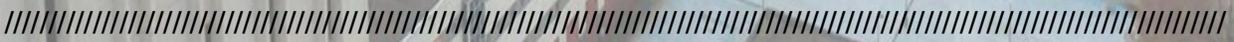




Clinical Mental Health Counseling & School Counseling



STUDENT HANDBOOK

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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. In addition to the information in this handbook, please consider joining us on our Facebook page at <https://www.facebook.com/groups/155927444425507/>

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 the master schedule for counseling classes and the non-academic criteria rubric. The website for the counseling programs is <http://www.csuohio.edu/cehs/departments/CASAL/ced.html>. This site contains information about the program, faculty, interviews with former students, internship information, class schedules, and other important information.

MISSION STATEMENT OF CSU PROGRAM & FACULTY

The mission of the counseling program(s) at Cleveland State University is to provide exceptional training through curricular experiences for master's-level graduate students leading to licensure to work in a variety of settings. We emphasize culturally competent generalist training in two specialty areas of Clinical Mental Health Counseling and School Counseling. Our Clinical Mental Health Counseling students are trained to address issues ranging from problems of daily living to more pronounced problems that manifest as symptoms of

psychopathology. Our School Counseling students are trained to develop programs and deliver services following the American School Counseling Association (ASCA) national model. In addition, we aim to facilitate the personal development of our students since “self” and “relationship” are primary tools in successful counseling. We encourage students in the journey of making their personality and style of life an object of awareness throughout their training.

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. 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 Chemical Dependency Counseling and Marriage and Family Therapy. The state of Ohio issues 5 levels of certification or licensure in Chemical Dependency Counseling plus a supervision endorsement in Chemical Dependency Counseling. As noted, the CSU Counselor Education program (in partnership with the School of Social Work) has an accredited chemical dependency counseling sequence. Our counseling programs at CSU do not have a specialization in marriage and family therapy. 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.

SCREENING COURSES

In order to be fully admitted to the School or Clinical Mental Health Counseling programs, students must pass both CNS 523: Small Group Lab and CNS 620: Lab in Counseling Skills. These are screening classes to make sure students possess the skills necessary to learn

interviewing and small group facilitation. These two classes, along with CNS 617: Ethical and Legal Issues and CNS 622: Theories of Individual Counseling are also pre-requisites for CNS 680: Practicum. Please note: Students must earn grades of “B” or better in all pre-requisites to take the CNS 680 Practicum course. Practicum pre-requisite courses in which a student earns a grade lower than “B” must be repeated until the student earns a grade of “B” or better.

COUNSELING, ADMINISTRATION, SUPERVISION, AND ADULT LEARNING (CASAL) OFFICE

The CASAL office is in Room 275 of Julka Hall, which houses the College of Education and Human Services. Office hours are from 9 a.m. until 5 p.m., Monday through Friday. The CASAL office telephone number is 216-687-4613, or extension 4613 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 department chairperson and counseling program coordinator, Dr. Ingersoll, at r.ingersoll@csuohio.edu.

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 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, practica 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 go on to work independently, at agencies in the community, or continue their education pursuing doctoral studies. Because students are the faculty's highest priority, teaching, mentoring, advising, and advocating are emphasized to facilitate the development of responsible, competent and engaged counselors skilled in clinical 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 National Counselor

Examination (NCE). Students may choose to use the NCE as their exit requirement. To obtain licensure in the state of Ohio, you must first pass this exam. 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 (PCC-s). 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. 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 of the Clinical Mental Health Counseling Program

1. Education of Counseling students
 - a. To educate Clinical Mental Health counseling students who meet all Ohio standards for licensure as Professional Counselors (PC) and Professional Clinical Counselors (PCC).
 - b. To provide training across the 8 common core areas as identified by CACREP. These are: Professional Counseling Orientation and Ethical Practice, Social and Cultural Diversity, Human Growth & Development, Career Development, Counseling and Helping Relationship, Group Counseling and Group Work, Assessment and Testing, Research and Program Evaluation

2. Advancement of program excellence
 - a. Promote professional counselor identity with students through involvement in professional counseling organizations.
 - b. That our faculty contribute to the field of Counselor Education at the national level through publications, presentations, membership in professional counseling organizations and service.
 - c. To maintain our CACREP accreditation for Clinical Mental Health
3. Service
 - a. To provide service to counseling interns and the Cleveland State University community in our Counseling and Academic Success Center (CASC).
 - b. To provide service to the greater Cleveland area through Continuing Education workshops, pro bono presentations, and consultation.
 - c. Provide service to the profession.

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 to create leaders in the K-12 setting. 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 to support students socially, emotionally, and academically.

