements (such grades, however, will be calculated into the GPA)

Incomplete Grades

If a student realizes that he/she will not be able to finish the assignments in a course, he/she may arrange, with the professor's permission, to take an incomplete instead of a regular grade. The incomplete work should be finished according to a schedule worked out with the professor, but must be done by the end of the following semester or the I will automatically convert to a F.

Withdrawal from Courses

Students may withdraw from courses before the date listed on the University website for the semester. After the published withdrawal date, the recommendation of the Graduate Program Director and the approval of the Dean are required. Approval for M.A. students must come from the Dean of the Graduate School. Approval for M.Ed. Students is from the Associate Dean of the School of Education.

Change of Grades

Any request to alter the record of grades must be filed by the course instructor to the Graduate School of Education (M.Ed. students) or Graduate School (M.A. students) by using the Change of Grades procedure in LOCUS.

Student Records

Information Kept and Accessibility

The Department and School of Education/Graduate School both maintain a file for each student. The file includes the student's application to Loyola, the transcripts submitted to Loyola at the student's request, any correspondence from the Department or School to the student, copies of change of grade forms, name and address changes, and standardized test scores.

All of the above information is available to the student for review. This is in accordance with the "Buckley Amendment" provisions as of January 1, 1975, and has been reviewed and approved by the University's General Council

Procedures for Student Access

If students wish to inspect their files, they must fill out a "Request to Inspect Student Records Form" that is also signed by a member of the School of Education or Graduate School staff. The file cannot be removed from the office and the student cannot remove anything from the file. The file will be reviewed in the presence of a member of the office staff by appointment and must be reviewed within 45 days of submitting the written request.

Provisions for a Hearing to Challenge the Content of the File

The Graduate offices do not use the file information for any reason other than admissions, counseling, and office use. Consequently, the Graduate School and the School of Education anticipate few, if any, needs for hearings.

If, however, the student requests an amendment to his/her educational record, a written request must be filed to the appropriate Dean stating the desired amendment. The student and Dean (or appropriate Associate Dean) will meet within two weeks of the written request to discuss the amendment. A written response to the request must be given by the appropriate Dean or Associate Dean's office within two weeks of the meeting. If the requested amendment is refused, the student may request an additional hearing as outlined in the next paragraph.

If the student wishes to challenge the accuracy of any of the educational records, he/she must request a hearing in writing, to the attention of the appropriate Dean, within seven (7) days of reviewing the file. A hearing date and time will be established, within a reasonable time, with

an impartial third person present, who is designated by the Dean. At the time that the hearing date is established, the student will be informed of all rights he/she will have at the hearing. The decision of the hearing will be written by the third person with copies sent to the Dean and the student. Students have the prerogative of adding a statement to the file explaining any disagreement they have with a determination made as a result of the hearing.

Confidentiality

No information from student files or transcripts will be provided to any outside source without the student's written consent. All credentials submitted for admission considerations may not be used for any other purpose. They become part of the student's permanent file.

If personally identifiable information is allowed by law to be released to an outside entity, the entity is required to state, in writing, the purpose of the request, and to promise that the information will not be disclosed to a third party. In addition, the School does not need prior agreement or the student's consent from schools to which the student is seeking admission, and from agencies from which financial aid is sought.

Rights to File Complaints

Students have the right to file complaints concerning alleged failures by the University to comply with the Buckley Amendment and the corresponding regulations. All such inquiries should be directed to the appropriate Dean who will provide the student with the appropriate name and address of the agency to which the complaint maybe forwarded.

Transcripts of Record

Masters students wishing transcripts should apply on-line with the Office of the Registration and Records. Transcripts will be issued only after the student has met all of his or her financial obligations to the University. Original copies of records submitted upon entering Loyola University Chicago will not be released, nor will copies be made of such records for purposes of transfer. Students can obtain unofficial transcripts from LOCUS at any time.

Grievance Procedures

The Area provides procedures that enable students to address issues such as disagreement over grades, harassment, and curriculum problems. The grievance process operates as follows:

1. Whenever a student has a grievance which he/she has not been able to resolve with the individual faculty member, the student should contact the Graduate Program Director to attempt to resolve the grievance.
2. If the grievance is not able to be resolved with the student, faculty member, and Graduate Program Director, the student should then follow the Grievance Procedure outlined in the School of Education (for M.Ed. Students) or Graduate School (for M.A. students) website. The Graduate Program Director is also obligated to inform the student of his or her right to file a formal grievance and where information on the Grievance Procedure can be found in the event that the grievance is not able to be resolved with the intervention of the Graduate Program Director.

