Student Handbook

Masters of Education in

Clinical Mental Health Counseling

and School Counseling

Revised September, 2011
Introduction

Welcome to the M.Ed. program in Clinical Mental Health Counseling and/or School Counseling in the department of Counseling, Administration, Supervision, and Adult Learning (CASAL) at Cleveland State University. We are pleased to have you join us to pursue your academic and career goals.

This Graduate Student Handbook provides necessary information to successfully plan, implement and complete the required program of studies for the degree you are pursuing. Please use this handbook with your academic advisor as a planning guide and a place to record your progress. For your convenience, at the back of this handbook you will find semester planning guides, advising session worksheets, a list of course pre-requisites, and sample departmental and university forms. The website for the counseling programs is http://www.csuohio.edu/cehs/departments/CASAL/ced.html. This site contains information about the program, faculty, internship information, and projected course schedules, among other things.

MISSION STATEMENT OF CSU COUNSELING PROGRAM FACULTY

The mission of the counseling programs at Cleveland State University is to train master’s-level counselors to work in schools and in mental health settings across the country. We emphasize generalist training with regard to treating a diverse population in issues ranging from problems of daily living to more pronounced problems that manifest as symptoms of psychopathology. While school counselors do not diagnose pathology, we aim to equip them with a generalist’s knowledge of the etiology and treatment of mental disorders as well as a general understanding of the types of psychotropic medications increasingly prescribed for school-aged children. School counseling students are trained to create programs and deliver services.
following the ASCA model. Our philosophy of training clinical mental health counselors requires more expertise in both mental disorders, treatment planning and psychotropic medication and this is reflected in our curriculum.

How Does Counseling Relate to Other Mental Health Professions?

Counseling is one of several mental health professions in the United States. Cleveland State University offers programs in School Counseling and in Clinical Mental Health Counseling. The American Counseling Association has crafted the following definition of professional counseling:

Counseling is a professional relationship that empowers diverse individuals, families and groups to accomplish mental health, wellness, education and career goals.

Our School and Clinical Mental Health Counseling programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The mental health professions include counseling, clinical social work, clinical and counseling psychology, marriage and family therapy, substance abuse counseling, and psychiatry. Psychiatry is a medical specialization whereas the rest are non-medical mental health professions. Each state decides how to license or certify each of the therapeutic professions. Although similar in their applied settings, each mental health discipline differs in the training model employed. The counseling training model has been described as an "educator-practitioner" model. This model focuses more on clinical skills than research and encompasses treatment of psychopathology and facilitation of wellness.
Psychiatry is based in the medical model with a bias toward the biological bases of mental and emotional disorders. Social work uses an ecological model that focuses on client advocacy within small and large systems and psychology uses variations on the scientist-practitioner model (the Boulder and Vail Models) that tries to balance training in research and clinical skills.

Specializations across the mental health disciplines include substance abuse counseling (for which there is a separate license in Ohio), and Marriage and Family Therapy which also has its own license in Ohio. Counseling and social work are master's level professions whereas licensure as a psychologist requires a doctoral degree and licensure as a psychiatrist requires a medical degree. A person should take into consideration their temperament and professional goals when trying to decide between different mental health professions and training models.

Counseling, Administration, Supervision, and Adult Learning (CASAL) Office

The CASAL office is in Room 275 of the Education Building on Euclid Avenue. Hours are from 9 a.m. until 5 p.m., Monday through Friday. The CASAL office telephone number is (216) 687-4612, or extension 4612 if you are using a campus phone. If you need assistance when the office is closed, you may leave a message on the phone-mail system and someone will return your call as soon as possible. If you have a question for a faculty member that requires an immediate answer email the faculty member or the program coordinator Dr. Ingersoll at r.ingersoll@csuohio.edu.

The Mission Statement of the Counseling Programs

The mission of the counseling programs at Cleveland State University is to train master’s-level counselors to work in schools and in mental health settings across the country. We
emphasize generalist training with regard to treating a diverse population in issues ranging from problems of daily living to more pronounced problems that manifest as symptoms of psychopathology. While school counselors do not diagnose pathology, we aim to equip them with a generalist’s knowledge of the etiology and treatment of mental disorders as well as a general understanding of the types of psychotropic medications increasingly prescribed for school-aged children. Our philosophy of training clinical mental health counselors requires more expertise in mental disorders, treatment planning and psychotropic medication and this is reflected in our curriculum.

**The Program Models**

Both the agency and school counseling programs have guiding models that you will see on all of your syllabi.

**The Clinical Mental Health Counseling Program Model**

The Clinical Mental Health Counseling program model is: The Counselor as facilitator of human development and adaptive functioning in emotional, social, and career domains. This model is designed to reinforce training that is holistic. On the theoretical continuum from pathology to wellness, CSU faculty seek to integrate research and clinical practice spanning the continuum.

