LOYOLA
UNIVERSITY CHICAGO

INSTITUTE OF
PASTORAL STUDIES

MA in Pastoral Counseling

Student Handbook

2025-2026

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I. PROGRAM INFORMATION

A. Calendars

Keeping up with your programmatic calendar is an essential part of your MAPC experience. IPS follows the ***undergraduate*** calendar for all official dates. You can view the calendar at the following link:

https://www.luc.edu/academics/schedules/index.shtml

Please note that you can also view the calendars by term:

- for Fall, visit: http://luc.edu/academics/schedules/fall/academic_calendar.shtml.

- for Spring, visit: http://luc.edu/academics/schedules/spring/academic_calendar.shtml.

B. IPS Faculty and Staff

Knowing your points of contact at IPS can be helpful as you navigate through your time here. For a list of IPS faculty and staff contact information, please visit: http://luc.edu/ips/about/faculty/.

C. Faculty Advisor for Pastoral Counseling Programs

As of June 30, 2026, the primary faculty advisor for the MA in Pastoral Counseling is Dr. Deborah Watson. The advisor role is to assist you with regard to your course selections, program path, and professional development, especially as it relates to the MAPC program and your progression towards Internship Supervision in your final year. Special requests, such as for Independent Study, should be addressed with your advisor. Your advisor may wish to meet with you in a group session and you will be notified of such meetings. Requests for advanced standing and transfer of credits into the program are processed through the IPS Dean.

II. GENDER SENSITIVE, MULTICULTURAL DIMENSIONS OF PASTORAL COUNSELING EDUCATION

The MA in Pastoral Counseling program seeks to express in attitude and behavior the value of diversity. Students in our program represent different denominational backgrounds, ethnic and racial groups, men and women, developmental life stages and various vocations. A basic principle of our education is that we each bring unique gifts, talents, strengths and growth areas to the learning context. This is true for both faculty and students. Our learning goal is to enhance understanding, appreciation and respect for ourselves and for each other. Our belief is that we can, and must, learn from each other in terms of our similarities and differences. As people of many cultures, we seek to understand the influence of culture on our personal and professional lives. We recognize the need to be aware of our cultural biases, assumptions, values and expectations and to be sensitive to the same in people whose cultures are different from our own.

The MA in Pastoral Counseling program is committed to a gender-sensitive and multi-cultural stance in various ways. Course content reflects the need for this orientation, and the coursework process highlights individual reflection, small group processing and continuous feedback from both faculty and peers. An effort is made at the course level to encourage all members to have a voice, to examine their norms and values, and to be empathically present to other members of the group. Internship sites also reflect a commitment to cultural and denominational diversity as well as ministry to the disenfranchised; i.e., ***a preferential option for the poor***. The two semesters of clinical supervision address trainee issues around gender, culture and various other transference and counter-transference issues that may arise during the counseling process.

III. CURRICULUM DESIGN AND OVERVIEW

The MA in Pastoral Counseling program requires either a three-year full-time commitment (which includes Fall, Spring, *and* Summer terms) or a four-year half-time commitment. The program accepts a limited number of people each year, so students have the opportunity to participate in a rewarding "learning community." Group participation and interaction are central elements in learning about the "therapeutic use of self."

The MAPC curriculum includes 60 semester hours of study and features six semester hours of clinical supervision. The clinical component includes two semesters of internship supervision that total 700 hours of site-based work (including 280 face-to-face clinical hours) and approximately 72 hours of individual/small group supervision. The shape of the overall curriculum and the significance of its various components can best be appreciated by a short description of several goals that guide its design.

Students in this program will find an understanding of pastoral counseling incorporating both the best of psychological theory and the riches of contemporary spirituality and theology. They will find educational approaches that combine theory and practice. They will discover a vision of the counselor as called to individual and group work, therapeutic intervention and preventive education, psychological professionalism and theological ministry. Finally, they will find a methodology that is committed to the achievement of personal and professional integration.

The curriculum is, therefore, designed according to core sequences: 1) Theological Sequences, 2) Psychological Track, 3) Counseling Theory and Skills Development, 4) Identity Integration through Practicum/Internship, and 5) Electives/Licensure Requirements.