The CSU School Counseling Program is a master's level graduate program that prepares

students to become leaders in the counseling profession at the elementary, middle, and high school levels. Our conceptual framework envisions the school counselor's role as having two facets:

- A Facilitator of Human Development
- A Professional Program Manager

We believe that to be effective facilitators of human development, school counselors must have a broad academic background that includes an understanding of counseling 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, leading, and managing a comprehensive school counseling program. Our ultimate goal is for our graduates to assist all students to fulfill 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 interventions to support students (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. 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 is required to obtain a school counselor license:

- Completion of the Master's degree in School Counseling including a 600 hour internship in a school
- A passing score on the Ohio Assessment for Educators (OAE) School Counselor Exam
- Endorsement by the College of Education

Goals of School Counseling Specialization

1. Education of counseling students

- a.** To educate and prepare School Counseling students who meet all Ohio standards for licensure as School Counselors.
- b.** To provide training across the 8 common core areas as identified by CACREP. These are: Professional Counseling Orientation and Ethical Practice, Social and Cultural Diversity, Human Growth & Development, Career Development, Counseling and Helping Relationships, Group Counseling and Group Work, Assessment and Testing, Research and Program Evaluation

2. Advancement of program excellence

- a.** Promote professional counselor identity with students through involvement in professional counseling organizations.
- b.** That our faculty contribute to the field of Counselor Education at the national level through publications, presentations, and membership in professional counseling organizations and service.
- c.** To maintain our CACREP accreditation for our School Counseling program.

3. Community Service

- a. To provide service to the greater Cleveland area through Continuing Education workshops, pro bono presentations, and consultation.
- b. Provide service to the profession.

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 the Educational Student Services Center, Julka Hall 170:

- A completed application from the Education Student Services Center
- A check for \$40 made payable to Ohio TEC
- A copy of your OAE score

*****Make sure that you retain a copy of your 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 (ESSC). Students who have advising questions prior to having an advisor assigned may consult Dr. Elliott Ingersoll (r.ingersoll@csuohio.edu) or any full-time faculty member.

Meeting regularly with your advisor to develop a good working relationship is essential. This allows your advisor to get to know you so as to assist you in achieving your academic and professional goals. 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 of Study (POS) for School Counselor students and the POS for Clinical Mental Health Counseling students are available on the respective web sites of each program. The main program page <http://www.csuohio.edu/cehs/casal/counselor-education-graduate-programs> lists the links to both the School Counseling and Clinical Counseling web sites. The POS forms 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 at the end of this handbook. This schedule identifies which courses will be offered on specific nights each semester. This schedule should enable you to plan the majority of your scheduling far in advance.

CLASS ATTENDANCE POLICY

Students should prepare for each academic term by referring to the "academic calendar" located on the University Homepage to determine when classes start. Course attendance demonstrates professional behavior and is required in order for passing grades to be earned. Training to become a mental health or school counseling professional involves the ability to successfully

perform the role while demonstrating responsible behaviors. Following is the CSU Counseling Programs Attendance Policy for all courses:

- 1) Every student is provided one free absence. That means you can miss a class during the semester without penalty to your grade. Please use your chosen absence with discretion. You are responsible for contacting a peer in the class to receive handouts and/or other information provided in your absence.
- 2) If a student misses a second class, she or he will have a half letter grade deduction from the final grade otherwise earned, i.e., from an A to an A-.
- 3) If a student misses a third class (excused or unexcused), she or he will be deducted an entire final letter grade.
- 4) It is the student's responsibility to come to class on time and to leave class at the designated time; being late and/or leaving early is disruptive to the class.
- 5) Excessive lateness will significantly impact your participation and attendance grade. It can be disruptive to the culture of learning. It is also a behavior we monitor in the program as it will not be tolerated in most working environments. If a student is repeatedly late, walking into class after the start time (more than once), this will be the equivalent of one absence. If you have a concern about being late for class, please contact the instructor.
- 6) Leaving early is equivalent to an absence. Please don't ask me to make judgment calls for leaving early.
- 7) If a student is experiencing what he or she believes to be an extenuating circumstance that would justify receiving an exception to the above policies, that student should

compose a one-page document explaining those circumstances. The situation will be reviewed by the entire faculty and a decision rendered as to whether there will be a grade policy exception.

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 Graduate College policy on plagiarism is:

Plagiarism is the act of presenting, as one's own the ideas, opinions, writings, 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. Ideally, situations of plagiarism should be handled between the faculty member and the student. Any student who disagrees with the instructor's decisions should follow standard channels of communication, going first to the department chairperson and then, if still not satisfied, writing to the academic dean of the college in which the course is offered. The Review Committee of the Faculty Senate decides the matter if it cannot be settled within the college. The committee is composed of two faculty members of the University, nominated by the Faculty Senate Steering Committee and elected at large by the faculty, and one student member of the University Judiciary, elected by the members of the body. The decision of the Review Committee is final. If the student is found guilty, the instructor or the committee informs the appropriate academic dean. A record of the decision is placed

in the student's academic file until the student graduates or separates from the University. A second infraction shall be cause for further action by the academic standards committee in the appropriate college.

STUDENTS WITH DISABILITIES

Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunities for all students regardless of their disability. Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services at (216) 687-2015. The Office is located in Main Classroom 147. Accommodations need to be requested in advance and will not be granted retroactively.

GRADING SYSTEM

After each academic semester of attendance at CSU, you will receive a Grade Report through CampusNet. 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 database 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 Psychology, a 3.25 GPA is required. The grading system in the CSU Graduate Catalogue is as follows:

- A Superior graduate attainment. Valued at 4.0 quality points.
- A- Valued at 3.7 quality points.