**The Mission of the Clinical Mental Health Counseling Program**

The Clinical Mental Health Counseling program at Cleveland State University, established in 1984, has evolved in a rich human environment and it brings together a diverse student body with a vast array of professional aspirations. It aims at reaching adult learners who are employed in educational and human service settings and therefore offers degrees on a part-time as well as full-time basis and with late afternoon and weekend course offerings. The
program integrates a core counseling curriculum with rigorous clinical coursework and internships that prepare graduates to sit for the state counseling exam in Ohio (the National Counselor Exam, or "NCE") and ultimately obtain the Professional Clinical Counselor (PCC) license in Ohio. Graduates from this program track go on to work independently and/or at agencies in the community, or continue their education pursuing doctoral studies. The model of training is best summarized as: The clinical mental health counselor as facilitator of healthy development and adaptive functioning in emotional, social and career domains. Because students are the faculty’s highest priority, teaching, mentoring, advising, and advocating are emphasized to facilitate the development of responsible, competent and activity engaged counselors capable of skilled practice. What makes the CSU program unique? Its commitment to educating clinical counselors with highly developed knowledge base and skills in diagnosis, testing, and psychopharmacology, its success in recruiting culturally diverse students, and its excellent record of involving Master’s and doctoral students in faculty research, publication and conference presentations.

**Clinical Mental Health Counseling Specialization**

The Clinical Mental Health Counseling specialization at CSU is a 60-semester-hour program leading to a Master of Education degree in Clinical Mental Health Counseling. Graduates who have successfully met all educational requirements are eligible to sit for the NCE examination. To obtain licensure in the state of Ohio, you must first pass the NCE examination. Following successful completion of the exam you are eligible to receive the Professional Counselor (PC) license. The PC requires that you be supervised and cannot independently diagnose or treat people with mental or emotional disorders. To become eligible for the Professional Clinical Counselor (PCC) license, and thus function as an independent provider of mental health services,
you must complete two years of supervised experience in counseling (at 1500 hours per year for a total of 3000 hours) under the supervision of a PCC with the Supervisory endorsement. You may take longer than two years to accumulate this experience but the total must be 3000 hours of supervised work experience. This experience must be completed after the award of the master’s degree and must be supervised by a person licensed as a PCC and holding a supervisory endorsement. After obtaining the PC, you are not obliged to pursue the PCC. If you choose to remain a PC you must have ongoing supervision.

**Goals and Objectives of the Clinical Mental Health Counseling Program**

1. Education of counseling students
   - To educate community counselors who meet all state standards for licensing
   - To educate counselors who provide effective direct services to community clients
   - To provide training in individual, group and career counseling strategies, assessment practices, consultation with other professionals and family members, and understanding and conducting applied research and systemic evaluation of their interventions
   - To educate counselors who have a thorough understanding of issues of cultural diversity in urban communities and thereby, are equipped to meet the needs of urban clients

2. Advancement of program excellence
   - To maintain our CACREP accreditation for community counseling program and to maintain the national visibility of the program
   - To advance knowledge in community counseling, with special emphasis on scholarly contributions in counseling techniques (particularly methods aimed at diverse and urban populations), in legal and ethical issues in counseling, emerging areas like
psychopharmacology, and in adapting traditional counseling services to the changing needs of an urban population across the life span

♦ To expand short courses and specialized offerings for continuing education requirements of certified and licensed counselors in Ohio

3. Community Service

♦ To provide practicum students and interns for agencies in Northeast Ohio. (In any given year, we average about 30 Clinical Mental Health Counseling interns in placement in community agencies)

♦ To share expertise of faculty and graduate students with agencies to help them upgrade and expand services

♦ To conduct applied research and engage in consultations to field settings that will help agencies provide better service to clients and assist them in becoming models for effective counseling services for other urban areas.

**The School Counseling Program Model**

*The School Counseling program model is: The School Counselor as Facilitator of Human Development and as a Professional Program Manager. Again, CSU faculty integrate findings from research and clinical practice in school settings across the wellness spectrum. We recognize that the unique setting of the school often calls for program management on a variety of levels in addition to individual and group counseling and guidance.*

**The Mission of the School Counseling Program**
The CSU School Counseling Program is a master’s level graduate program that prepares teachers to become counselors at the elementary, middle, and high school levels. Our conceptual framework envisions the school counselor’s role as two faceted:

1. A Facilitator of Human Development
2. A Professional Program Manager

We believe that to be effective facilitators of human development, counselors must have a broad academic background that includes an understanding of guidance philosophy, human growth and development, counseling theory and practice, counseling interventions such as psychological and educational testing and group approaches, educational development, personal development, and career development. To be a professional program manager, the school counselor needs skills in assessing, developing, improving, and managing a counseling program. Our ultimate goal is to assist all young people to develop toward their potential in the academic, career, and personal/social domains (Perusse & Goodnough, 2004; American School Counselor Association, 2005; Cobia & Henderson, 2007).