1) **Theological Sequences:** Students will have the option of following either of two theological sequences depending on their previous educational background (see below, Options A and B).

   Elective choices can be made with the faculty advisor.

2) **Psychological Track:** The psychology track of the program is the same for all students. It has been developed for the purpose of preparing students for licensure as a professional counselor in the state of Illinois.

3) **Counseling Theory and Skills Development:** The program also takes care to integrate theory and practice. For full-time students, the first two years emphasize theory, with most of the learning projects taking place in the classroom. In the third year, the emphasis shifts to practice, with significant time spent in a supervised practicum/internship. These two emphases are kept in relationship throughout the program. Furthermore, there is a necessary sequence to course offerings

with subsequent courses resting upon earlier offerings. For example, in the first semester the course Models of Counseling offers students a theoretical framework that is developed in two subsequent courses, Psychopathology and Assessment and Intervention.

4) Identity Integration through Practicum/Internship

For more information on the Practicum/Internship process, please see Section VI of this document, which begins on p. 13.

5) Electives/Licensure Requirements:

Illinois Licensure Requirement (Semester Length, 3 credit courses)	**Loyola MAPC Course Number**	**Loyola MAPC Course Title** (Semester Length, 3 credit courses)
Human Growth and Development	IPS 555	Human Person and Psychological Development
Counseling Theory	IPS 517	Models of Pastoral Counseling
Counseling Techniques	IPS 503	Fundamentals of Pastoral Counseling
Group Dynamics, Processing, and Counseling	IPS 505	Group Counseling Approaches
Individual Appraisal	IPS 507	Assessment and Intervention
Research and Evaluation	IPS 515	Research Methods in Pastoral Counseling
Professional, Legal, and Ethical Responsibilities	IPS 512	Ethical Issues in Pastoral Counseling
Social and Cultural Foundations	IPS 472	Pastoral Counseling in an Intercultural Context
Lifestyle and Career Development	IPS 518	Career Counseling for the Pastoral Counselor
Internship I	IPS 511	Practicum/Internship Supervision I
Internship II	IPS 513	Practicum/Internship Supervision II
Maladaptive Behavior and Psychiatric Illness	IPS 509	Psychopathology
Substance Abuse	IPS 474	Addictions and Modes of Therapy
Family Dynamics	IPS 473	Family Therapy and Personal Transformation

The 60 credit hours of course work for the four core sequences (apart from the Practicum/Internship courses) is distributed as follows:

1) Theology Sequences (9) or (18) credit hours:

*Option A **(9 hours)** Core Track (for students with an M.Div. or adequate theological background)*

IPS XXX - Theology Elective
IPS 502 - Theology of Developing Person
IPS 512 - Ethical Issues in Pastoral Counseling

*Option B **(18 hours)** Foundational Track (for students with no theology background)*

IPS 416 - Christian Origins: An Exploration of the New Testament
or
IPS 417 - Literature of Ancient Israel
IPS XXX - Any Spirituality Course
IPS 480 - Mindfulness & Pastoral Ministry
IPS 502 - Theology of the Developing Person
IPS 512 - Ethical Issues in Pastoral Counseling

2) Psychology Track (6 hours)
IPS 555 - Human Person and Psychological Development
IPS 509 - Psychopathology

3) Counseling Theory and Skills Development (18 hours)
IPS 517 - Models of Counseling
IPS 501 - Human Relations Skills for the Pastoral Counselor
IPS 503 - Fundamentals of Pastoral Counseling
IPS 507 - Pastoral Psychodynamic Assessment and Intervention
IPS 505 - Group Approaches in Pastoral Counseling
IPS 520 - Testing, Measurement & Assessment

4) Additional Courses Required for Licensure (15 hours)
IPS 473 - Family Therapy and Personal Transformation
IPS 472 - Pastoral Counseling in an Intercultural Context
IPS 515 - Research Methods
IPS 474 - Addictions and Models of Therapy
IPS 518 - Career Counseling

Students are reminded that they must register in advance of each semester for the above courses.