- B+ Valued at 3.3 quality points.
- B Acceptable graduate attainment. Valued at 3.0 quality points.
- B- Attainment below graduate standards. Valued at 2.7 quality points.
- C Attainment below graduate standards. Valued at 2.0 quality points.
- F Failure. Valued at zero quality points.
- U Unsatisfactory performance by a graduate student in selected courses. Grades of U do not influence a graduate student's grade-point average. However, a U grade may be used for a program's optional dismissal decision.
- I Incomplete. A non-credit grade indicating course work has not been completed. An "I" grade must be removed within a maximum of one semester (by the last day of instruction of the next semester) or it converts to a grade of F, whether or not the student enrolls the next term. An instructor may require course work to be completed earlier. Incomplete deadline dates are noted on the University Registrar's web page.
- T Temporary non-credit grade. The T grade can be given only in courses for which the offering department and the Dean of the College of Graduate Studies have authorized its use. It is given for specialized training, independent study, or thesis/dissertation research that is progressing satisfactorily. Work that is given a T grade must be validated by a subsequent grade to count for graduate credit. T grades are not included in the calculation of the grade point average.
- S May be used only for courses authorized by the Dean of the College of Graduate Studies. S grades indicate satisfactory completion of a course at the grade level of B or better. Although credit is granted for all courses with an S grade, the S grade is not included in the calculation of the grade-point average.
- N/C No Credit audit grade for graduate courses. Not included in the calculation of the grade point average.
- NS Progress that is Not Satisfactory in a thesis, dissertation, or alternate exit project. This grade may be given only in courses authorized by the Dean of the College of Graduate Studies. NS is a permanent grade designation. No credit is given for this grade, and it is not included in the calculation of grade-point average. However, an NS grade may be used for a program's optional dismissal decision.
- W Authorized Withdrawal. A grade of W is recorded when a student withdraws from a course following the University Registrar's procedures or those outlined in the Withdrawal Policy section below, during the period extending from the beginning of the third week of the semester to the final date for withdrawal.
- X A grade assigned by an instructor when a student has not completed all assignments for reasons that cannot be determined. An X also will be assigned by the University Registrar when no grade is submitted by an instructor. If a grade change is not submitted by the end of the following semester, the X becomes an F.

Notes:

- There is no grade of C+, C- or D for graduate (500 to 899) courses. However, a C+ or D is a possible grade for graduate students enrolled in courses numbered 100 through 499
- 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.
- 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.

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 both CNS 523: Small Group Laboratory (1 credit) and CNS 620: Laboratory in Counseling Techniques (3 credits). The CSU Graduate Catalogue policy on dismissal is as follows:

If, in 400- to 800-level courses, a student receives:

- two F grades, or
- accumulates a total of nine credit hours of B- or less grades and has a cumulative grade-point average below 3.0

then the student will be dismissed automatically from the University by the Dean of the College of Graduate Studies. Students carrying a cumulative grade point average of below 2.0 may not enroll in more than 13 credit hours in any semester.

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

- one grade of F *or*
- Two grades of less than B, *or*
- 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:

- receives a second grade of F, or

- 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:

- what factors contributed to the B- grades, and
- 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.

Furthermore, any student who is dismissed/terminated from her or his practicum or internship site may fail the course and can be dismissed from the program.

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 at the appropriate level regarding their development of professional characteristics and relevant interpersonal skills (see the **Non-Academic Criteria Rubric**) required for effective work in counseling settings.

If a student is in need of remediation, the first step in is a meeting with the course instructor or advisor. If that meeting is not productive then the faculty will contact the student to schedule a

“Concern Conference” and inform them of the nature of the concern and invite the student to bring along other individuals who can support/advocate with them. The “Concern Conference” will be held with 2-3 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. Following the meeting, the faculty will email the student to confirm the plan of action that was developed in the “Concern Conference.”

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

Student development is evaluated on 2 criteria:

- Skills required for effective counseling
- Potential to fulfill the appropriate professional roles and functions of counselors.

Criterion 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 with clients
- Capacity for insight into self in regard to interactions with clients
- Level of self-awareness in interactions with classmates during class activities and with clients
- Ability to engage in self-reflection and personal and professional growth and willingness to explore personal issues related to the practice of counseling (countertransference issues)

- Openness and receptivity to feedback on basic counseling and interviewing skills and interpersonal behavior
- Ability to integrate feedback into subsequent practice counseling sessions
- Sufficient emotional regulation to consistently attend to the needs of clients
- Ability to accurately assess own strengths and weaknesses related to basic counseling and interviewing skills and interpersonal behavior
- Commitment to the profession as exhibited by timely attendance, timely completion of assignments, coming to class prepared to participate and having completed assigned readings.

When a Concern 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. Students can be dismissed from the program if a significant problem continues without satisfactory attention to and modification of the problem 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 Ohio Department of Education. Students in the Clinical Mental Health Counseling Program are endorsed for licensure when their official transcripts are sent to the State Counselor, Social Worker, and Marriage and Family Therapy Board. Beyond this, students may request 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 student's

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 Concern Conference. If the instructor is a part-time faculty member, they should report their concern to the coordinator of the counseling programs or department chairperson 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 of Study 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 through [CampusNet](#) by telephone, fax, or in person at the Office of the Registrar, 1414 Keith Building (online too). *Please note that occasionally specific registration procedures change, so be sure to read all material sent from 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 and Withdrawal

The CSU Graduate Catalogue polices on Adding, Dropping or Withdrawing from classes is as follows:

Add/Late Add

Adding classes can be done through [CampusNet](#) through the first week of the term. See the [academic calendar](#) for the exact dates for each academic term. All subsequent adding must be done with the appropriate [late add form](#) and must have confirmation of payment from the [Office of Treasury Services](#). Please follow all directions and deadlines stated on the appropriate late add form.