We believe that to be effective, school counselors must provide an array of developmental, preventive, and remedial activities (Baker, 2000; Lambi & Rokatani, 2002; Trevisan & Hubert, 2001; Whiston & Quimby, 2009).

**School Counseling Specialization**

The School Counseling specialization at CSU is a 48 semester hour concentration leading to a Master of Education degree in School Counseling. It is important to note that in the state of Ohio you no longer need a provisional or professional teaching license or two years teaching
experience to become a school counselor. The following lists summarize what is required to obtain a school counselor license, depending on whether an individual is already a licensed teacher.

**Previous Teaching License**

If you hold a teacher's license in the state of Ohio and have taught successfully for two years with either the provisional or professional license, your licensure requirements will be:

- Completion of the Masters degree in School Counseling including a 600 hour internship in a school
- A passing score on the Praxis II Guidance Exam
- Endorsement by the College of Education.

**No Previous Teaching License**

- Completion of the Masters degree in School Counseling including 600 hour internship
- Passing the Praxis II Guidance Exam
- Completion of an "induction year" for the first year of employment as a school counselor, under the supervision and mentorship of a licensed school counselor who has held the school counselor license for a minimum of 2 years.

**Goals and Objectives of the School Counseling Program**

1. Education of counseling students
   - To educate school counselors who meet all state standards for licensing
   - To educate counselors who provide effective direct services to K-12 students and their families and provide consultation to other educators
♦ To provide training in individual, group and career counseling strategies, in assessment practices, in consultation with other professionals and family members, and in understanding and conducting applied research and systemic evaluation of their interventions

♦ To educate counselors who have a thorough understanding of issues of cultural diversity in urban communities and thereby, are equipped to meet the needs of urban clients

2. Advancement of program excellence

♦ To maintain CACREP accreditation for the school counseling program by and maintain national visibility for the program

♦ To advance knowledge in school counseling, with special emphasis on scholarly contributions in counseling techniques (particularly methods aimed at diverse and urban populations), in legal and ethical issues in counseling, and in adapting traditional counseling services in schools to the changing needs of an urban population across the life span

♦ To expand short courses and specialized offerings for continuing education requirements of certified and licensed counselors in Ohio

3. Community Service

♦ To provide practicum students and interns for schools in Northeast Ohio (Our average number of School Counseling interns is approximately 30 students on internship placements per year)

♦ To share expertise of faculty and graduate students with schools to help them upgrade and expand services to students

♦ To conduct applied research and engage in consultations to field settings that will help schools provide better service to clients and assist them in becoming models for effective counseling services for other urban areas
♦ To expand collaborative relationships with the Cleveland Public School and other school districts in the region

School Counselor Licensure

At the end of their program, all school counseling students must apply for endorsement with the College of Education. This entails submitting the following materials in one envelope to Educational Student Services Center, Education Building Room 170:

- A completed application from the Education Student Services Center
- A check for $40 made payable to Ohio TEC
- A copy of your teaching certificate
- A copy of your Praxis II score

***Make sure that you retain a copy of your Praxis transcript when you take the exam.

Advising

Once a person has been accepted to either the School Counseling or Clinical Mental Health Counseling programs, an advisor will be assigned by the Educational Student Services Center. Students who have advising questions prior to having an advisor assigned may consult with the admissions coordinator, the coordinator of the counseling programs, or any counseling faculty prior to be assigned an official advisor. Meeting regularly with your advisor to develop a strong working relationship is essential. This allows your advisor to assist you most effectively in achieving your academic and professional goals.

CASAL faculty offices are on the 2nd floor of the Education Building. All faculty keep regular office hours to facilitate meeting individually with advisees. To schedule an appointment, call your advisor directly, or contact the CASAL office at (216) 687-4613.

Program Planning
As mentioned above, it is crucial to work closely with your academic advisor in planning your program of studies. The Program Planning Guide for School Counselor Candidates and the Program Planning Guide for Clinical Mental Health Counseling Candidates are available on the Counselor Education homepage. These guides outline the requirements of the programs including the course work in the professional counselor sequence. Please refer to the appropriate guides for details about prerequisites, sequence of required courses, and possible elective options. The prerequisites are particularly important and students should review the prerequisite list at the end of this handbook to plan appropriately. While planning your program, be sure to allow for a proper balance between your work and school course load, especially during the Practicum and Internship sequence. There is a Master Schedule available on the departmental homepage. This template identifies which courses will be offered on specific nights in specific semesters. This template should enable you to plan the majority of your scheduling far in advance.