Time Limits for the Completion of the Degree, Extensions, and Leaves of Absence

Students admitted to master's work must complete all requirements within five years. Occasionally students have a legitimate reason for not completing their degrees in the five year time span, such as illness, family commitments, job change, etc. With sufficient reason, a student can request a time extension or leave of absence. The extension lengthens one's time limit by a specific amount, such as one additional year. The leave of absence, in effect, stops the clock, which begins again when the student formally re-initiates his or her academic work. Normally, extensions are granted as long as the student has been making satisfactory progress toward his or her degree in the year prior to the request. However, the formal process of requesting an extension is important, and must be followed. It is not sufficient to have the "informal" OK of an advisor when anticipating the need for an extension or leave of absence. All students are required by the Graduate School of Education/Graduate School to submit a written request for leave of absence or extension according to the following procedures:

1. Get from the Graduate School (M.A. students) or School of Education (M.Ed. students) web page a Leave of Absence Form or Extension of Time Limit for Completion of Degree Form.
2. Complete Section I and meet with your advisor.
3. The advisor will forward the form to the Graduate Program Director.
4. The Graduate Program Director will forward the form, along with his or her recommendation, to the appropriate Dean.
5. The student will be notified by his or her school whether or not the request has been approved. The student will also be informed of the length of the time extension of leave of absence.

Graduation

Application for Graduation

It is the exclusive responsibility of all masters' candidates to inform the appropriate Graduate Office of their intention to graduate. If you wish to apply for degree conferral, you need to follow the following steps:

1. Go to LOCUS.
2. Click on the Graduation Application Checklist and read all pertinent information relating to graduation.
3. Update, if necessary, your address(es) in LOCUS. There are two addresses that should concern you - the address where you want your diploma mailed and your current mailing address where you wish to receive pre-graduation mailings. We will be using the addresses in LOCUS for all mailed contact with you so you need to be sure that those addresses are not out of date.
4. Complete the Declaration of Intent to Graduate Form and print it out.
5. Take this form to the Bursar's Office and pay the graduation fee. There is a fee for each application so consider how realistic the graduation date you select is as the fee does not roll over. Bring the Declaration of Intent form with a copy of the receipt attached to the Graduate School (Granada Center, 4th floor, LSC) or the School of Education's Associate Dean for Student Services (Lewis Towers, 11th floor, WTC). M.A. students go to the Graduate School while M.Ed. Students go to the School of Education.
6. If you live out of the Chicago-land area, you may send your completed Declaration of Intent form to the appropriate School with a check made out to Loyola University. Be sure to include your ID number on the check.

Lists of potential graduates are sent to the Graduate Program Director for concurrence. Students are deleted from the graduation lists if they have not completed all requirements for their degrees. Students who do not complete requirements in time for commencement receive a letter informing them that:

They must submit a new application; or

They are over the time limit and must seek an extension.

After Graduation

Job Placement

The faculty receive job announcements regularly and post them on the Student List serve-- another reason for checking your e-mail regularly. The University Career Center also has a full-time staff member assigned to help counseling students (as well as others in related majors) in the job search process. You can find the name of, and contact information for, the current Career Center staff member who has been assigned to our students on the Career Center's web page.

SECTION V

SUMMARY OF CRITICAL INFORMATION

We have presented a lot in this Handbook. Although all of the information is important (or we would not have included it) and must be read and understood, we summarize here the information you must know to facilitate your progress through your program and your attainment of professional credentials after graduation. It actually represents areas that caused some confusion among students in the past--so pay attention! **Also remember to check the website (luc.edu) for updated information.**