Drop/Withdrawal

Dropping/Withdrawing from classes can be done via [CampusNet](#) through the established deadline reflected in the [academic calendar](#). Non-attendance does NOT constitute an

official withdrawal from classes. Questions regarding the [refund schedule](#) for classes can be directed to the [Office of Treasury Services](#) at (216) 687-3615.

Medical Withdrawal

Students seeking a medical withdrawal from the university are strongly encouraged to consult with their college advising office before making any registration changes. Once they have withdrawn from classes, students need to consult with the [Office of Treasury Services](#).

Military Withdrawal

Students who are called to active military duty have two options for their class work.

Students may:

1. Withdraw ("W") from ALL courses with a full refund of all tuition and fees; or
2. Take and Incomplete ("I") for ALL courses with the understanding that the "I" would be extended until the student has had an opportunity to finish class requirements following his/her return to school after the completion of active duty status.

Affected students need to present an official copy of the military orders to the Office of the University Registrar at Campus411 All-in-1 at the Main Classroom Building, Room 116 and to their instructors. The Office of the University Registrar will provide copies of the orders to the [Office of Treasury Services](#) and Financial Aid Office. All questions about financial aid implications can be directed to the [Financial Aid Office](#) at (216) 687-3764.

PETITIONS/APPEALS

If you wish to be exempt from program, University, or Graduate College requirements and/or regulations, you may petition for an exception. Some petitions may be at the level of the College of Education and Human Services while others may be at the level of the Graduate College. The Graduate College petition guidelines are as follows:

The following guidelines must be followed so that petitions can be presented in a way most likely to correctly inform the College of Graduate Studies Petitions Committee. This body conducts the final review of graduate petitions.

When referring to a course, include the course number, title, semester taken, and the instructor's name. Any petition requesting an exemption from a course requirement, a late withdrawal, or an extension of an incomplete grade must include an instructor's dated statement. The instructor's statement **MUST** include:

- information on the student's attendance and performance in the course;
- whether or not the student's request is supported by the instructor; and
- the instructor's rationale for supporting, or not supporting, the petition.

All requests for action on the grounds of medical, personal, legal, or work-related difficulties, either previous or ongoing, **MUST** include written documentation of the situation and a dated and signed statement on official letterhead from the appropriate person (attorney, doctor, dentist, employer, etc.). The documentation provided **MUST** address directly how the difficulties noted had an adverse effect on the student's academic performance. Without this

information/documentation, petitions will be returned to the student without Petitions Committee action.

Please note that the University Graduate Council has determined that poor academic performance on a midterm examination or in other course requirements does not constitute sufficient grounds for granting a student a late withdrawal from a course.

If questions arise in preparing a petition, contact the College of Graduate Studies at (216) 687-9370. All other petitions are likely handled at the College of Education and Human Services (COEHS) level. The college’s Education Student Services Center has compiled the following chart to guide you in which petition form to use.

Type of Request		Petition to Use
Change a grade that has gone from an Incomplete, NA, or X to an F		GRAD COLLEGE PETITION (must also include a CHANGE OF GRADE form signed by course instructor, department chair, and associate dean of college)
Exit requirement request (relating to Comprehensive Exam, Thesis, Project, Dissertation)		CEHS PETITION

Extend 6 year Statute of Limitation for Completing Master's program	CEHS PETITION (must also include Course Relevancy form for each course beyond 6-yr. limit; in addition, Graduate Credit Transfer form must be completed if courses beyond limit are from another institution)	
Extend an Incomplete deadline after the deadline has passed	GRAD COLLEGE PETITION	
Late Add/Register/Re-Register after Friday of second week of term	GRAD COLLEGE PETITION	
Late Withdrawal from a course after 9th week of term	GRAD COLLEGE PETITION	
Practicum request (e.g., waive, late application, special placement)	CEHS PETITION	
Student Teaching request (e.g., waive, late application, special placement, take course during student teaching, repeat student teaching)	CEHS PETITION	
Substitute a course for a course	CEHS PETITION	

required in your program		
Waive a course required in your program	CEHS PETITION	
Waive a Graduate College Requirement	GRAD COLLEGE PETITION	
Waive College of Education Requirement	CEHS PETITION	
Other	See Academic Advisor JH 170	

Grade Appeal Procedures

Once the Office of the University Registrar receives a letter grade, a faculty member may change the grade

- 1) because of an error in computation;
- 2) due to a recording error; or
- 3) because of circumstances he or she deems "extraordinary" which bears on the appropriateness of the grade awarded.

A change of grade request for a graduate course requires the approval of the Dean of the

College of Graduate Studies.

Grade Dispute Procedures

In disputing a course grade, the burden is on the student to demonstrate that an error has occurred or that a non-uniform standard was applied in the assignment of the course grade.