**Class Attendance**

A month before school starts in any academic term including summer, students need to go to the University homepage and look at the "academic calendar" to see when classes start. Courses require attendance in order for passing grades to be earned. Part of the rationale for requiring attendance is that it demonstrates professional behavior. Preparation to become a mental health professional as a school or mental health counselor involves being able to perform in the role with responsible behavior. **If a student becomes aware that he or she will, or has already, missed the first class meeting, it is the student's responsibility to contact the instructor to obtain a copy of the syllabus and to clarify the expectations for the course.**

**Plagiarism**
The CSU Student Handbook describes plagiarism as stealing and/or using the ideas or writings of another in a paper or report and claiming them as your own. This includes but is not limited to the use, by paraphrase or direct quotation, of the work of another person without full and clear acknowledgment.

Minor infractions comprise those instances of cheating, plagiarism, and/or tampering which affect the grade of an individual class assignment or project of lesser (<25% of grade) importance. Multiple instances of minor infractions within a course or across courses constitute a major infraction.

Major infractions comprise those instances of cheating, plagiarism, and/or tampering which affect the overall course grade, such as a major/ comprehensive exam, term paper or project, final grade evaluation, or academic standing and status. Major infractions automatically result in an entry on the student's permanent record that the student has engaged in academic misconduct.

Procedures of reporting plagiarism are described on pages 17-21 of the Student Handbook.


**Students With Disabilities**

CSU aims to provide equal opportunity to all of its students. Services are available to those who might need some extra help because of a physical disability, communication impairment, or learning disability. This program is designed to address the personal and academic issues of physically handicapped students as they become oriented to campus. A full range of services, including braille writers, sign language interpreters, and specialized test administration, is offered. Students in this program may not need developmental courses, yet they may receive assistance until they graduate. The CSU campus is significantly barrier free. Interested students
should call (216) 687-2015. For inquiries, contact: Michael Zuccaro, Coordinator Persons with Disabilities m.zuccaro@csuohio.edu

Grading System

After each academic semester of attendance at CSU, you will receive a Grade Report through the mail. The Grade Report indicates each course taken during the prior semester by department, course number, course title, semester hours, grade and quality points. An unofficial copy of your transcript is also available through Viking, the CSU data base for students. Your academic standing is expressed in a cumulative grade point average (GPA). Maintaining a 3.00 GPA during the Counseling program is a requirement of the Graduate College. Please note that if you are planning to apply to the Doctoral program in Urban Education: Counseling, a 3.25 GPA is required. The grading scheme for 500 through 899 courses is as follows:

- A = 4.0 quality points per credit hour
- A- = 3.7 quality points per credit hour
- B+ = 3.3 quality points per credit hour
- B = 3.0 quality points per credit hour
- B- = 2.7 quality points per credit hour
- C = 2.0 quality points per credit hour
- F = 0.0 quality points per credit hour
- I = Incomplete **
- T = Temporary non-credit grade
- S = Satisfactory
- NC = No credit
- NR = Not reported (no quality points): notation that no
grade was reported for the course by instructor

NS  =  Not satisfactory; no credit is assigned; only pertains to a Thesis/Dissertation, an Exit Project, or courses authorized by the Graduate Dean

U   =  Unsatisfactory

W   =  Withdrawal from class; no credit

**On rare occasions** a student is unable to complete all the course assignments during the semester the course is taken. Students may request a grade of “I” (for incomplete) from an instructor only if the majority of the work is complete (meaning there are only 1 or 2 outstanding assignments) AND the student can demonstrate that compelling circumstances beyond their control make it impossible for them to complete the course. Please note: it is the instructor’s decision whether to assign an incomplete grade. If the instructor agrees, the student should bring the instructor an Incomplete Grade contract on which the instructor will draw up an agreement with the student about when the final work is due. Students not completing the work by the date specified on the contract will receive a grade of “F.” When the course assignments are completed, the instructor submits the final grade to the Registrar’s Office. The Registrar’s Office sets the latest cut-off date each semester by which all Incomplete grades from the previous semester must be completed. If the instructor has not submitted a grade change by the Registrar’s cut-off date, the Incomplete automatically reverts to an “F” grade.

Please note: No more than eight credit hours of 400 through 899 level courses with C grades may apply toward a graduate degree.

**Academic Retention and Dismissal**
As stated in the Graduate Catalogue, students are not fully admitted to either the School or Clinical Mental Health Counseling programs until they have successfully completed CNS 620, Laboratory in Counseling Techniques. Further details of academic retention are in the Appendix at the end of this handbook.