NOTE 1: An extra elective for Core Track students can be taken from any category; *i.e.,* any one of the 4 categories listed above.

IV. MAPC 60 HR - THREE YEAR - LICENSE TRACK

Below, you will find a suggested sequence of courses. All MAPC students should consult with their advisor before registering for courses each semester. Course descriptions can be found by visiting the course catalog on LOCUS at www.luc.edu/locus.

Fall – 1st Year: **9** hours
IPS 501 - Human Relation Skills
IPS 517 - Models Pastoral Counseling
IPS 473 - Family Therapy & Personal Transformation
or IPS 472 - Pastoral Counseling in an Intercultural Context

Spring – 1st Year: **9** hours
IPS 555 - Human Development
IPS 502 - Theology of Developing Person
IPS 503 - Fundamentals Pastoral Counseling

Summer – 2nd Year: **3** hours
IPS 515 - Research Methods*

Fall – 2nd Year: **9** hours
IPS 505 - Group Counseling Approaches
IPS 509 - Psychopathology
Theology Elective
or IPS 472 - Pastoral Counseling in an Intercultural Context (*if not taken yet*)

Spring – 2nd Year: **9** hours
IPS 512 - Ethics
IPS 520 - Testing, Measurement & Assessment*
Elective

Summer – 3rd Year: **3** hours
IPS 474 - Addictions & Methods Therapy (*if not taken yet*)
or IPS 515 - Research Methods*

Fall – 3rd Year: **9** hours
IPS 511 - Practicum/Internship Supervision I
IPS 507 - Pastoral Psychodynamic Assessment & Intervention
IPS 472 - Pastoral Counseling in an Intercultural Context (*if not taken yet*)

Spring – 3rd Year: **9** hours
IPS 513 - Practicum/Internship Supervision II
IPS 518 - Career Counseling*****
Elective

Total Hours 60 hours

***** Students not interested in pursuing licensure may opt out of ***any of these three courses (IPS 515, 518 or 520)*** with advisor permission. Though they may substitute electives, they will still need to take a total of 60 hours of coursework.

V. MAPC PROGRAM EVALUATION

A. Values Which Guide Evaluation

Evaluation needs to be respectful of the dignity and autonomy of the individual. The evaluation process seeks to model a lifelong self-evaluation approach, the backbone of which includes relational feedback and use of colleagues as agents of evaluation.

Students will differ in terms of self-evaluation processes; therefore, evaluation needs to be sensitive to individual differences. The ultimate goal of this process is the development of balanced self-assessment skills including, but not limited to, the student's capacity for reality-testing. Evaluation also needs to be conducted in accord with external criteria (*e.g.,* meeting of course objectives, readiness for internship or graduation, etc.)

B. Procedural Guidelines

Course Evaluation

Evaluation needs to be ongoing as well as summative (at course conclusion). Evaluation needs to include: Student evaluation of self, faculty evaluation of student, and student evaluation of faculty and course. Specifically, Student evaluations need to include:

- Objective performance according to course goals
- Attitudinal factors; *i.e.,* attitudes toward learnings, self-initiative, responsibility-taking, self-awareness, and self-disclosure
- Recommendations regarding the student's potential as a pastoral counselor, including perceived strengths and areas for growth

Grades need to adequately reflect this process of evaluation

A indicates performance in excess of expectations
B indicates meeting of course expectations
C *(or lower)* indicates poor course performance

Evaluation of students is to be grounded in the demonstrated performance of the student in regard to the expectations and goals of a particular course. Observations and impressions of the student that cannot be translated into course performance are not factored into a student's grade.

C. Professional Evaluation

If a student maintains a "B" or above for each course, it is understood that readiness for internship and/or graduation has been achieved. If a grade of "C" or less is obtained in a course, then recommendations about readiness for internship or graduation should be specifically addressed both with the student and student's advisor.

VI. ACADEMIC POLICIES

A. Guided Study

Guided study (IPS 499) facilitates the pursuit of interests for which there are no corresponding courses offered by IPS. For additional information on the guided study policy, visit: https://www.luc.edu/ips/resources/procedures/#d.en.473743.