1. **Know whether you are a School of Education or Graduate School Student:** Although we are administratively housed in the School of Education, the M.A. program is a Graduate School program and the M.Ed. programs are School of Education programs. This is important because The Graduate School and School of Education sometime have different requirements, forms, and timetables. For example, when applying for graduation or comprehensive exams, M.A. students must submit applications to The Graduate School, while M.Ed. students submit applications to the School of Education. If you are in doubt about deadlines, forms, or procedures, always contact the School of Education if you are a M.Ed. student and the Graduate School if you are a M.A. student.
2. **Check your e-mail regularly:** The Area has a student list serve in which you will be automatically enrolled, under your Loyola e-mail account, when you register for your first class. This list serve is our primary means of communicating quickly with all students in our programs about such things as upcoming events and meetings, curricular changes, changes in course schedules, job openings and funding opportunities, and other important information. Failing to check your e-mail will not be accepted as an excuse for missing important information. Also, it is quite easy to link your Loyola e-mail account with your home computer so that list serve messages can be automatically forwarded to your home computer. Thus, telling us that you use your home computer and don't check your Loyola e-mail is also not an acceptable excuse for missing important information.
3. **Meet with your advisor regularly (at least once a semester):** Although you are only required to meet with your advisor during your first semester of enrollment to develop your program plan, regular contact with your advisor will make your progress through the program much easier. Also, if you have questions about your program and its requirements, when courses will be scheduled, what courses to take each semester, future career planning, or problems that you might be experiencing, your advisor should be your first point of contact. If your advisor is not able to answer your questions, he or she will refer you to the Program Director, Clinical Director, or other persons who can be of more help.

4. **The electives in your program exist to allow you some flexibility in fashioning a graduate program that fits with your own professional interests:** Although we would like to be able to offer you a program that you could individually tailor to your own career interests, we need to standardize our programs to meet accreditation standards. We have, however, been able to maintain some electives in all three of our master's programs. Further (and this is the important part), the elective courses that we list in your program's curriculum (see Section II) are suggested, but not required electives. You are a student of Loyola University Chicago and can avail yourself of all the resources that the University has to offer. Thus, you can choose elective courses from any unit (School, Department, or Program) of the University that best meets your career interests--you are not limited to the electives that we list in your program's curriculum. The only limit on your choice of electives is that the courses must be graduate-level (400-600) courses to count towards a graduate degree.

5. **The University and your graduate program do not license or certify you for practice:** As explained in detail in this Handbook, we endorse you, upon graduation, only for the professional credentials for which you are qualified as a function of the graduate education that you receive at Loyola--universities do not provide licenses or professional certification. It is the responsibility of the student to familiarize him or herself with the licensing laws in the states in which he or she wants to practice, and/or the certification requirements of relevant certification bodies (e.g., ISBE)--you will be helped in this process in your CPSY 427/428 specialty courses in school and community counseling. It is also the responsibility of the student to make application to the appropriate licensing and credentialing bodies upon graduation (we cannot submit applications for you) and to be sure that forms that we need to complete for you are submitted to the appropriate persons and offices. For example, official degree verification can only be provided by the Dean of the Loyola School from which you graduated (not by your Program Director or advisor). Thus, graduates of our M.Ed. Programs in School and Community Counseling should submit any verification of degree or education forms required by a credentialing body to the Associate Dean for Student Services of School of Education. M.A. students seeking licensing or certification should submit such verification forms to the Associate Dean of the Graduate School.

**APPENDIX A
PROGRAM PLANS**

M.ED. IN COMMUNITY COUNSELING PROGRAM PLAN
(48 hours required for graduation)

1. Prerequisites* Date Completed Institution and Course Number*

Statistics Course _____

2. Counseling Core (27 Semester Hours)

Course Title and Number

Date Completed

CPSY 420: Counseling Skills (3) _____

CPSY 421: Professional and Ethical Issues in Counseling (3) _____

CPSY 423: Theories of Counseling and Psychotherapy (3) _____

CPSY 424: Career Development and Counseling (3) _____

CPSY 425: Assessment in Counseling (3) _____

CPSY 426: Group Counseling (3) _____

CPSY 433: Multicultural Counseling (3) _____

CPSY 454: Human Development (3) _____

RMTD 400/CPSY 450: Research Methods (3) _____

3. Community Counseling Practice Courses (18 Semester Hours)

CPSY 427: Introduction to Community Counseling (3) _____

CPSY 437: Substance Abuse Counseling (3) _____

CPSY 444: Family Therapy I (3) _____

CPSY 528: Diagnostic Appraisal and Treatment Planning (3) _____

CPSY 440: Counseling Practicum (3) _____

CPSY 440: Counseling Practicum (3) _____

4. Elective (3 Semester Hours)

Course: _____

SIGNATURES:

STUDENT: _____ DATE: _____

ADVISOR: _____ DATE: _____

M.A. IN COMMUNITY COUNSELING PROGRAM PLAN
(48 hours required for graduation)

1. Prerequisites* Date Completed Institution and Course Number*

Statistics Course _____

2. Counseling Core (27 Semester Hours)

<u>Course Title and Number</u>	<u>Date Completed</u>
CPSY 420: Counseling Skills (3)	_____
CPSY 421: Professional and Ethical Issues in Counseling (3)	_____
CPSY 423: Theories of Counseling and Psychotherapy (3)	_____
CPSY 424: Career Development and Counseling (3)	_____
CPSY 425: Assessment in Counseling (3)	_____
CPSY 426: Group Counseling (3)	_____
CPSY 433: Multicultural Counseling (3)	_____
CPSY 454: Human Development (3)	_____
RMTD 400/CPSY 450: Research Methods (3)	_____

3. Community Counseling Research and Practice Courses (15 Semester Hours)

CPSY 427: Introduction to Community Counseling (3)	_____
RMTD 421: Educational Research II (3)	_____
CPSY 499: Independent Research (3)	_____
CPSY 440: Counseling Practicum (3)	_____
CPSY 440: Counseling Practicum (3)	_____

4. Research Elective (3 Semester Hours)

Course: _____

5. Other Elective (3 Semester Hours)

Course: _____

SIGNATURES:

STUDENT: _____ DATE: _____

ADVISOR: _____ DATE: _____

M.ED. IN SCHOOL COUNSELING PROGRAM PLAN
 (48 hours required for graduation)

1. Prerequisites* Date Completed Institution and Course Number*
 Statistics Course _____

2. Counseling Core (27 Semester Hours)

<u>Course Title and Number</u>	<u>Date Completed</u>
CPSY 420: Counseling Skills (3)	_____
CPSY 421: Professional and Ethical Issues in Counseling (3)	_____
CPSY 423: Theories of Counseling and Psychotherapy (3)	_____
CPSY 424: Career Development and Counseling (3)	_____
CPSY 425: Assessment in Counseling (3)	_____
CPSY 426: Group Counseling (3)	_____
CPSY 433: Multicultural Counseling (3)	_____
CPSY 454: Human Development (3)	_____
RMTD 400/CPSY 450: Research Methods (3)	_____

3. School Counseling Specialty Courses (15 Semester Hours)

CPSY 428: Introduction to School Counseling (3)	_____
CPSY 457: Child Development and Counseling (3) OR	_____
CPSY 458: Adolescent Development and Counseling (3)	_____
CPSY 435: Special Topics: Advanced Studies in School Counseling & Consultation	_____
CPSY 440: Counseling Practicum (3)	_____
CPSY 440: Counseling Practicum (3)	_____

4. Elective (6 Semester Hours)

Course: _____
 Course: _____

SIGNATURES:

STUDENT: _____ DATE: _____

ADVISOR: _____ DATE: _____

Teaching Certificate: _____

OR

Additional Education Courses:

School Counselor Certification in Illinois requires a teaching certificate or additional course work in education. Students in the M.Ed. program in School Counseling who do not hold teaching certificates must complete the following additional course work to be certification-eligible in Illinois:

CIEP 401: The Exceptional Child

CIEP 414: Instructional Strategies for Diverse Populations

ELPS 460: School Administration

TYPE 73 (SCHOOL COUNSELING) PROGRAM PLAN

(48 semester hours required for certification)

COURSE REQUIREMENTS**LUC COURSE & TRANSFER INSTITUTION
DATE COMPLETED & COURSE NUMBER**

CPSY 420: Counseling Skills	_____
CPSY 421: Professional and Ethical Issues in Counseling	_____
CPSY 423: Theories of Counseling and Psychotherapy	_____
CPSY 424: Career Development and Counseling	_____
CPSY 425: Assessment in Counseling	_____
CPSY 426: Group Counseling	_____
CPSY 433: Multicultural Counseling	_____
CPSY 454: Human Development	_____
RMTD 400: Research Methods	_____
CPSY 428: Introduction to School Counseling	_____
CPSY 457 or 458: Child or Adolescent Development and Counseling	_____
CPSY 435: Special Topics: Advanced Studies in School Counseling & Consultation	_____
CPSY 440: Practicum in School Counseling/Internship in School Counseling (2 semesters)	_____

