GRADUATE STUDIES IN

COUNSELING
(MED and MA)

STUDENT HANDBOOK

ACADEMIC YEAR 2024-2025

LOYOLA
UNIVERSITY CHICAGO
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Preparing people to lead extraordinary lives

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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 Drs. Elizabeth Vera and Matt Miller (Program Chairs) and includes concentrations in community counseling (M.A. and M.Ed.), school counseling (M.Ed.), school and community counseling (M.Ed.), and counseling psychology (Ph.D.).

Graduate Programs in Counseling

There are four master's-level counseling programs in the Counseling Psychology Area: (1) Community Counseling (M.Ed.), (2) Community Counseling (M.A.), (3) School Counseling, and (4) School and Community Counseling (M.Ed.). 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 the state (Illinois Department of Financial and Professional Regulation--IDFPR) curricular standards for professional counseling training programs. Thus, graduates of this program are eligible to apply for examination as Licensed Clinical Professional Counselors (LCPC) after receiving two years of post- degree supervised experience and a passing score on the National Clinical Mental Health Counseling Examination (NCMHCE). * They are also eligible to apply and sit for the Licensed Professional Counselor (LPC) examination immediately upon graduation. 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.

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 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 Licensure in the State of Illinois. ISBE Standards also require either a standard teaching certificate or additional course work in education for School Counseling Licensure (see School Counseling Licensure 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 and Community Counseling (M.Ed.)

The joint School and Community Counseling Program is a practitioner-oriented program for those who want to engage in the practices of both school and community counseling. It is built around state curricular standards for both school (Illinois State Board of Education) and professional (Illinois Department of Financial and Professional Regulation – IDFPR) counseling. Thus, graduates of the program will have completed the educational requirements to qualify for examination as Licensed Professional Counselors (LPC) upon graduation and as Licensed Clinical Professional Counselors (LCPC) after receiving two years of post-degree supervised clinical experience and a passing score on the National Clinical Mental Health Counseling Examination (NCMHCE).* Graduates of this program will have completed the educational requirements to qualify for School Counselor Licensure in the State of Illinois. ISBE Standards also require either a standard teaching certificate or additional course work in education for School Counseling Licensure (see School Counseling Licensure without a Teaching Certificate in Section II of this Handbook for those who do not have a teaching certificate). This is the program to which people who are interested in becoming licensed for master's-level practice in school or community settings, regardless of whether or not they are considering doctoral education in the future.

*According to upcoming changes in the Licensing laws of Illinois, applications for licenses on and after January 1, 2026, will require a   degree and 60 hours of coursework. Graduates who intend to apply for licensure with 48 hours of coursework must do so prior to this date.

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 sharing of knowledge, and the preparation of counselors 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, strive 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, School and Community 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. Master's 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 master's 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 counselors who understand the knowledge bases of the counseling professions.

2. To prepare counselors who are skilled practitioners capable of applying the knowledge base of their disciplines in an ethical, reflective, and culturally responsive manner.

3. To prepare counselors 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 counselors, at the doctoral level, who are capable of conducting independent research.

4. To prepare counselors who are knowledgeable of the social-cultural contexts of human development.

5. To prepare counselors who can evaluate the outcomes of their interventions with empirically sound methods.

6. To prepare counselors, at the doctoral level, who are capable of teaching and supervising undergraduate and graduate students.

7. To prepare counselors who participate in continuing professional education and supervision in their future career and who involve themselves in activities of their professional associations.

8. To prepare counselors 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 web page. The URL follows: 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 the Ph.D. program in Counseling Psychology. Thus, graduate assistantships are reserved for the Area's doctoral students.

Community and school counseling students, however, on rare occasions 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, Residence Life, etc.). CURL is a grant-supported research center that is located on the Lake Shore Campus. 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 Chair 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 email 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/admission/finaid/) for information on additional sources of financial aid that might be available to you. The financial aid office also has a statement on student rights and responsibilities at the following: https://www.luc.edu/finaid/index.shtml?utm_medium=redirect&utm_%20campaign=finaid-redirects&utm_source=finaid/index-html.

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 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 and a passing score on the National Clinical Mental Health Counseling Examination (NCMHCE). 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 Clinical Mental Health 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 Clinical Mental Health 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), 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, Introduction to 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 60-semester hour program that requires the completion of coursework below and successful passing of comprehensive examinations taken during the final spring semester of study. The program also has an undergraduate statistics prerequisite that should be completed with a grade of B or higher 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 (60 Hours)

Undergraduate Prerequisite (3 Semester Hours)
Statistics Course (3)

Counseling Core (45 hours)
CPSY 420: Counseling Skills (3)
CPSY 421: Professional Identity/Ethics (3)
CPSY 423: Theories of Counseling and Psychotherapy (3) CPSY 424: Career Development (3)
CPSY 425: Assessment (3)
CPSY 426: Group Therapy (3)
CPSY 427: Intro to Community Counseling (3) CPSY 433: Multicultural Counseling (3)
CPSY 454: Human Development (3)
CPSY 528: Diagnostic Appraisal (3)
CPSY 440: Practicum (3)
CPSY 441: Internship (3)
RMTD 400: Research Methods (3)
CPSY 444: Family Therapy (3)
CPSY 437: Addictions (3)

Community Counseling Program Tracks*

Clinical Mental Health Track Requirements (15 hours):
CPSY 527: Prevention, Advocacy, Outreach (3)
CPSY 532: Advanced Theories (3)
CPSY 535: Supervision and Consultation (3)
CPSY 441: Summer Internship (3) (or an elective if this course is not needed)
One elective (3)

*Note: The Clinical Mental Health Track requirements are identical to the former Ed.S. in Clinical Mental Health Counseling program requirements.