B. Electives

Pastoral Counseling students are encouraged to pursue additional electives. In addition to the courses offered through IPS, students may take courses in other departments and apply them to their degree objectives. It is the student's responsibility to seek information and meet the criteria of the department and/or course prerequisites. ***Inter-Program Course Enrollment forms*** may be found online at this link.

C. Transfer of Credit/Advanced Standing

Pastoral Counseling degree candidates may transfer up to 15 semester hours of graduate credit from another university. For additional information on this policy, please visit http://luc.edu/ips/admission/advancedstandingtransfercredit/.

VII. MAPC PRACTICUM/INTERNSHIP

The clinical practicum/internship provides students with a rich opportunity to integrate counseling theory with the actual practice of diagnosing, assessing and treating persons in distress under the supportive supervision of an experienced mental health professional. The practicum/internship training year offers the MAPC student the experience of counseling individuals, couples, families and/or groups while receiving individual site supervision and gaining exposure to a variety of other clinical experiences. Combined with small group supervision with MAPC peers each semester, the training experience offers students a beginning clinical foundation for the integration of theory and practice, equipping them to pursue additional post-MAPC training and supervision in pursuit of state licensure and/or other professional credentials.

A. READINESS FOR PRACTICUM/INTERNSHIP

Full-time MAPC students will begin their practicum/internship during the late summer following their first two years in the program. They will begin to prepare for this experience in late Fall of their second year.

Part-time MAPC students usually engage in practicum/internship prior to their final year, following completion of prerequisite coursework.

Note: The IPS faculty reserves the right to determine a student's readiness to proceed with practicum/internships. Conditions under which readiness might not be granted include insufficient self-awareness and self-ownership, a lack of sensitivity to cultural difference or failure to adequately complete prior academic course work.

B. TIME INVOLVEMENT OF TYPICAL PRACTICUM/INTERNSHIP

Each student completes a 700 hour practicum/internship, 280 hours of which involve direct individual or group counseling contact. Students negotiate with site supervisors regarding some combination of weeks/hours per week to fulfill the 700 practicum/internship hours. For example:

50 weeks @ 14 hours per week (July 1 through mid-June)
or 40 weeks @ 17.5 hours per week (August 1 through early May).

Students must carry a caseload that includes approximately 6-8 direct contact hours per week, with the remaining hours spent on individual supervision (min. one hour/week), case conferences, paperwork and relevant reading. The practicum/internship training year thus offers the MAPC student the experience of approximately 280 direct client hours, 40-50 hours of individual site supervision

and a variety of other clinical experience at the site. Also the intern participates in 70 hours of small group supervision with MAPC peers at Loyola.

Note: Certain sites require earlier starting or later ending dates. Students making a commitment to these sites must abide by the site's time requirements. Vacation time during the practicum/internship year is arranged with the site and ***does not*** follow Loyola's academic calendar. **Students typically continue seeing their clients and receiving site supervision between Fall and Spring semesters, ensuring that clients receive continuity of care – an ethical requirement of counseling professionals.**

C. PRACTICUM/INTERNSHIP SITES

The MAPC program has a consistent history of working with over two dozen sites across the Chicago area. Preference is given to sites which consistently provide good supervision, availability of clients, a wide range of clients and presenting problems, peership with other interns, and openness to a pastoral perspective. Updated lists of potential practicum/internship sites will be made available during meetings held in the fall of each year, and are also available upon request by sending an email message to the following address: ceoffice@luc.edu

To facilitate specific areas of interest or geographical needs, students often initiate or develop alternate practicum/internship sites. Contact the IPS Faculty Coordinator for Contextual Education and the faculty advisor for procedures in developing a new site.
NOTE: MAPC practicum/internships do ***not*** provide a stipend.

D. ALTERNATIVES TO STANDARD PRACTICUM/INTERNSHIP

A practicum/internship is intended to offer students a way of integrating and implementing new learning in an environment suited to their learning goals. Some students do not have one-on-one individualized therapy as their prime objective. Some are more interested in psycho-educational processes and structures, while others desire to observe and interact with a variety of models of mental and psycho-social health care delivery. Therefore, the MAPC program offers flexibility in allowing students with a specific alternate plan to present it to their academic advisor. This should be done in a timely fashion in the Spring semester of the year before the practicum/internship begins. All such alternatives are to be individually negotiated and arranged under the supervision of the IPS Faculty Coordinator for Contextual Education.