If a student feels that an instructor's assignment of a course grade is improper, the student should discuss the matter with the instructor within forty-five days following completion of the semester in which the course was taken.

If resolution does not result from this meeting, the student should promptly write to the chairperson of the instructor's department (or an appropriately designated substitute), stating the nature of the dispute and its justification. The chairperson will provide the course instructor with a copy of the student's statement and any additional documents submitted. The instructor should promptly respond, in writing, and a copy must be provided to the student. Further statements and documentation may be collected, if necessary, by the chairperson.

Once the written record is complete, the chairperson meets with the student (and instructor if possible in a three-way conference) to try to resolve the dispute. Any student who is not satisfied with the outcome of the meeting with the instructor and the department chairperson may continue the dispute by petitioning the College of Graduate Studies Grade Dispute Committee. In such cases, the chairperson must promptly transmit a copy (paper or electronic) of all submitted documents, including the chair's recommendation concerning the dispute, to the College of Graduate Studies Grade Dispute Committee. The Committee will:

- 1) inform both the student and the instructor of the Committee's membership;
- 2) send both parties copies of all written documents received and any additional materials

gathered by the Committee;

- 3) allow both parties to respond in writing to any new materials assembled; and
- 4) schedule a hearing inviting both the student and instructor to present their positions on the dispute. Both the student and the involved faculty member are expected to be present at the hearing.

The recommendation of the College of Graduate Studies Grade Dispute Committee, along with a copy of the entire grade dispute file, is forwarded for final decision to the University Admissions and Standards Committee, which limits its review to the determination of the following of due process. The decision of the University Admissions and Standards Committee is transmitted in writing to both the student and the instructor. There is no further appeal within the University from the Admissions and Standards Committee's decision.

TESTING OUT OF COURSES

The Counseling faculty do not allow students to test out of courses using the "Credit by Exam" option described in the Cleveland State University Graduate Catalogue. Our classes are based in an experiential learning environment and testing out of this is impractical and unrepresentative of the learning that is engaged in this coursework. Even an online class requires an enormous amount of participation and dialogue among students and between students and instructors.

There is no single exam for any counseling course that could possibly represent what is actively learned across the entire course.

TRANSFER CREDIT

Transfer credit is subject to departmental regulations and is not permitted without the approval of the Graduate Program Committee concerned. Departments may limit transfer credit to less than the maximum permitted by the College of Graduate Studies.

- 1) All transfer credit must be earned at an accredited graduate college or university and not have been utilized to fulfill a requirement for any other degree.
- 2) Transfer credit cannot exceed nine graduate hours for master's degree students, and one-third of the total graduate hours required for certificate, licensure, and doctoral degree students. Requests for an extension of the limit on transfer credit must be approved by the department/program graduate committee. Such requests do not require review and approval by the College of Graduate Studies Petitions Committee.
- 3) All credits requested for transfer must carry a letter grade of A, A-, B+, or B in graduate courses. No S/F graded courses may be transferred. Petitions are not considered for an exemption from this requirement.
- 4) All transfer credit must be within the six-year statute of limitations on course work applicable to fulfillment of graduate degree, certificate, or licensure requirements at the time of program completion. Requests for an extension of the six-year limit on transfer credit must be approved by the departmental/program graduate committee. Transfer credits taken ten or more years previous to the anticipated point of degree completion also must be reviewed and approved by the College of Graduate Studies Petitions Committee.
- 5) Students seeking transfer credit must have Regular Graduate Student Status and be in

good academic standing at both Cleveland State University and the school at which the credits were earned.

- 6) Students admitted to Cleveland State must receive prior approval to take courses elsewhere as Transient Students for transfer into their programs.
- 7) Credit awarded in transfer is not recorded on a transcript until the student has completed twelve hours of graduate (500- to 800-level) course work at Cleveland State University and has achieved a graduate grade point average of 3.0 or better.

Graduate Credit Transfer forms may be downloaded at <http://www.csuohio.edu/graduate-studies/current-students/graduate-students-downloadable-forms>. They are also available in the College of Graduate Studies and program offices.

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 can be found at

<http://www.csuohio.edu/cehs/casal/counselor-education-program-overview>

Cleveland State University has an active chapter of Chi Sigma Iota (Chi Sigma Upsilon Chapter) and all School and Clinical Mental Health 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/cehs/casal/counselor-education-chi->

[sigma-epsilon](#)

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 (Julka Hall 275, (216) 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 students 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. Finally, there is the Daniel D. Drake scholarship offered 1-2 times a year. Scholarship awards are money that can be applied to books or tuition.

PRACTICUM (CNS 680) AND INTERNSHIP (CNS 686/687 FOR CLINICAL MENTAL

HEALTH COUNSELING AND CNS 685 FOR SCHOOL COUNSELING)

Prerequisites for practicum are CNS 523, 617, 620 and 622. 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 clinical setting. 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 in 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 2019 semester would attend the Practicum Orientation meeting in Fall of 2018. For Internship, the Orientation meeting is always held early in February/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 attended the orientation meeting. Additionally, all students are expected to either lead or co-lead a counseling or psychoeducational group during either practicum and/or internship.

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 (PCC-s) from the Ohio Counselor and Social Worker Board.