Research Track Requirements (15 hours):
RMTD 430: Psychological Measurement (3)
RMTD 482: Introduction to Linear Models OR RMTD 421 Educational Research II (3)
CPSY 499: Independent Research (3)
Two electives in research methods or statistics (if a student has not taken any research courses prior
to enrollment in this program, RMTD 404 should be taken early in the program as one of the electives).

Specialty Electives (3 Semester Hours)
CPSY 445: Family Therapy II (3)
CPSY 446: Marital/Couples Therapy (3)
CPSY 458: Adolescent Development and Counseling (3)
CPSY 482: Personality and Intellectual Assessment (3)
CPSY 431: Advanced School Counseling and Consultation (3)
CPSY 435: History and Systems in Psychology
RMTD 406: Educational Evaluation (3)
RMTD 404: Introduction to Educational Statistics (3)
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., Higher Education, School Psychology,
             Research Methodology, etc.).

Comprehensive Exam (see Section III)

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 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 the state's requirements.

Program Curriculum and Requirements

The M.A. program in Community Counseling is a 48-semester hour program, requiring the courses listed below, a research apprenticeship (taken for 3 semester hours of Independent Research--CPSY 499), 450 hours of practicum/internship taken for 6 semester hours of credit (CPSY 440/CPSY 441), and 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 or during the first year of 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 labs, 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 you 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 Prerequisite (3 Semester Hours)
Statistics Course (3)

Counseling Core (27 Semester Hours)
CPSY 420: Counseling Skills (3)
CPSY 421: Professional Issues (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: Introduction to Research Methodology (3)

Specialty Area: Community Counseling Research and Practice (15 Semester Hours)
RMTD 482: Introduction to Linear Models or RMTD 421: Educational Research II (3)
CPSY 427: Introduction to Clinical Mental Health Counseling (3)
CPSY 499: Independent Research (3)*
CPSY 440: Practicum (3)**
CPSY 441: Internship (3)

*Students are required to participate pm a faculty member's research team for one semester. CPSY 499 should be taken at that time and the student should register for their 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.

Research Elective (3 Semester Hours)
RMTD 403: Design of Survey Research (3)
RMTD 406: Educational Evaluation (3)
RMTD 420: Educational Research I (3)
RMTD 421: Educational Research II (3)
RMTD 430: Psychological Measurement (3)
RMTD 482: Introduction to Linear Models (3)
RMTD 483: Multivariate Statistics (3)
RMTD 484: Hierarchical Linear Models (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 10.***

***LPC and LCPC eligibility in Illinois requires 60 hours of coursework including courses not required for this degree (e.g., CPSY 437 (Addiction Counseling), CPSY 444 (Family Therapy I), CPSY 528 (Diagnostic Appraisal and Treatment Planning), and 700 hours of practicum/internship training. Thus, if you decide to pursue license eligibility, you will need to revise your course of study with your advisor.

Comprehensive Exam (see Section III)

School Counseling (M.Ed.)

Overview of Program

As we 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 ISBE curricular standards for school counseling and qualifies graduates to apply for School Counseling Professional Educator License (PEL) in the State of Illinois.

There are two issues related to school counseling licensure 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 will need to take additional courses that qualify you for this license or switch into the Combined School and Community Counseling degree, which meets the licensing requirements for both the PEL and the LPC.

Attaining Licensure as a School Counselor in Illinois

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

School Counseling Licensure without a Teaching Endorsement

This route to licensure as a school counselor in Illinois requires graduation from a 48-semester hour master's 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 licensure will require 9 semester hours (three courses) beyond the 48 semester-hour master's degree. **These courses are: Exceptional Child, Instructional Strategies for Diverse Populations, and School Administration.**

Most students take one of the above three classes as an elective (the School Counseling Program includes one elective). Please note that these three courses are not required for the master's degree in school counseling but are State requirements for persons who do not hold a teaching endorsement. 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 endorsement 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 licensure requirements in states in which you might want to practice.

The school counseling licensure exam must be taken in the semester prior to beginning CPSY 441, Internship, in the **spring** semester of their internship training year. **You will not be able to register for CPSY 441 in the Spring if you have not passed the school counseling exam**. The ISBE website provides information on dates on which exam is given, fees, and registration procedures. The exam is administered by ISBE (not us) and you must register with ISBE to take the school counseling exam. Please note that it is the responsibility of the student to inform the program once they have passed this exam.