Teaching Certificate (State: _____)

OR

ELPS 460: School Leadership	_____
CIEP 401: The Exceptional Child	_____
CIEP 414: Instructional Strategies	_____

APPENDIX B SCHEDULE OF COURSES

We attempt to offer required courses on a regular schedule each semester so that students can anticipate when courses will be offered and develop a long-term course plan for themselves. Although circumstances may force a change of schedule, we provide this appendix so that you might be able to anticipate when courses will be offered. Also included is a notation about when during your program we recommend that you take the course (years 01 or 02).

FALL

CPSY 420: Counseling Skills (Year 01)
 CPSY 421: Professional and Ethical Issues (Year 01)
 CPSY 424: Career Development and Counseling (Year 01 or 02)
 CPSY 426: Group Counseling (Year 02)
 CPSY 454: Human Development (Year 01 or 02)
 CPSY 433: Multicultural Counseling (Year 01 or 02)
 CPSY 440: Practicum/Internship (Year 02)
 RMTD 400/CPSY 450: Research Methods (Year 01 or 02)

SPRING

CPSY 423: Theories of Counseling (Year 01)
 CPSY 425: Assessment in Counseling (Year 01 or 02)
 CPSY 427: Introduction to Community Counseling (Year 01)
 CPSY 428: Introduction to School Counseling (Year 01)
 CPSY 433: Multicultural Counseling (Year 01 or 02)
 CPSY 437: Substance Abuse Counseling (Year 02)
 CPSY 440: Practicum/Internship (Year 02)
 CPSY 528: Diagnostic Appraisal and Treatment Planning (Year 02)
 RMTD 400/CPSY 450: Research Methods (Year 01 or 02)

SUMMER

Courses that are offered during the day during the Fall or Spring semesters will be offered during one of the two summer terms in the evening. In addition, we typically offer CPSY 458 (Adolescent Development and Counseling) during the first summer term only. Our summer schedule last summer included: 426 (day), 444 (day), 454 (online), and 458 (evening) during the first summer term, and CPSY 424 and CPSY 425 in the second summer term during the evening.

APPENDIX C THE FACULTY

Steven D. Brown, Ph.D.

University of California, Santa Barbara (1977)
Professor, 1058 Lewis Towers
(312) 915-6311, sbrown@luc.edu

Teaching Interests: Career Development and Counseling, Research Methodology, Psychological Measurement, Assessment, Community Counseling

Research Interests: Vocational Psychology, Applied Psychological Measurement

Carolyn Mildner, Ph.D.

Loyola University Chicago (2001)
Clinical Assistant Professor and Coordinator of Clinical Training, 1033 Lewis Towers
(312) 915-6679, cmildne@luc.edu

Teaching Interests: Group Counseling, Diagnostic Appraisal, and Treatment Planning, Counselor Supervision, Counseling Theories

Research Interests: Sexual identity development, GLBT issues, health disparities with HIV patients

Anita Jones Thomas, Ph.D.

Loyola University Chicago (1995)
Associate Professor and Graduate Program Director, 1148 Lewis Towers
(312) 915-7403, athoma9@luc.edu

Teaching Interests: Counseling Theories, School Counseling, Family Therapy, Multicultural Counseling, Human Development

Research Interests: Gendered racial Identity Development, Racial Socialization, Oppression, African-American Women

Elizabeth M. Vera, Ph.D.

The Ohio State University (1993)
Professor, 1145 Lewis Towers
(312) 915-6958, evera@luc.edu

Teaching Interests: Prevention and Outreach, Adolescence, Human Development, Family Therapy, Supervision

Research Interests: Prevention and Resiliency in Urban Children, Ethnic Identity Development, Multicultural Competence and Social Justice

Eunju Yoon, Ph.D.

University of Minnesota (2005)
Assistant Professor, 1036 Lewis Towers
(312) 915-6461, eyoon@luc.edu

Teaching Interests: Multicultural Counseling, Professional Issues/Ethics, Research Seminar,
School Counseling

Research Interests: Acculturation/Enculturation, Asian Immigrants