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 the Chemical Dependency Counseling program is Dr. Stephanie Drcar (s.drcar@csuohio.edu) and the coordinator of the Early Childhood Mental Health program is Dr. Katie Wootton (k.wootton@csuohio.edu).

Early Childhood Mental Health Counseling

Early Childhood 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 caregiving 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)

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. The program is the first in the state of Ohio to be accredited by the Ohio Chemical Dependency Professionals Board. All students holding a master's in counseling or social work OR current students in these programs are eligible for the certificate program. The 5 courses in this program (15 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 100 contact hours for the academic training portion. These 100 hours are 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)*
- *Licensed Independent Chemical Dependency Counselor (LICDC)*

The entire certificate will be offered fall and spring (and sometimes summer) of every year.

Certificate Requirements (15 credit hours)



SWK 694: Theories & Procedures in Addictions Treatment

CNS 501: Chemical Dependency Assessment, Prevention, Treatment

CNS 502: Pharmacology of Addiction

CNS 503: Legal/Ethical Issues in Addictions

CNS 623: Group Work (Includes addictions modules)

OHIO LICENSURE AND NBCC CERTIFICATION

The M.Ed. in Clinical Mental Health Counseling fulfills the **academic** requirements for students to sit for the National Counselor Examination (NCE) that leads to the PC license. After two years of paid supervised experience graduates can take the National Clinical Mental Health Counselor Exam (NCMHCE). 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, Social

Worker, and Marriage and Family Therapist Board, 77 S. High St., 16th Floor, Columbus, Ohio 43266-0340, (614) 466-0912.

The Counselor Education faculty runs review courses for the NCE, OAE and NCMHCE each year in fall or spring semesters through Continuing Education. You may also access the Counselor, Social Worker, and Marriage and Family Therapist Board website at <http://www.cswmft.ohio.gov/>

The M.Ed. program in School Counseling meets the **academic** requirements for the State of Ohio Professional Pupil Services License for School Counseling. Students can use the Ohio Assessment for Counselors (OAE) exam as their graduation exit requirement. Graduates of the M.Ed. should 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/>

OHIO ASSESSMENT FOR EDUCATORS (SCHOOL COUNSELOR) EXAM

Successful completion of the OAE School Counselor examination is required for School Counselor licensure. Contact the College of Education/Education Students Service Center (Julka Hall 170) or the university testing services (UC 253B, (216) 687-2272) for information about when and where the OAE is offered.

*****BE SURE TO SAVE SEVERAL COPIES OF YOUR OAE 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 Master's degree. Students have 3 exit requirement options:

- Passing score on OAE or NCE
- Thesis or research project
- Comprehensive Examination

Students can take their OAE at any time they wish, but many take it during their internship year.

The advantage of taking OAE 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. For Clinical Mental Health Counseling students the disadvantage of using the NCE as an exit requirement 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 Master's degree conferred until the NCE is passed.

The Comprehensive Exam ("comps") is a three and a half-hour essay exam that 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

A graduation application must be on file for the term the student intends to graduate for the posting of the degree to occur. There is no backdating of degrees. An application received after a term ends will be processed for the next term and the student is responsible for adhering to all requirements of the final term of graduation. In general, degree candidates should apply for graduation two semesters before their expected graduation date. Specific graduation application deadline dates may be found

at <http://www.csuohio.edu/enrollmentservices/registrar/graduation.html>. Graduation

applications can be obtained from Campus411.

The University holds a Commencement ceremony in May for individuals who have completed all degree requirements by the end of the spring semester, and in December for those who have completed all degree requirements by the end of the summer and fall semesters.

Students are encouraged and expected to attend Commencement. In order for a Master's Degree

student to participate in the University commencement ceremony, he or she must have completed all course work required to fulfill degree requirements and have defended the thesis or completed any required exit project, capstone course, or other exit requirement for the degree.

COMPLETION OF CERTIFICATE AND LICENSURE PROGRAMS

- 1) A student has a period of six years from date of entry into the College of Graduate Studies to complete requirements for a graduate certificate or graduate licensure program. Only course work, including transfer credit and credit by examination, completed within the immediate past six-year period will apply toward program completion.
- 2) A maximum of one-third of graduate certificate or graduate licensure program requirements may be satisfied with Cleveland State University course work taken at the 400-level. Only 400-level courses taken from a department or program other than the one awarding the certificate or licensure may be used to meet completion requirements. No 400-level courses taken by a student as an undergraduate may be used to meet graduate certificate or licensure requirements.
- 3) Subject to departmental/program approval, a maximum of one-third of the requirements for a certificate or licensure program may be satisfied via transfer credit. (See the **Transfer Credit Policy**.)
- 4) None of the requirements for a graduate certificate or licensure program may be satisfied via Credit by Examination. (See the **Testing Out of Courses Policy**.)
- 5) No 400-or-above-level course work with a grade of C may be used to meet graduate

certificate program requirements. A maximum of six credits of 400-or-above-level course work with a grade of C may be used to meet licensure program requirements.