Licensure with a Teaching Endorsement

If you hold a valid teaching endorsement in Illinois, you do not have extra course work to take, and can apply for licensure immediately upon graduation. You will, however, need to take and pass ISBE's school counseling licensure exam). Students must take the school counseling licensure exam before CPSY 441, Internship (which is in the spring of their internship training year). **You will not be able to register for CPSY 441 in the Spring if you have not passed the school counseling exam.** 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 Licensed in School Counseling

ISBE requires our endorsement that you have completed all requirements. Thus, when you have completed everything (courses, degree, school counseling license exam), go to the School of Education Sakai website (https://sakai.luc.edu/portal/site/093bb87f-8722-45ea-897f-6e3379935dab/tool/f57a77c7-%2065e6-4fe8-93bb-ddbb79f3c49e), and submit the form and other supporting documents to the Senior Program Coordinator, who will initial that you have completed all the requirements. **Please do not submit the form and transcripts before your degree is conferred**. The transcripts do not have to be official, but they have to have the degree conferral date on them. The Assistant Dean for Student Services (School of Education certification officer) will

sign the form and submit it to ISBE. The student will be notified by email when this is completed and what the next steps are.

Program Curriculum and Requirements

The M.Ed. Program in School Counseling is a 48 semester-hour program that requires successful completion of the courses below, and the PEL exam. The program also has an undergraduate statistics prerequisite requirement which should have been completed with a grade of B or higher before enrolling or during the first year in the school counseling program.

Program Requirements - M.Ed. Program in School Counseling

Undergraduate Prerequisite (3 Semester Hours)
Statistics Course (3)

Common Core (27 Semester Hours)
CPSY 420: Counseling Skills (3)
CPSY 421: Professional Issues (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: Introduction to Research Methodology (3)

Specialty Area: School Counseling (15 Semester Hours)
CPSY 428: Foundations of Professional School Counseling (3)
CPSY 431: Advanced School Counseling and Consultation (3)
CPSY 458: Adolescent Development and Counseling (3)
CPSY 440: Practicum (3)*
CPSY 441: Internship (3)*
*Practicum/Internship requires 700 hours of supervised counseling experience in a school setting.

Reading Requirement (3 Semester Hours)
CIEP 423: Advanced Reading Literacy

Specialty Elective (3 Semester Hours)
CPSY 427: Introduction to Clinical Mental Health Counseling (3)
CPSY 437: Addiction Counseling (3)
CPSY 482: Personality and Intellectual Assessment (3)
CPSY 527: Prevention, Advocacy, and Outreach: Community-Based Interventions (3)
CPSY 528: Diagnostic Appraisal and Treatment Planning (3)
CIEP 401: The Exceptional Child (3)*
CIEP 414: Instructional Strategies for Diverse Populations (3)*
RMTD 406: Educational Evaluation (3)
ELPS 460: School Administration (3)*
RMTD 403: Design of Survey Research (3)
*Required for those who do not hold a teaching certificate in Illinois

Comprehensive Exam (see Section III)

School and Community Counseling (M.Ed.)

As we already said in the first section of this Handbook, the joint School and Community Counseling Program is a practitioner-oriented program for those who want to become licensed for school and professional counseling practice.

Graduates of this program are eligible to apply for licensing as a Licensed Professional Counselor (LPC) in Illinois upon graduation. Graduates are then subsequently eligible for licensing as a Licensed Clinical Professional Counselor (LCPC) in Illinois after receiving two years of post-degree supervised experience and a passing score on the National Clinical Mental Health Counseling Examination (NCMHCE).

Graduates will also have completed the educational requirements to qualify for School Counselor Licensure in the State of Illinois, with either a standard teaching certificate or additional course work in education that are required by the Illinois State Board of Education (ISBE).This is the program to which persons should apply who are interested in becoming licensed for master's-level practice in school or community settings, regardless of whether or not they are considering doctoral education in the future.

Program Benefits

- Become eligible to apply for LPC licensure, school counselor license, and, subsequent to supervised experience, LCPC licensure.
- Complete the program in two years (plus summers).

Please see previous sections on LPC/LCPC and School Counseling Licensure Requirements for additional information.

Program Curriculum and Requirements

The M.Ed. Program in School and Community Counseling is a 60-semester hour program, requiring the successful completion of coursework listed below, passing the PEL exam, and passing the comprehensive examinations taken during the final spring 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 or during the first year in the school and community counseling program.

Program Requirements - M.Ed. Program in School and Community Counseling

Undergraduate Prerequisite (3 Semester Hours)
Statistics Course (3)

Common Core (27 Semester Hours)
CPSY 420: Counseling Skills (3)
CPSY 421: Professional Issues (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: Introduction to Research Methodology (3)

Specialty Area: School Counseling (9 Semester Hours)
CPSY 428: Foundations of Professional School Counseling (3)
CPSY 431: Advanced School Counseling and Consultation (3)
CPSY 458: Adolescent Development and Counseling (3)

Specialty Area: Community Counseling Practice (12 Semester Hours)
CPSY 427: Introduction to Clinical Mental Health Counseling (3)
CPSY 437: Addiction Counseling (3)
CPSY 444: Family Therapy I (3)
CPSY 528: Diagnostic Appraisal and Treatment Planning (3)

Clinical Training (6 Semester Hours)
CPSY 440: Practicum (3)*
CPSY 441: Internship (3)*
*Practicum/Internship requires 700 hours of supervised counseling experience in a school setting.