Action toward continuance in or academic dismissal from a program must be taken by the graduate program committee when a student receives:

1. one grade of F or
2. Two grades of less than B, or
3. Two grades of NS

The recommendation from this committee is forwarded to the Graduate Dean.

The Graduate Bulletin states that dismissal is mandatory “if a student:

a. receives a second grade of F, or
b. accumulates a total of 9-credit hours of less than B grades and has a cumulative grade-point average below 3.00.”

Grade Policy for Practicum and Internship

Students who have two grades of B- on their transcript will not be approved for practicum or internship until they have submitted a statement to their advisor discussing two topics:

1. what factors contributed to the B- grades, and
2. what the student's plan is for addressing those factors to ensure that they do not continue to impinge on the student's professional functioning during the field placement.
Developmental Assessment of Counseling Students

In addition to the regular review of students who are having difficulty in academic or clinical instruction, the faculty discuss the progress of ALL non-degree, degree-seeking and “license only” counseling students at least once per semester and develop a plan of action for any student who is not meeting his or her potential. The first step in that plan of action is a meeting with the course instructor or advisor. If that meeting is not productive a “concerned student conference” will be held with 3 faculty members in attendance and a specific plan of action will be developed. The three faculty members are usually the advisor, instructor, and the department chairperson or counseling section coordinator.

Policy on Student Dismissal Related to Behavioral and Other Non-Academic Issues

Student behavior is evaluated on 2 criteria:

1. Skills required for effective counseling

   2. Potential to fulfill the appropriate professional roles and functions of counselors

Criteria 2 is in part assessed by your ability to consistently demonstrate conduct consistent with the American Counseling Association Code of Ethics and Standards of Practice. You are also assessed in your ability to demonstrate competence in the following areas:

   • Capacity for empathy
   • Capacity for insight
   • Level of self-awareness in interactions with peers and clients
   • Ability to engage in self-reflection and personal and professional growth
   • Willingness to explore personal issues related to the practice of counseling (countertransference issues)
   • Openness and receptivity to feedback
- Ability to integrate feedback into subsequent practice counseling sessions
- Sufficient emotional stability to consistently attend to the needs of the clients
- Ability to accurately assess your own strengths and weaknesses
- Commitment to the profession

When a Concerned Student Conference is requested, the meeting will include specific behavioral examples of the source of faculty concern, and specific steps/conditions the faculty is requesting for remediation. You may be dismissed from the program if a significant problem continues without satisfactory attention to and modification of the problematic areas.

**Endorsement Policy for Counseling License**

Students in the School Counseling program are endorsed for licensure when the endorsement materials described above are sent from the College of Education to the State Board of Education. Students in the Clinical Mental Health Counseling Program are endorsed for licensure when their official transcripts are sent to the State Counselor and Social Worker Board. Beyond this, students may seek the recommendation of professors in the program when they are seeking other credentials or employment. Faculty reserve the right to refuse such requests when they believe they are unfamiliar with the students work and skills or when they have reason to believe the student should not be endorsed for credentials or employment for particular reasons.

Should a concern arise about a student’s suitability for the profession while that student is taking a course, the course instructor is obliged to hold a concerned student conference. If the instructor is a part-time faculty member, they should report their concern to the coordinator of the counseling programs and set up a meeting with the coordinator and the student in question.

**Grade Policy for Professional Counseling License**
Please note that the Graduate College policy is maintenance of a 3.0 overall grade point average. Therefore, it would be mathematically possible for a student to earn a C and still meet the University grade standards. However, the Ohio Counseling, Social Work, and Marriage and Family Therapy Board requires that Professional Counselor applicants have transcripts with no grades lower than a B-. Therefore, if a student has a C on his or her transcript, the Board will require the student to re-take the course before the student is granted permission to take the licensure exam.

Registration

Refer to your respective program planning guide to select courses from the core curriculum, specialization areas and suggested electives. Be aware that all courses are not offered each semester, but follow a rotation schedule. Summer courses are only offered if there is sufficient enrollment. Generally speaking, any summer course with enrollment below 15 students will be cancelled. Graduate School Bulletins for an upcoming semester are posted in advance of registration for that semester. These bulletins list the courses being offered in the upcoming semester as well as provide information about when you should register. Students may register by telephone, fax, or in person at the Office of the Registrar, 1414 Keith Building. Please note that occasionally specific registration procedures change, so be sure to read all material sent by the Registrar’s Office to stay informed.

If you are experiencing financial difficulties, you may be able to arrange a Budget Payment Plan, which disperses payment over the course of the academic semester. Consult with a representative from the Bursar’s Office for further information.