E. PRACTICUM/INTERNSHIP SELECTION PROCESS

Beginning in late October of each year, a series of practicum/internship preparation workshops will be offered. Students preparing for August practicum/internships will be oriented to the experience and introduced to available sites. They will then be given the assignment of forming small groups to visit at least three of these sites during the winter months.

These visits are intended to:

- give the students an understanding of the practice of pastoral counseling
- help the students formulate their specific plans for practicum/internship
- stretch the students' vision of the practice of pastoral counseling

In early January students will reconvene for lunchtime sharing of information gleaned from their site visits, and will then be asked to select ***at least three sites*** to which they will apply. Additional workshops will assist the student with resume preparation and interviewing techniques.

F. APPLICATION DEADLINES

Deadlines for application ***vary with each site***. Some deadlines are as early as December, but typically range from January through March for practicum/internships beginning the following August. Students are advised to inquire specifically about deadlines for each site. Many practicum/internship sites throughout Chicago focus on one specific date to finalize offers to interns for the following year. Students who have applied to these sites will have to wait for this date to be notified of the status of their application.

G. SUPPORT

Because each student is ultimately responsible for securing her/his own practicum/internship, the process can sometimes be experienced as challenging and even anxiety-laden. The MAPC academic advisor and Faculty Coordinator for Contextual Education are available to provide ongoing support during this process.

VIII. GRADUATION PROJECT REQUIREMENT

There are ***two*** options for fulfilling the final graduation project requirement. These include the Applied Ministry Project and the MA Integration Project.

A. Applied Ministry Project

This option, begun in 2004, is intended to have a specific, applied focus that will be useful to the student in the future. The project addresses a specific need e.g., trauma in Sri Lanka following the tsunami, emotional awareness/expression in Eastern European cultures, or spiritual resources for displaced persons in Columbia. The project includes considerable library research which is then integrated into a practical end project.

Approval of MAPC academic advisor during the Fall semester is required if a student wishes to pursue this option. Otherwise, students will prepare the following MA Integration Project as they proceed in Internship Supervision I and II.

B. MA Integration Project

Rationale

The **MA Integration Project** provides the student with the opportunity to synthesize his/her didactic and clinical learning of the past two years. This includes the psychological, theological, personal, and professional dimensions of the student's overall experience. Believing that learning has transpired and that personal synthesis has accompanied the student's journey into the professional pastoral counseling community, the project should give written expression to the steps taken along the way.

Client selection

The criteria for selecting a client(s) to be represented in the **MA Integration Project** include the following:

- The student has worked for a sufficient number of sessions over the past months, ***demonstrating an established therapeutic relationship*** (ideally 15 or more sessions);
- ***Established goals*** are being pursued;
- The ***presenting problem*** and subsequent issue(s) of the client are ***substantive***;
- The issue(s) provide sufficient latitude for the student to ***address the theological dimensions***.

Sections of Project

The **MA Integration Project** consists of three major parts:

- ***contextual foundations***
- ***clinical encounter***
- ***integration***

You are encouraged to begin working on the ***contextual foundations*** section first. It will involve pulling together (synthesizing) the core ideas from many papers you have written in previous courses. Also begin to collate a bibliography of writings which have been influential to you in your personal and professional journey. Create an alphabetical list by author of books which have had an impact on you as a growing person, spiritual seeker, developing professional, etc.

Assistance with writing

Students working with **English as a Second Language** may wish to explore the offerings through the ESL offices at Loyola University Chicago: http://www.luc.edu/esl

Location & Office Hours

Lake Shore Campus

English Language Learning Program
Loyola Hall
1110 Loyola Avenue, 1st Floor
Chicago, IL 60626

Hours: Monday–Friday, 9 a.m.–5 p.m.
ESL Walk-In Hours: Monday–Friday, 11:30 am - 1:00 pm and 3:30 - 4:30 pm, or by appointment.