Reading Requirement (3 Semester Hours)
CIEP 423: Advanced Reading Literacy (3)

Additional Education Course Electives (9 Semester Hours; not a part of degree requirements, required for those who do not hold a teaching certificate in Illinois.)
CIEP 401: The Exceptional Child (3)
CIEP 414: Instructional Strategies for Diverse Populations (3)
ELPS 460: School Administration (3)
One additional elective for non-teachers and four (4) electives for current teachers

Comprehensive Exam (see Section III)

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 request a meeting with your advisor and you take the initiative 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). You and your advisor should have a copy of your program plan. You are also strongly encouraged to meet with your advisor at least once per semester thereafter.

CPSY Policy on Transfer Credit for Master's and Specialist's Degrees

A variety of circumstances can result in students wishing to transfer credit from other universities toward their Loyola graduate degrees. Examples include having taken a similar course at a previous institution or choosing to take a course at another institution for scheduling purposes. Loyola's CPSY programs are able to accommodate the transfer of up to 6 hours of coursework provided it meets the following criteria:

1. The course is graduate level.

2. The course bears the equivalent credit requirements (i.e., a 3-hour semester-long course, a 4.5-hour quarter-long course). Note, the Illinois State Board of Education and Loyola University Chicago recognizes 4-hour quarter-long courses to be the equivalent of a 3-hour semester course. However, the Illinois Department of Financial and Professional Regulation requires courses in the required content

areas to be either 3 semester hours or 4.5 quarter hours to meet the licensing requirements for the LCP or LCPC. Thus, if you are pursuing the LCP or LCPC, you will need to find classes that are 4.5 hours in length if on a quarter-system.

3. The course has content that is comparable to what is required in Loyola courses. This decision must be made by an advisor or Program Chair and potentially, in consultation with Illinois Licensure standards. The IDFPR and ISBE have ultimate say in which courses meet their requirements, so there may be need to consult with those bodies.

4. You each a grade of "B" or higher in the course.

Our suggestions for how to go about finding courses at other institutions that will meet Loyola and/or state licensure requirements are as follows:

- Look at institutions that are on a semester system and have master's level counseling programs. Contact appropriate personnel at neighboring institutions to ask about how to enroll in the course as a student-at-large or a non-degree seeking student.
- Obtain a syllabus of the course and bring it to your advisor or the program chair for approval BEFORE registering.
- Transfer the course (assuming you have a B or better) by bringing a final transcript once the course has been completed.
- Save all your paperwork on this course including the syllabus in case you have to submit it for licensure applications in the future.

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 Clinical Mental Health Counseling or Foundations of Professional 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 (or five) courses to be eligible to apply for practicum and internship placement (CPSY 440, CPSY 441). Thus, it is important to complete these four courses (five courses for school and community counseling students) 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 your 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 spring semester of study. The Community Counseling, Combined School/ Community programs take the Counselor Preparation Comprehensive Examination (CPCE), which 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. This exam must be taken at a testing site (off campus) before February 15th. There is a fee to take this exam that you will pay directly to the testing company. **If you do not pass the exam on the first try, you may take the exam again, but a failure on a second attempt will be grounds for dismissal.**

If you are in the School Counseling M.Ed. Program, you do not take this exam (see next paragraph) but if you are in the Combined School and Community program, you take this test and the PEL test.

For School Counseling and the Combined School/Community Counseling students, you will take the test for the School Counseling Professional Educator License (PEL) in the State of Illinois before you begin your Spring semester of Internship. All students must attend a mandatory orientation meeting in early October. Comprehensive examinations can be retaken once in the event of a failure on the first attempt. According to the policies of the Graduate School/School of Education, students who fail to pass the exam after a second attempt can be dismissed from their graduate programs.

The purpose of the CPCE is to assess counseling students' knowledge in 8 core areas viewed as important by counselor preparation programs. The CPCE consists of 160 items with 20 items per core 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 pretest items is to generate actual score performance data on these items. This allows CCE to select items for future tests 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 core domains on which the examination questions are based are:

<u>Human Growth and Development</u>: the nature and needs of individuals at all developmental levels. Social and Cultural Foundations   issues and trends in a multicultural and diverse society.

<u>Helping Relationships</u>: counseling and consultation processes and theories.

<u>Group Work</u>: group development, dynamics, counseling theories, group counseling methods and skill, and other group work approaches.

<u>Career and Lifestyle Development</u>: career development and related life factors. Appraisal   individual and group approaches to assessment and evaluation.

<u>Research and Program Evaluation</u>: types of research methods, basic statistics, and ethical and legal considerations in research.

<u>Professional Orientation and Ethics</u>: 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 important ideas and concepts.
- Read through Encyclopedia of Counseling by Howard Rosenthal. "This was somewhat helpful, but really not that much."
- Relax!