Add/Drop
Once you have registered for classes, changes to your schedule may be made by either adding and/or dropping a course or courses using an ADD/DROP form. No charge applies for adding and/or dropping a course. Add/Drop forms are available from the CASAL office (EB 275) or Campus 411 in Main Classroom.

Courses may only be added during the first week of the semester. However, you may withdraw from a course through the end of the ninth week of the semester. A refund applies if you drop a course during the first week of the semester. Consult the Semester Course Schedule for the last day to drop a course, and for the refund schedule. After the final date for withdrawal, you may officially withdraw from courses only by means of a petition approved by the Graduate Petitions Committee.

**Petitions/Appeals**

If you wish to be exempt from program, University, or Graduate College requirements and/or regulations, you may pick up a Graduate Student Petition Form from the CASAL office, Education Student Service Center (EB 170), or the Graduate College Office (Parker-Hannifin Hall). Be sure to complete the petition according to the directions on the back of the form and review the petition request with your advisor. In all cases you must make a clear request and indicate reasons why you should receive special consideration. Medical, legal or employment documentation may be required. Petitions seeking an extension of the statute of limitations for completing degree requirements (six years maximum for the master’s degree), extension of the amount of non-degree work that can be applied toward a degree beyond the 12 credit hour limit, and requests for external transfer credit beyond the maximum of 9 credit hours, are reviewed and decided upon by the CASAL Petitions Committee which meets twice monthly. In cases involving a Graduate College and/or University regulation, the petition is forwarded to the
Graduate College Petition Committee, which meets monthly, for action. You will be notified in writing regarding action taken on your petition. The decision will be kept on file in the Registrar’s Office, the Graduate Program Office, and the Graduate College Office. If your petition is denied, you have the option of resubmitting the petition if you can provide additional information and/or support of your request.

**Grade appeal procedures.** Procedures for appealing grades are detailed in the Graduate Catalogue. Students must read and follow these procedures carefully. It is important to note that the burden is on the student to demonstrate that a faculty member has used a non-uniform standard in the assignment of a course grade.

**Academic Conduct and Plagiarism policy.** The Graduate Catalogue describes the University’s policy regarding student dishonesty in academic work. The catalogue states, “Plagiarism is the act of presenting as one’s own the ideas, opinions, or work of another person without appropriate scholarly attribution. This act is a form of academic dishonesty and is a serious incident of academic misconduct.”

**Transfer Credit**

If you wish to transfer graduate credit from another university or college to CSU, pick up a Graduate Credit Transfer Form from the CASAL office, Graduate College office, or the Graduate Admissions Office (RTW 204). Fill out the form completely and follow all instructions on the back of the form. A copy of the page from the institution’s Bulletin that denotes the course(s) as being at the Graduate level, a course description, and an official transcript must be attached. Once you have obtained the necessary information and completed the form, submit all materials to your advisor for his/her approval. Your advisor will then forward the materials to the Education Student Services Center for approval. You will be sent a
copy of the form after transfer credit has been awarded, or you will be sent a denial letter if the transfer request has not been approved.

Student and Professional Organizations

All regular students are encouraged to be actively involved in appropriate professional organizations including The American Counseling Association, The Ohio Counseling Association, The American School Counseling Association, and the Ohio School Counseling Association. Details about professional organizations and internet links to those organizations are provided on the Counseling Programs website (www.csuohio.edu/casal).

Cleveland State University has an active chapter of Chi Sigma Iota (Chi Sigma Upsilon Chapter) and all School and Clinical Mental Health Counseling counseling students meeting membership criteria are encouraged to join. The details about Chi Sigma Iota are also on the Counseling Programs website at http://www.csuohio.edu/chisig/

Graduate Assistantships and Scholarships

CASAL offers several graduate assistantships for qualified graduate students. Assistantships consist of either tuition support with a stipend, or tuition support only. Responsibilities vary but may include administrative and/or research duties. Interested students should contact the CASAL office (RT 1419, 687-4613) regarding the availability and requirements of these positions.

Another form of financial assistance available through the Counseling Programs is the David Lawrence Santoro Scholarship Award. This award was founded as a way to recognize master’s level counseling who are committed to the profession and who have demonstrated leadership or leadership potential in this field. The application deadline is May 1 of each year,
and the award is $1000 given the following academic year, with the money to be applied toward a counseling course.

**Practicum (CNS 680) and Internship (CNS 686/687 for Clinical Mental Health Counseling and CNS 685 for School Counseling)**

All students admitted after July 1st 2004 must take a practicum course in the middle of their program. Prerequisites for practicum are CNS 620 and 617. Practicum should be a training experience that happens approximately mid-way through a student's degree program, and is a one semester, 100 hour field experience in a school or agency. Internship comprises an intensive, two semester learning experience of supervised counseling at a field setting for Clinical Mental Health Counseling and School Counselor candidates. Internship should occur at the conclusion of a student's program. Prerequisites for both Practicum and Internship are listed in the Graduate Catalog and are strictly adhered to by the Counselor Education Faculty.