Phone: 773-508-3990
Office for Intl Programs: 773-508-3899
Fax: 773-508-7125
Email: ellp@luc.edu

IX. POST GRADUATION

This manual contains information necessary for applications for licensure and professional affiliations, so ***KEEP A COPY OF YOUR MAPC MANUAL FOR REFERENCE***. Course description, course requirements, credit hours given, etc., are all contained herein and will be necessary to have on hand for licensure.

Professional Affiliations

As is true of any Masters Degree program, professional affiliation will require post-degree clinical hours and supervision. Some potential affiliations includes, but are not limited to the following:

American Association for Marriage and Family Therapy (AAMFT)
112 South Alfred Street
Alexandria, VA 22314-3061
703-838-9808
www.aamft.org

The AAMFT is the professional organization for marriage and family therapists. The association has over 50,000 members and 45 regional, state and provincial divisions throughout North America. The AAMFT Commission on Accreditation for Marriage and Family Therapy Education is recognized by the United States Department of Education as the national accrediting agency for graduate educational programs in marital and family therapy. AAMFT publishes the *Journal of Marital and Family Therapy*, a bi-monthly newspaper, the *Family Therapy Glossary* and *Directory of Clinical Members*, and hosts an Annual Conference.

Association for Clinical Pastoral Education (ACPE)
One West Court Square, Suite 325
Decatur, GA 30030
404-320-1472
https://www.acpe.edu

An interfaith organization that fosters training in pastoral care and counseling through clinical pastoral education. The ACPE sets standards for CPE, accredits CPE centers and certifies supervisors of CPE. Membership is composed of CPE supervisors, CPE centers, theological schools, denominations and individual supporters. ACPE publishes a monthly *News*, including a list of job opportunities, and jointly sponsors *The Journal of Pastoral Care*. An Annual Conference is held in the Fall and the nine regions hold meetings in the Fall and Spring.
Pastoral counselors are invited to join the Specialized community called “Spiritually Integrated Psychotherapists within ACPE.

X. EMPLOYMENT POSSIBILITIES

The Career Development Center (CDC) serves all Loyola students and alumni as a source for career assessment, career education and assistance with the job search. Career advisors are available year-round by appointment and during walk-in hours. To set up an appointment or learn about our current walk-in hours, please call 773-508-7716 or email us at careercenter@luc.edu.

Resources Available to Students:

- **RamblerLink** (Online Job/Internship Board) https://luc-csm.symplicity.com/
- **Career Advising** - research the career potential of academic programs, assess individual interests and skills, develop networking savvy and connect with potential employers.
- **Career and Life Planning Lab (CPSY 224)** – this three-credit course includes a battery of self-assessment inventories that identify interests, values, skills and personality traits related to career development.
- **Career-Self Assessment Workshop (C-SAW)** – a workshop that helps you make decisions about academic programs and careers. *One individual advising session is required to register for C-SAW*.
- **Job Fairs** - www.luc.edu/career/fairs.shtml - network with a variety of employers and make a first impression that can lead to an interview.
- **Career Workshops** - focused workshops on various topics including: Resume and Cover Letter Writing, Job Search Strategies, Effective Interviewing, Salary Negotiation and Effective Networking

Ministerial settings of graduates include:

- Parishes
- Hospitals - Chaplaincy (*this career path typically requires additional theological training beyond the MAPC program*)
- Hospitals - Crisis counselor
- University Ministry Program
- Primary and Secondary Schools
- Pastoral Counseling Centers
- Community Service Settings
- Spiritual Direction and Formation Work
- Marriage, Family and Divorced Ministries
- Women's Counseling Centers
- Youth and Young Adult Ministry
- Ministry to the Elderly

- Hospice Ministry
- Community Mental Health Centers
- Family Guidance Centers
- Retreat Centers
- Catholic Diocesan Social Services
- Lutheran Child & Family Services/Catholic Charities
- AIDS/HIV Treatment Center Services/Lutheran Social Services
- Prison Ministry

XI. LICENSURE FOR PASTORAL COUNSELING

Summary Sheet

What follows is a brief summary of licensure requirements updated in August 2018. ***You are advised to check with the Illinois Department of Financial & Professional Regulation (IDFPR) to remain updated on the current status of rules and regulations*** and to receive all application forms. Their web site is www.idfpr.com.