Practicum/Internship Policies and Requirements (CPSY 440/CPSY 441)

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 their counseling skills and theories of counseling in direct service to clients.

DEFINITION OF RELATED TERMS

- Practicum/Internship is defined as a supervised experience in school counseling or community counseling.
- Agency refers to any setting (i.e., community mental health center, counseling center, hospital, school, etc.) in which the student is working. Students in the School Counseling and School and Community Counseling programs must complete their training requirements in school settings.
- Field Supervisor refers to the staff member at each agency to whom the Loyola student is directly accountable while working at the agency.
- Loyola Supervisor refers to the faculty member or adjunct faculty member who is responsible for supervision of each student and who is the instructor for the course associated with the clinical training experience. 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.
- 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.

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 and/or 428 (Introduction to Clinical Mental Health Counseling and/or Foundations of Professional School Counseling depending on program of study) prior to enrolling in CPSY 440/441 (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 Illinois licensing, students must accumulate 700 hours of practicum/internship experience. 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 enrollment in CPSY 440/441. For further clarification or additional information, please see the Coordinator of Clinical Training.

C. Supervision: It is required that students attend individual and group supervision meetings with their Loyola Supervisor during both semesters of enrollment in CPSY 440/441; 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 enrollment in CPSY 440/441.

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

Coordinator of Clinical Training and the Coordinator's Graduate Assistant post office hours to help students as they look for practicum sites.

B. <u>Choosing and/or Locating Sites:</u>

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 Sakai 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 si the student's responsibility to follow site 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. <u>Supervision and Forms</u>

Each student is required to have a minimum of one (1) hour of face-to-face supervision with their field supervisor each week, although more may be available. At the conclusion of your first 100 hours at the site, your site supervisor should complete the <u>First 100 hours Evaluation form</u> to ensure that you are ready to progress from your 100-hour practicum to your 600-hour internship. The site supervisor also completes a <u>Trainee Evaluation: Supervisor Form</u> at the end of each semester of your internship experience. The student must also complete a cumulative <u>Verification of Practicum/Internship Hours</u> form at the end of each semester. This form must be signed by the field supervisor as well as the Loyola Supervisor. All forms are to be uploaded to the LiveText system at the end of each semester, but the student should keep a copy of this form for themselves. Without the completion of these forms, 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.

<u>Policies and Procedures for Dealing with Concerns Regarding Student Academic and Clinical Competence and/or Personal Attributes and Dispositions</u>

<u>Overview</u>

Part of the mission of Loyola University Chicago, embraced by the Counseling Psychology Area, is the preparation of professionals 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 counselors who are capable of critical thinking, and whose counseling 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.

Academic and Clinical Competence

Counselor 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. No more than two (2) courses in which a student has earned a grade of C or better 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 GPA. Students must maintain a B or better GPA in order to graduate.

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. and Ed.S. 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 develop appropriate assessments, treatments, and referrals. 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.

Personal Attributes and Dispositions

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 counselor, 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 their ability to function professionally will be addressed in both academic and clinical settings.

<u>Evaluation Criteria and Methods</u>

<u>Criteria</u>

Students are expected to demonstrate:

1. An ability to complete successfully the course work essential to developing the required knowledge base appropriate to their profession;

2. An ability to use and/or conduct scholarly research consistent with appropriate degree and program requirements;

3. An ability to develop 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.

<u>Evaluation Methods</u>

At times students will experience difficulties which detract from their academic, clinical, and/or personal 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, sexual orientation, religion, or other forms of cultural diversity also raises 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, personally of 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 academic, clinical, and/or personal development or 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 made in a timely fashion. The rights to a thorough, objective review, including representation of their 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.

Intervention

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 on 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 their 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 their impairment, the faculty may elect to take action consistent with its ethical 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.

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 their 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 ethical responsibilities. Examples of such actions may include, but are not limited to:

1. Counseling the student to withdraw from their 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 their program;

4. Permanently removing the student from contact with clients; and/or

5. Dismissing the student from their 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 and M.Ed. in School and 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 their 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 Financial and Professional Regulation to be formally licensed by the State. These 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 a 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 Financial and Professional 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 Assistant Dean, School of Education, Nancy Goldberger (ngoldberger@luc.edu). The form will be processed and returned to the student.

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.

Endorsement of School Counseling License (see p. 12)

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 listserv. 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 Issues (CPSY 421) course and the specialty (CPSY 427/428) courses on school and clinical mental health 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 expected 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 they will not be able to finish the assignments in a course, they may arrange, with the professor's permission, to take an incomplete grade 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 Program Chair and the approval of the Dean are required. Approval for M.A. students must come from the Associate Dean of the Graduate School. Approval for M.Ed. students is from the Assistant 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

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   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 may be forwarded.

Transcripts of Record

Master's 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 their 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 they have 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. and Ed.S. students) or Graduate School (for M.A. students) websites. The Graduate Program Director is also obligated to inform the student of their 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 their academic work. Normally, extensions are granted as long as the student has been making satisfactory progress toward their 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. and Ed.S. students) webpage 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 their recommendation, to the appropriate Dean

5. The student will be notified by their 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.

Graduatio

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 **on or before the graduation application deadline date published in the calendar section of the website:**

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. The Dean's Office 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 follow the instructions on LOCUS.