Practicum is currently offered in Spring and Summer terms. The two-semester internship sequence is offered Fall/Spring only. Specific responsibilities for Practicum/Internship are listed on the Counseling Practicum or Learning Contract that are available on the department webpage.

All students intending to complete their Practicum or Internship must first attend the Practicum and Internship Orientation meeting. The Practicum Orientation meetings are regularly scheduled in the Fall semester for the students intending to do their practicum the following semester. For example, students planning to complete their practicum in the Spring or Summer 2009 semester would attend the Practicum Orientation meeting in Fall of 2008. For Internship, the Orientation meeting is always held early in March prior to Spring Break, for those students beginning their internship the following Fall. Please note that there will only be a guaranteed
seat in a section of practicum or internship for those students who submitted their application by the deadline and attended the orientation meeting.

There are specific requirements for the credentials and qualifications of the site supervisors who are supervising students on internship. School Counseling site supervisors must be Licensed School Counselors, who have a minimum of 2 years of experience as a School Counselor prior to supervising the intern. Clinical Mental Health Counseling site supervisors must hold a PCC license with the “Supervisor” endorsement from the Ohio Counselor and Social Worker Board.

Students with a letter of program admission dated prior to before January 1st, 2004 can either to take a separate practicum course or complete a 700 hour practicum/internship over the same academic year.

**Liability Insurance**

Students must obtain professional liability insurance before the start of Practicum or Internship. The American Counseling Association offers this insurance at a low cost to its members, and student rates are even lower. More information about liability insurance is provided both in CNS 620 and in the Practicum orientation meeting.

**Certificate Programs**

As of Fall Semester, 2008, there are two Graduate Certificate programs available; the Graduate Certificate in Early Childhood Mental Health Counseling, and the Chemical Dependency Certification. The Program Coordinator for both of these specialties is Dr. Elliott Ingersoll.
Early Childhood Mental Health Counseling

This certificate has two tracks, one for those delivering the actual interventions (counseling) and those in similar settings who are not directly delivering interventions but supervising those who do (consultation). Early Child Mental Health Services are supportive interventions designed to strengthen the optimal development of a young child within the context of the family and community. Young children and families served include premature, underweight, medically fragile or chronically ill babies; young children with identified disabilities or developmental delays; adolescent parents; depressed parents; parents who are unprepared or overwhelmed by the care of a baby/child; and parents at social or emotional risk in the care-giving role. This program is designed to be delivered in an online and weekend intensive format to draw students from across the state of Ohio.

Certificate Requirements
(16 credit hours)

The certificate requires:

Internship.

Core Courses

- CNS 510 Early Childhood Development & Mental Health (3 credit hours)
- CNS 511 Families and Early Childhood (3 credits hours)
- CNS 512 Early Childhood Assessment (3 credit hours)
- CNS 513 Techniques and Interventions for Early Childhood Mental Health Professionals (3 credit hours)
- CNS 514 Internship in Early Childhood Mental Health and Behavioral Consultation (4 credit hours)

Chemical Dependency Certification

Cleveland State University is now offering a Chemical Dependency Counseling Certificate.
offered jointly between the Counseling and Social Work programs. All students holding a master’s in counseling or social work OR current students are eligible for the certificate program. The 5 courses in this program (12 credits total) prepare master’s level students in counseling or social work for all the academic requirements necessary for all levels of chemical dependency licensure. Students must also complete experiential hours that can be done in practica, internships, or in the field.

These courses can also be used by school counselors seeking updated information on Substance Abuse Prevention.

Undergraduate seniors in a behavioral science program or graduates from a Bachelor’s program in behavioral science who want to pursue licensure can take the five courses but will need an additional hours 100 contact hours for the academic training portion. This 100 hours is infused in the Counseling and Social Work curricula.

The courses for the certificate are designed to meet the academic credential for all three levels of Chemical Dependency Counseling issued by the Ohio Chemical Dependency Professionals Board (OCDPB).

*Licensed Chemical Dependency Counselor II (LCDC-II)*

*Licensed Chemical Dependency Counselor III (LCDC-III)*

The entire certificate will be offered fall and spring of every year in the following schedule.