Once you access the IDFPR website, look for the "Professional Regulation" tab at the top of the page. Scroll to "New Applications" and hit the "Healthcare Professions" tab at the bottom-left side of the page. Then, scroll to "Counselor, Professional" and follow the prompts for what you need.

Note: Loyola University Chicago is accredited by the North Central Association of Colleges and Schools. IPS programs are ***not*** CACREP accredited.

Curriculum requirements include the following ***thirteen (13)*** courses. Numbers in parenthesis are the IPS courses that correspond to the license categories. Courses need to be three (3) credit hours each. You must complete all 13 courses in order to sit for the Licensed Professional Counselor exam:

1. Human Growth & Development (555)
2. Counseling Theory (517)
3. Counseling Techniques (501 & 503)
4. Group Counseling (505)
5. Individual Appraisal & Assessment (507)
6. Research & Evaluation (515)
7. Professional, Legal, Ethical Issues (512)
8. Social and Cultural Foundations (472)
9. Life Style and Career Counseling (518)
10. Practicum/Internship (511 & 513)
11. Substance Abuse (476)
12. Psychopathology (509)
13. Family Therapy (473)

Supervised clinical hours post-degree: From the Illinois Law: Section 1375.130: "Professional counseling experience shall be obtained as set forth in this Section: A person holding a master's degree in counseling, rehabilitation counseling, psychology or similar degree program shall have completed the equivalent of 2 years of full-time satisfactory supervised experience working as a counselor in a professional capacity under the direction of a qualified supervisor subsequent to the degree." Two years' experience totals 3360 hours at 1680 hours per year.

Exams: There are two examinations to take after finishing your degree. The first is the *LPC* (Licensed Professional Counselor) exam taken after graduation as soon as you have completed all 13 required courses. It is more book and classroom oriented. The second exam is the *LCPC* (Licensed Clinical Professional Counselor), which is taken after completing supervised post-degree clinical practice. It is more clinically oriented,

presents case studies and asks for diagnostic and treatment plans. The ILDPR board meets once each month to review and approve applications for these exams. Once your application is approved as complete, you sign up for the next available test date.

Exam preparation: The IL Mental Health Counselors Association conducts test preparation workshops several times each year. Contact them at 815-787-0515 or myimhca@gmail.com. The URL for the Association's website is http://www.imhca.org.

See also: Howard Rosenthal, The Encyclopedia of Counseling, (3rd ed.), Routledge, 2007 and the National Board of Certified Counselors Exam Prep materials for the NCE Exam. Past students have found it especially helpful to study these materials in small 2-4 person groups.

Information management/Record keeping: Students are advised to keep *course syllabi* from the IPS MAPC program and have these ready for submission with other license materials if requested. A suggestion: keep all these materials together in the MAPC Manual.

Keep track of your *clinical* (individual, couple, family, group), *supervisory* and total *site hours* during and after the program; see the MAPC tracking sheet given out in Practicum/Internship Supervision 1 (511).

You begin to accumulate hours toward LCPC licensure after the graduation date on your official transcript.

When applying for licensure, complete all forms/application materials including dates of entry and completion of the program, and be willing to verify these through university channels. We will sign all of the required forms and obtain any necessary university seals or stamps. We will not, however, go back into student files to gather all the background information that's necessary for completing these forms.

Finally, please let us know when you *take and pass the exams*. The university is now asking us to keep track of this information.

International students are welcome to sit for one or both of the licensure exams. A Social Security number is required on the application forms.