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 comprehensive exams, all students submit applications to the program office. If you are in doubt about deadlines, forms, or procedures, always check the Loyola website or ask the senior program coordinator.

2. **Check your e-mail regularly**: The Area has a student listserv 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 you 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, they will refer you to the Program Chair, Coordinator of Clinical Training, or other people 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 our master's programs. Further (and this is the important part), the elective courses that we list in our program's curriculum (see Section II) are underlined suggested, but not required electives. You are a student at 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 our program curriculum. The only limit on your choice of electives is that the courses must be underlined 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 they want to practice. You will be helped in this process in your CPSY 427/428 specialty courses in school and clinical mental health 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 Assistant Dean's Office so that they can be processed.

APPENDIX A: PROGRAM PLANS

M.ED. IN COMMUNITY COUNSELING PROGRAM PLAN

(60 hours required for graduation)

1. Prerequisites*   Date Completed   Institution and Course Number*

Statistics Course   _____

2. Counseling Core (45 Semester Hours)

Course Title and Number   Date Completed

CPSY 420: Counseling Skills (3)   _____
CPSY 421: Professional Issues (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 427: Introduction to Clinical Mental Health Counseling (3)   _____
CPSY 433: Multicultural Counseling (3)   _____
CPSY 437: Addiction Counseling (3)   _____
CPSY 440: Practicum (3)   _____
CPSY 441: Internship (3)   _____
CPSY 444: Family Therapy I (3)   _____
CPSY 454: Human Development (3)   _____
CPSY 528: Diagnostic Appraisal and Treatment Planning   _____
RMTD 400: Introduction to Research Methodology (3)   _____

3. Clinical Mental Health Track Requirements (15 hours):
CPSY 527: Prevention, Advocacy, Outreach (3)   _____
CPSY 532: Advanced Theories (3)   _____
CPSY 535: Supervision and Consultation (3)   _____
CPSY 441: Summer Internship (3)
(or an elective if this course is not needed)   _____
One elective (3)   _____

4. Research Track Requirements (15 hours):
RMTD 430: Psychological Measurement (3)   _____
RMTD 482: Introduction to Linear Models OR
    RMTD 421 Educational Research II (3)   _____
CPSY 499: Independent Research (3)   _____
Two electives in research methods or statistics (if a student has not taken any research courses prior
to enrollment in this program, RMTD 404 should be taken early in the program as one of the electives).

Comprehensive Examination (CPCE) (Date): _____

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 Issues (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: Introduction to Research Methodology (3) _____

3. **Community Counseling Research and Practice Courses (15 Semester Hours)**
   CPSY 427: Introduction to Clinical Mental Health Counseling (3) _____
   RMTD 482: Introduction to Linear Models OR
       RMTD 421 Educational Research II (3) _____
   CPSY 499: Independent Research (3) _____
   CPSY 440: Practicum (3) _____
   CPSY 441: Summer Internship (3) _____

4. **Research Elective (3 Semester Hours)**
   Course: _____   _____

5. **Other Elective (3 Semester Hours)**
   Course: _____   _____

Comprehensive Examination (CPCE) (Date): _____

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 Issues (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: Introduction to Research Methodology (3)   _____

3. **School Counseling Specialty Courses (15 Semester Hours)**
    CPSY 428: Foundations of Professional School Counseling (3)   _____
    CPSY 458: Adolescent Development and Counseling (3)   _____
    CPSY 431: Advanced School Counseling & Consultation   _____
    CPSY 440: Practicum (3)   _____
    CPSY 441: Internship (3)   _____

4. **Reading Requirement (3 Semester Hours)**
    CIEP 423: Advanced Literacy Instruction   _____

5. **Elective (3 Semester Hours)**
    Course: _____   _____

Comprehensive Examination (CPCE) (Date): _____

SIGNATURES:

STUDENT: _____   DATE: _____

ADVISOR: _____   DATE: _____

<u>Teaching Certificate:</u> _____ OR

<u>Additional Education Courses:</u>

The School Counselor License 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 license-eligible in Illinois:

    The Exceptional Child
    Instructional Strategies for Diverse Populations
    School Administration (or equivalent)

<u>M.ED. IN SCHOOL AND COMMUNITY COUNSELING PROGRAM PLAN</u>
(57 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 Issues (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: Introduction to Research Methodology (3)   _____

3. **Community Counseling Practice Courses (12 Semester Hours)**
   CPSY 427: Introduction to Clinical Mental Health Counseling (3)   _____
   CPSY 437: Addiction Counseling (3)   _____
   CPSY 444: Family Therapy I (3)   _____
   CPSY 528: Diagnostic Appraisal and Treatment Planning (3)   _____

4. **School Counseling Specialty Courses (9 Semester Hours)**
   CPSY 428: Foundations of Professional School Counseling (3)   _____
   CPSY 431: Advanced School Counseling & Consultation (3)   _____
   CPSY 458: Adolescent Development and Counseling (3)   _____