- 6) Not more than 50 percent of the required credits for a graduate certificate or licensure program can be satisfied by a combination of:
 - a. 400-level courses; and
 - b. graduate transfer credit.
- 7) No course work taken on an S/F, S/U, or audit basis may be used to satisfy graduate certificate or licensure program requirements.
- 8) A minimum grade-point average of 3.0 for all 400-and-above-level work is required to satisfy licensure program requirements. A minimum grade-point average of 2.75 is required to be awarded a graduate certificate. Individual graduate certificate programs, however, may set the minimum GPA requirement at a higher level for the completion of their particular graduate certificate programs.

**Counselor Education Program
Master Schedule
Beginning Fall 2018
(Revised as of 7/10/2017)**

The following courses are typically offered during the semesters indicated. We cannot guarantee which days summer courses will be offered since they are flexibly scheduled. Please note there may be variations due to budget and enrollment fluctuations particularly in the summer. All classes can be canceled because of low enrollment.

Fall= F, Spring= SP, Summer= SMR

Curriculum:

COURSE NUMBER	COURSE TITLE	CREDITS	SEMESTERS OFFERED	FALL DAY	SPRING DAY	SMR
ALD 603	LIFESPAN DEV	3	F,SP,SMR	M or online	W or online	II T/TH
CNS 504 (previously 604)	CULT FNDTAN	3	F,SP,SMR	M	T	I M/W
CNS 505 (Previously CNS 611)	APPRAISAL	2	F,SP,SMR	T/ OR WEB	M/ OR WEB	I M/W
CNS 517 (Previously CNS 617)	ETHICS	3	F, SP,SMR	M	W	I T/TH
CNS 523	SMALL GROUP LAB (9 week course)	1	F,SP,SMR	TH	W	I T/TH
CNS 524 (Previously CNS 624)	CAREER	3	F,SP,SMR	TH or WEB	M or WEB	II WEB
CNS 529 (Previously CNS 629)	INTRO CLINICAL	3	SP, SMR		W or WEB	I M/W
CNS 578 (previously CNS 678)	FNDATION GUID	3	F, SMR	T		I T/TH OR WEB
CNS 620	LAB	3	F,SP, SMR	W	TH	II T/TH
CNS 622	THEORY	3	F,SP	TH	T	6W2 M&W
CNS 623	GROUP	3	SP,SMR	x	M	I T/TH

CNS 634	COUNS & SPIR	2	SMR –			II M/W
CNS 644	Counseling LGBT Clients	3	SMR			II M & W
CNS 650	CASE STUDIES	3	F, SP	W	W	
CNS 670	COUNS CHILDREN	3	F,SMR	H		II M/W
CNS 679	PROGAM PLANNING	3	SP, SMR		T	II M/W OR WEB
CNS 680	CLINICAL PRACTICUM	3	SP, SMR		T	12 Week (2 sections) M or W
CNS 685	SCH INTNSP	3	F,SP	M&W 2 sections	M&W 2 sections	
CNS 686	CLINICAL INT 1	3	F	M (4 sections)		
CNS 687	CLINICAL INT 2	3	SP		M (4 sections)	
CNS 701	ADV APPRAISAL	3	SP		TH	
CNS 702	INDVDL INTELLIGENCE TESTING	3	SP ODD YEARS		M	
CNS 703	PERS TESTING	3	F	T		
CNS 706	PSYCHOPATH	3	F,SP	W	TH	
CNS 709	PSYCOPHARM	3	SP		T	
CNS 712	THEORY PERS	3	SP		W	
CNS 738	FAMILY	3	SP even years		M	M

Certificate programs (all clinical electives)

Chemical Dependency

Course Number	Course Title	Credits	Semesters Offered	Day	Time	Online
CNS 501	Chemical Dependency: Assess, Treat, Prevent	4	F, SP, SU-M&W 5-9:10pm	Saturday	9:00 AM-12:50 PM	No
CNS 502	Pharmacology of Addiction	1	F, SP, SU	3 Saturdays (first month of the semester)	1:00 PM-5:10 PM	No
CNS	Legal Ethical Issues in	1	F, SP, SU	3 Saturdays	1:00 PM-	No

503	Substance Dependence			(second month of the semester)	5:10 PM	
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Early Childhood Mental Health

CNS 510	Early Childhood Development & Mental Health	3	F	Saturday (3-4 face to face meetings, the rest web-based)	9:00 AM-12:30 PM	Hybrid
CNS 511	Families and Early Childhood	3	F	Saturday (3-4 face to face meetings, the rest web-based)	1:00 PM-430PM	Hybrid
CNS 512	Early Childhood Assessment	3	SP	Saturday (3-4 face to face meetings, the rest web-based)	9:00 AM-12:30 PM	Hybrid
CNS 513	Techniques and Interventions for Early Childhood Mental Health Professionals	3	SP	Saturday (3-4 face to face meetings, the rest web-based)	1:00 PM – 430PM	Hybrid
CNS 514	Internship in Early Childhood Mental Health and Behavioral Consultation	4	AS NEEDED	Saturday (3-4 face to face meetings, the rest web-based)	9:00 AM-1:30 PM	Hybrid

Clinical Coursework Requirements

Students are required by law to have 20 semester hours in clinical coursework spread across the four area indicated in the law (OHIO REVISED CODE 4757-13-01e) Each area of the Ohio law pertaining to the clinical training of Professional Clinical Counselors is outlines below along with the CSU courses offered that meet each are of the law. Course descriptions of each course can be found in the graduate catalogue.