<table>
<thead>
<tr>
<th>Fall Semesters</th>
<th>CNS 501</th>
<th>Chemical Dependency: Assessment, Prevention, Treatment (4 credits)</th>
<th>SATURDAYS 9AM-1-PM</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 692</td>
<td></td>
<td>Group Work Practice (3 credits)</td>
<td>MONDAYS 4pm-7pm</td>
</tr>
</tbody>
</table>
The M.Ed. in Clinical Mental Health Counseling fulfills the **academic** requirements for students to sit for the Professional Counselor Licensure Exam (PCLE) that leads to the PC and/or PCC licenses. As noted, two years of post-graduate experience are required beyond the master’s and passing the PCLE for the PCC license. Ensuring that all requirements are fulfilled during and after completion of the Counselor program is your responsibility. Consult with your advisor regarding the specifics of licensure requirements, or contact the State of Ohio Counselor and Social Worker Board, 77 S. High St., 16th Floor, Columbus, Ohio 43266-0340, (614) 466-0912. You may also access the Counselor and Social Worker website at [http://www.cswmft.ohio.gov/](http://www.cswmft.ohio.gov/)

The M.Ed. program in Clinical Mental Health Counseling also fulfills the **academic** requirements for the National Certified Counselor (NCC) certification offered by the National Board of Certified Counselors. The NCE which students take to become PCs is the same exam that is used to determine eligibility as a Nationally Certified Counselor. Contact the National
Board of Certified Counselors, 3 Terrace Way, Suite D, Greensboro, North Carolina 27403-3660, (910) 547-0607. The NBCC website is http://www.nbcc.org/. ***BE SURE TO SAVE SEVERAL COPIES OF YOUR NCE TEST TRANSCRIPT WHEN YOU PASS THE EXAM.

The M.Ed. program in School Counseling meets the academic requirements for the State of Ohio Professional Pupil Services License for School Counseling. Graduates of the M. Ed. Program are eligible for a temporary School Counselor license to complete their induction year, prior to earning their permanent School Counselor license. Consult with your advisor regarding the specifics of licensure requirements. More information may be obtained at the State Department of Education website at http://www.ode.state.oh.us/

Praxis II Exam

Successful completion of the Counselor section of the Praxis II examination is required for School Counselor licensure. Contact the College of Education/Education Students Service Center (RT 1401) or the university testing services (UC 253B, 687-2272) for information about when and where the Praxis is offered. ***BE SURE TO SAVE SEVERAL COPIES OF YOUR PRAXIS TEST TRANSCRIPT WHEN YOU PASS THE EXAM.

Program Exit Requirements

The program exit requirement exists as the final academic activity students must satisfactorily complete in order to earn their Masters degree. Students have 3 exit requirement options:
1. passing score on PRAXIS or NCE
2. Thesis or research project
3. Comprehensive Examination

Students can take their PRAXIS at any time they wish, but many take it during their internship year. The advantage of taking PRAXIS at the beginning of internship is that the coursework is mostly completed, and there is ample time leeway if there were any problems on testing day (car trouble, illness, etc.) to reschedule the test. The disadvantage of using the NCE for the Clinical Mental Health Counseling students is that permission is not usually given by the state board to take the NCE until the student is within about a month of finishing internship. If the student does not pass the NCE and is using the NCE as the exit requirement, then the student will not be able to have his or her Masters degree conferred until the NCE is passed.

The Comprehensive Exam ("comps") is a three and a half-hour essay exam is given once a semester. Normally, students complete the comprehensive exam during the last semester in which they are taking coursework. Once you have filed for graduation at the graduation office (UC 400), your name will automatically be placed on the comprehensive examination list. You should check with your advisor as to the test date, format, and preparation tips.

You also have the option to choose a thesis or an exit project to fulfill the counseling program requirements. Both options entail an in-depth investigation of a topic and the formation of a committee to guide the planning and progress of the work. A thesis usually counts for four graduate credits. These credits substitute for electives in the program. To initiate the thesis/project option, pick up a Thesis Proposal Approval Form from the CASAL office or from the Education Student Service Center (RT 1401) and complete it with input from your advisor.

Program Exit Survey
Students are asked to complete an exit survey at the end of their academic program. This provides the faculty with important, valuable feedback about the student perspectives of the strengths and needs of the program.

**Graduation/Commencement**

You should apply for graduation at least two semesters prior to the semester in which you plan to graduate. You may obtain an Application for Master’s and Doctoral Degree form from the Graduation Office (UC 400). A graduation application fee of $25.00 must be paid at the Cashier’s Office (UC 400) before you submit your graduation application. Once you have paid your application fee and completed the graduation application, take your cashier’s receipt and the application to the Graduation Office. You will be notified by mail when you may pick up your diploma. The graduation application fee does not include cap and gown rental fee for Commencement.

Students are encouraged to attend the Commencement ceremony held twice a year; December and May. If you have completed your requirements during the Fall, Spring, or Summer semesters, you are eligible to attend the May Commencement for that academic year.