5. **Reading Requirement (3 Semester Hours)**
   CIEP 423: Advanced Literacy Instruction   _____

6. **Clinical Training (6 Semester Hours)**
   CPSY 440: Practicum (3)   _____
   CPSY 441: Internship (3)   _____

School Counselor License in Illinois requires a teaching certificate or additional course work in education. Students in the M.Ed. program in School and Community Counseling who do not hold teaching certificates must complete the following additional course work to be license-eligible in Illinois: The Exceptional Child, Instructional Strategies for Diverse Populations, and School Administration (or equivalent)

Comprehensive Examination (CPCE) (Date): _____

SIGNATURES:

STUDENT: _____   DATE: _____

ADVISOR: _____   DATE: _____

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. Bold indicates when during your program we recommend that you take the course (Years 01 or 02). Please note that this is subject to change.

Community Counseling, M.Ed. Program

Fall Year 1	Fall Year 2
CPSY 420: Counseling Skills	CPSY 424: Career Development and Counseling
CPSY 424: Career Development and Counseling	CPSY 454: Human Development
CPSY 433: Multicultural Counseling	CPSY426: Group Counseling
CPSY 454: Human Development	CPSY 433: Multicultural Counseling
RMTD 400: Introduction to Research Methodology	RMTD 400: Introduction to Research Methodology
	CPSY 440: Practicum
Spring Year 1	Spring Year 2
CPSY 421: Professional and Ethical Issues	**CPSY 437: Addiction Counseling**
CPSY 423: Theories of Counseling	**CPSY 441: Internship**
CPSY 427: Introduction to Clinical Mental Health Counseling	CPSY 528: Diagnostic Appraisal and Treatment Planning
CPSY 437: Addiction Counseling	RMTD 400: Introduction to Research Methodology
CPSY 528: Diagnostic Appraisal and Treatment Planning	
RMTD 400: Introduction to Research Methodology	
Summer Year 1	Summer Year 2
CPSY 424: Career Development and Counseling	CPSY 435: History and Systems of Psychology
CPSY 425: Assessment in Counseling	CPSY 441: Internship
CPSY 426: Group Counseling	CPSY 458: Adolescent Development
CPSY 437: Addiction Counseling	
CPSY 444: Family Therapy	
CPSY 454: Human Development	

Community Counseling, M.A. Program

Fall Year 1	Fall Year 2
CPSY 420: Counseling Skills **CPSY 424: Career Development and Counseling** **CPSY 433: Multicultural Counseling** CPSY 454: Human Development RMTD 400: Introduction to Research Methodology	CPSY 424: Career Development and Counseling CPSY 454: Human Development CPSY 426: Group Counseling CPSY 433: Multicultural Counseling RMTD 400: Introduction to Research Methodology **CPSY 440: Practicum** CPSY 499: Independent Research
Spring Year 1	Spring Year 2
CPSY 421: Professional and Ethical Issues **CPSY 423: Theories of Counseling** **CPSY 427: Introduction to Clinical Mental Health Counseling** CPSY 499: Independent Research RMTD 400: Introduction to Research Methodology RMTD 482: Introduction to Linear Models or RMTD 421: Educational Research II	**CPSY 441: Internship** CPSY 499: Independent Research RMTD 400: Introduction to Research Methodology
Summer Year 1	Summer Year 2
CPSY 424: Career Development and Counseling CPSY 425: Assessment in Counseling CPSY 426: Group Counseling CPSY 454: Human Development	

School Counseling, M.Ed. Program

<u>Fall Year 1</u> **CPSY 420: Counseling Skills** CPSY 424: Career Development and Counseling **CPSY 428: Foundations of Professional School Counseling** CPSY 433: Multicultural Counseling CPSY 454: Human Development RMTD 400: Introduction to Research Methodology CIEP 401: Exceptional Child	<u>Fall Year 2</u> CPSY 424: Career Development and Counseling CPSY 426: Group Counseling CPSY433: Multicultural Counseling CPSY 454: Human Development RMTD 400: Introduction to Research Methodology **CPSY 440: Practicum** CIEP 401: Exceptional Child **CIEP 423: Advanced Reading Literacy**
<u>Spring Year 1</u> **CPSY 421: Professional and Ethical Issues** **CPSY 423: Theories of Counseling** CPSY 425: Assessment in Counseling **CPSY 431: Advanced School Counseling and Consultation** RMTD 400: Introduction to Research Methodology CIEP 401: Exceptional Child	<u>Spring Year 2</u> CPSY 425: Assessment in Counseling **CPSY 441: Internship** RMTD 400: Introduction to Research Methodology CIEP 401: Exceptional Child **CIEP 414: Instructional Strategies** **ELPS 460: School Administration**
<u>Summer Year 1</u> CPSY 424: Career Development and Counseling CPSY 425: Assessment in Counseling CPSY 426: Group Counseling CPSY 454: Human Development **CPSY 458: Adolescent Development** CIEP 401: Exceptional Child	<u>Summer Year 2</u> CPSY 424: Career Development and Counseling CPSY 425: Assessment in Counseling CPSY 426: Group Counseling CPSY 454: Human Development CPSY 458: Adolescent Development CIEP 401: Exceptional Child