AREA 1: PSYCHOPATHOLOGY- This includes courses in abnormal behavior, personality disorders, and psychopathological conditions specific to developmental phases in the life span.

CNS 712: Theories of Personality and Counseling (3 credits)

CNS 510: Early Childhood Development and Mental Health (3 credits)

AREA 2: EVALUATION OF MENTAL AND EMOTIONAL STATUS- Includes the use of assessments procedures for diagnosis and treatment planning and focuses on administering and interpreting individual and group standardized tests of mental ability and assessment.

CNS 701: Assessment for counselors (3 credits)

CNS 702: Individual Intelligence Testing (3 credits) Prerequisite-admission into counseling program

CNS 703: Personality Assessment (3 credits) Prerequisite-admission into counseling program

CNS 512: Early Childhood Assessment (3 credits)

CNS 501: Chemical Dependency: Assessment, Prevention, Treatment (4 credits) This course also counts under area #4 but students clinical course work totals must be 20, meaning you can't count these hours twice but can apply them across the two areas.

AREA 3: DIAGNOSIS OF MENTAL AND EMOTIONAL DISORDERS- This includes the use of the current Diagnostic and Statistical Manual of the American Psychiatric Association and an understanding of the current ICD. Includes the use mental status exams, symptom identification, etiology and psychodynamics of mental and emotional disorders.

CNS 706: Psychopathology and Diagnosis for Counselors (3 credits)

AREA 4: METHODS OF INTERVENTION AND PREVENTION OF MENTAL AND EMOTIONAL DISORDERS & TREATMENT OF MENTAL AND EMOTIONAL DISORDERS-

This Area includes several specialty courses with regard to diagnosis, client population, and methods of intervention as well as developing and implementing a treatment plan, reporting and assessing progress in treatment, appropriate referral procedures, formulation of timelines and knowledge of psychotropic medications on clients. SPECIAL NOTE: under the old law this area was actually two areas, areas four and five. Under the new law the two are combined.

CNS 501: Chemical Dependency: Assessment, Prevention, Treatment (4 credits) This course also counts under area #2 but students clinical course work totals must be 20, meaning you can't count the hours twice but can apply them across the two areas.

CNS 502: Pharmacology of Addiction (1 Credit)

CNS 503: Legal /Ethical Issues Treating Drug Dependence (1 Credit)

CNS 511: Families and Early Childhood (3 Credits)

CNS 513: Techniques and Interventions for Early Childhood Mental Health Professionals (3 Credits)

CNS 514: Internship in Early Childhood Mental Health & Behavioral Consultation (4 Credits)

CNS 650: Case Studies (3 Credits)

CNS 634: Counseling and Spirituality (2 Credits)

CNS 644: Counseling LGBT Clients (3 Credits)

CNS 670: Counseling Children and Adolescents (3 Credits)

CNS 709: Psychopharmacology for Counselors (3 Credits) (Prerequisite EDE 731)

CNS 738: Family Counseling (3 Credits)

Non-Academic Criteria Rubric

	0	1	2	3
Empathy	Absence of ability to accurately identify feelings in clients	Inaccurate or narrow feeling vocabulary "stressed out"	Accurate most of the time, moderately broad feeling vocabulary	Advanced, consistently accurate; extensive feeling vocabulary
Insight	Lack of awareness of any relationship between emotions and behavior	Concrete awareness of relationship	Able to recognize or expand upon someone else's identification of emotion/behavior relationship	Initiates awareness of relationships between emotional experience and behavior
Self-Awareness	Externalizes responsibility	Underaware of dynamic cycle	Able to acknowledge examples of dynamic relationship	Can provide concrete examples of dynamic cycle of interaction
Self-Reflection and Countertransference	Denial of any hot spots	Minimal ability or only identifies limited, concrete examples	Self-identification (with prompts) of emotionally charged topics	Readily able to identify own emotionally charged topics
Openness to feedback	Arguing or completely denying	Defensive or minimizing	Moderately congruent - congruence in one of the three - verbal, paraverbal, nonverbal	Demonstrates congruent verbal, paraverbal, and non-verbal openness to constructive criticism

	0	1	2	3
Ability to effectively integrate supervisory feedback	No behavior changes identifiable	Minimal evidence of effort; more instances of undesired behavior than instances of approximating desired behavior	Moderate evidence; some reversions to previous but clearly making effort to approximate desired behaviors	Significant evidence of modified behavior among targeted areas
Emotional stability	Consistent inability to participate in a full class meeting	Class behavior is noticeably affected by emotional concerns on more than one occasion	Moderate ability - class behavior noticeably affected on one occasion	Ability to bracket own emotional/personal challenges to perform in class
Self-assessment accuracy	Accurate self-assessment \leq 30% of the time	Accurate self-assessment in 30 - 44% of taped sessions	Accurate self-assessment in 45 - 89% of taped sessions	Accurate self-assessment in \geq 90% of taped sessions
Professional commitment	Two or more from adjacent column	Late consistently Unprepared Late submission OR Poor planning in clarifying assignment expectations OR Assignments done wrong	Prepared for class Occasionally late - >2 times	Prepared for class On time for class; <2 times tardy Initiates questions about assignments prior to due date Assignments turned in on time