INSTITUTE *of* PASTORAL STUDIES

CURRICULUM PLANNING WORKSHEET

M.A PASTORAL COUNSELING

Student:_____	Date of Entry into IPS:_____
Transferred Credits: _____	Projected Date of Completion:_____

Course No. & Title	Semester Anticipated	Semester Taken	Credits
***Core Curriculum (54 credit hrs)* (Prerequisites)**			
IPS 501 Adv. Human Relation Skills			3
IPS 517 Models of Pastoral Counseling			3
IPS 473 Family Therapy and Personal Transformation			3
IPS 555 Human Person and Psychological Development			3
IPS 503 Fundamentals of Pastoral Counseling *(IPS 501)*			3
IPS 502 Theology of the Developing Person			3
***IPS 515 Research Methods**			3
IPS 505 Approaches to Group Counseling *(IPS 501 and 503)*			3
IPS 509 Psychopathology *(IPS 517)*			3
(Theology Elective)			3
IPS 512 Ethics, Pastoral Counseling, and Spirituality			3
***IPS 520 Testing, Measurement, & Assessment** *(IPS 509 & 515)*			3
***IPS 474 Addictions and Methods of Therapy**			3
IPS 507 Psychodynamic Assessment & Intervention *(IPS 571)*			3
***IPS 518 Career Counseling**			3
***IPS 472 Pastoral Counseling in an Intercultural Context**			3
(Elective)			3
(Elective)			3
Internship Supervision (6 credit hours)			
***IPS 511 Internship Supervision I**			3
***IPS 513 Internship Supervision II**			3

Total Credits

Prepared By Date Notes

* Courses required for licensure

Last updated:
5/4/2026

MAPC Course Sequences for Full-Time and Fall Start

FULLY ONLINE

Fully Online, Full Time - Start in Even Fall (2026, 2028, 2030, etc.)		
Even Fall 1	**Odd Spring 1**	**First Summer**
501 Human Relation Skills	555 Human Person	515 Research
517 Models of PC	503 Fundamentals of PC	
Online Elective	Online Elective	
Odd Fall 2	**Even Spring 2**	**Second Summer**
473 Family Therapy	512 Ethics	474 Addiction
509 Psychopathology	520 Testing, Measurement	
505 Group	502 Theology Dev. Person	
Even Fall 3	**Odd Spring 3**	
511 Supervision	513 Supervision	
507 Assessment Intervention	518 Career	
472 Intercultural	Online Elective	

Fully Online, Full Time - Start in Odd Fall (2027, 2029, 2031, etc.)		
Odd Fall 1	**Even Spring 1**	**First Summer**
501 Human Relation Skills	502 Theology Dev. Person	515 Research
517 Models of PC	503 Fundamentals of PC	
473 Family Therapy	555 Human Person	
Even Fall 2	**Odd Spring 2**	**Second Summer**
509 Psychopathology	518 Career	474 Addiction
472 Intercultural	520 Testing, Measurement	
507 Assessment Intervention	Online Elective	
Odd Fall 3	**Even Spring 3**	
511 Supervision	513 Supervision	
505 Group	512 Ethics	
Online Elective	Online Elective	

HYBRID (In Person + Online)

(Meets Student Visa Requirements)

Start in Even Fall (2026, 2028. 2030, etc.)		denotes online course
Even Fall 1	**Odd Spring 1**	**First Summer**
501 Human Relation Skills	502 Theology Dev. Person	515 Research
473 Family Therapy	555 Human Person	
517 Models of PC	503 Fundamentals of PC	
Odd Fall 2	**Even Spring 2**	**Second Summer**
472 Intercultural	518 Career	474 Addiction
507 Assessment Intervention	In-Person Elective	
509 Psychopathology	520 Testing, Measurement	
Even Fall 3	**Odd Spring 3**	
511 Supervision	513 Supervision	
505 Group	512 Ethics	
Any Elective	Any Elective	

Start in Odd Fall (2027, 2029. 2031, etc.)		denotes online course
Odd Fall 1	**Even Spring 1**	**First Summer**
501 Human Relation Skills	518 Career	515 Research
555 Human Person	In-Person Elective	
517 Models of PC	503 Fundamentals of PC	
Even Fall 2	**Odd Spring 2**	**Second Summer**
473 Family Therapy	502 Theology Dev. Person	474 Addiction
505 Group	512 Ethics	
509 Psychopathology	520 Testing, Measurement	
Odd Fall 3	**Even Spring 3**	
511 Supervision	513 Supervision	
507 Assessment Intervention	472 Intercultural	
Any Elective	Any Elective	