School and Community Counseling, M.Ed. Program

Fall Year 1 **CPSY 420: Counseling Skills** CPSY 424: Career Development and Counseling **CPSY 428: Foundations of Professional School Counseling** **CPSY433: Multicultural Counseling** CPSY 454: Human Development RMTD 400: Introduction to Research Methodology CIEP 401: Exceptional Child	Fall Year 2 CPSY 424: Career Development and Counseling CPSY 426: Group Counseling CPSY 433: Multicultural Counseling CPSY 454: Human Development RMTD 400: Introduction to Research Methodology **CPSY 440: Practicum** CIEP 401: Exceptional Child **CIEP 423: Advanced Reading Literacy**
Spring Year 1 **CPSY 421: Professional and Ethical Issues** **CPSY 423: Theories of Counseling** **CPSY 427: Introduction to Clinical Mental Health Counseling** **CPSY 431: Advanced School Counseling and Consultation** CPSY 437: Addiction Counseling **CPSY 528: Diagnostic Appraisal and Treatment Planning** RMTD 400: Introduction to Research Methodology CIEP 401: Exceptional Child	Spring Year 2 CPSY 437: Addiction Counseling **CPSY 528: Diagnostic Appraisal and Treatment Planning** **CPSY 441: Internship** RMTD 400: Introduction to Research Methodology CIEP 401: Exceptional Child **CIEP 414: Instructional Strategies** **ELPS 460: School Administration**
Summer Year 1 CPSY 424: Career Development and Counseling CPSY 425: Assessment in Counseling CPSY 426: Group Counseling **CPSY 444: Family Therapy** CPSY 454: Human Development **CPSY 458: Adolescent Development** CIEP 401: Exceptional Child	Summer Year 2 CPSY 424: Career Development and Counseling CPSY 425: Assessment in Counseling CPSY 426: Group Counseling CPSY 444: Family Therapy CPSY 454: Human Development CPSY 458: Adolescent Development CIEP 401: Exceptional Child

APPENDIX C: THE FACULTY

Rufus Gonzales, Ph.D. (he/him)
Loyola University Chicago (2006)
Clinical Associate Professor and Coordinator of Clinical Training, 1033 Lewis Towers
(312) 915-6378, rgonza1@luc.edu
> Teaching Interests: Clinical Training, Clinical Supervision, Group Counseling, Multicultural Counseling
> Clinical Interests: Group Psychotherapy, LGBTQ Identity Development, Latinx Mental Health, College Student Development, Mindfulness and Meditation, Trauma and Anxiety Disorders
> Research Interests: Clinical Supervision, Microaggressions

Matthew J. Miller, Ph.D. (he/him)
Loyola University Chicago (2005)
Professor and Co-Program Chair, 1034 Lewis Towers
(312) 915-7087, mmill11@luc.edu
> Teaching Interests: Assessment, Research Methods, Multicultural Psychology, Vocational Psychology
> Research Interests: Evidence based culturally responsive and ecologically valid mental health and outreach; the role of cultural and racial factors in health and health disparities, and the measurement of cultural and racial constructs

Elizabeth M. Vera, Ph.D. (she/her)
The Ohio State University (1993)
Professor and Co-Program Chair, 1145 Lewis Towers
(312) 915-6958, evera@luc.edu
> Teaching Interests: Prevention and Outreach, Adolescence, Human Development, Family Therapy, Supervision
> Research Interests: Social and emotional well-being of culturally and linguistically diverse youth; social justice and prevention in Counseling Psychology; promoting culturally affirming school communities

Eunju Yoon, Ph.D.
University of Minnesota (2005)
Professor, 1036 Lewis Towers
(312) 915-6461, eyoon@luc.edu
> Teaching Interests: Professional Issues/Ethics, Research Seminar, Psychology of Immigration, Family Therapy
> Research Interests: Acculturation/Enculturation, Immigrants' mental health issues, Spirituality

APPENDIX D: STUDENT'S APPEAL TO CHANGE AN ACADEMIC RECORD

A student's appeal to change an academic record (e.g., withdrawal date) must be submitted using the [Appeal for Change of Academic Record](#) form to describe mitigating circumstances as to why the academic record should be changed. An appeal to change an academic record must be submitted within one calendar year after the last day of the academic term in question. Appeals for summer terms must be received by June 1 of the following calendar year.

APPENDIX E: TELESUPERVISION POLICY

For our practicum and internships, supervision is expected to be delivered in person except where sites are delivering telehealth exclusively. If your site is not providing in-person supervision, this must be approved by Dr. Gonzales.

APPENDIX F: SAFETY TRAINING MODULE REQUIREMENT

The ISBE requires PEL applicants to complete a safety training module that addresses safety issues within school settings and home/community settings. The School of Education will offer this online training to all eligible students and your entitlement application will not be approved until that has been completed. Please be responsive to emails alerting you to the availability of these trainings via email and complete them as soon as possible.