



CSU

Cleveland State
University

Student Handbook

Clinical Mental Health
Counseling &
School Counseling
Programs

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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](#).

This 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, along 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 Professional Dispositions rubric. The website for the counseling programs is located [here](#). This site contains information about the program, faculty, 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. 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.

Specializations across the mental health disciplines include Chemical Dependency Counseling and Marriage and Family Therapy. The state of Ohio issues five 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.

Screening Course

To be fully admitted to the School or Clinical Mental Health Counseling programs, students must pass (i.e., "B" or better) CNS 620 (Laboratory in Counseling Skills). This is a screening class to make sure students possess the skills necessary to learn basic counseling skills. CNS 620, along with CNS 517 (Ethical and Legal Issues) and CNS 622 (Theories of Individual Counseling) are also pre-requisites for CNS 680/681 (Practicum). Please note: Students must earn grades of "B" or better in all pre-requisites to take the CNS 680/681 (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. Faculty reserve the right to allow or disallow taking a Practicum pre- requisite course again.

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 voicemail 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.

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 offers degrees on a part-time as well as full-time basis and with late afternoon/evening and weekend course offerings. The program integrates a core counseling curriculum with rigorous clinical coursework, practicum 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 (LPCC) license in Ohio. Graduates from this program go on to work independently, in a variety of settings, 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.

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, students must first pass this exam. Following successful completion of the exam, graduates are eligible to receive the Professional Counselor (LPC) license. The LPC requires that one is supervised and cannot yet independently diagnose or treat people with mental or emotional disorders. To become eligible for the Professional Clinical Counselor (LPCC) license, and thus function as an independent provider of mental health services, one 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 LPCC with the Supervisory endorsement (LPCC-S). One 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 LPC, one is not obliged to pursue the LPCC. If one chooses to remain a LPC, they 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 (LPC) and Professional Clinical Counselors (LPCC).
 - 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 60-semester hour concentration leading to a Master of Education degree in School Counseling. In the state of Ohio, one no longer needs 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 - 40 (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 their 5-year Pupil Services license online through the Ohio Department of Education (ODE) website (<https://safe.ode.state.oh.us/portal>). The \$200 fee is payable on the website by electronic check or credit card. All candidates seeking their first Ohio license must submit a background check no older than one year to ODE. Candidates are not required to submit transcripts or test scores as they are accessible to reviewers.

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 contact the CASAL Department (casal@csuohio.edu). 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](#) 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 for each degree. 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 most of your schedule 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 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. Most courses in the program include an attendance policy. Attendance policies can be adapted when students have specific accommodations from the Office of Disability Services or the Office of Institutional Equity. Students are expected to understand and follow course attendance policies and take responsibility for the impact of missing class.

Plagiarism

The program follows the CSU Code of Student Conduct. The Code of Student conduct provides guidance on the implications for plagiarism and can be found [here](#).

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 they may need an accommodation based on the impact of a disability should contact Disability and Testing Services at (216) 687-2015 or review their website [here](#).

Grading System

After each academic semester of attendance at CSU, students 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. 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. 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 students can meet criteria laid out in the [Incomplete Grade Agreement](#), along with support from the course instructor.
- 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 Agreement 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 passed 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 their practicum or internship site may fail the course and can be dismissed from the program. It is up to the instructor's discretion to determine if the reason for the dismissal/termination from the site necessitates that a student also receives a failing grade in the corresponding practicum or internship course.

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 calendar year 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 Professional Dispositions Rubric) required for effective work in counseling settings.

Additionally, if faculty observe and/or learn of any behavior, incident, or circumstance that reflects developmentally inappropriate (i.e., below standards expected for graduate students in Counselor Education) Professional Dispositions and/or counseling skills then they will inform the student and take appropriate action.

If upon consultation with other faculty in the Counselor Education Program, faculty members deem student conduct inconsistent with the satisfactory development of Professional Dispositions, the student will be invited to a Concern Conference. When a Concern Conference is scheduled, the student will be informed of the nature of the concern and are invited to bring along other individuals who can support/advocate with them. The Concern Conference will be held with 2-3 faculty members in attendance. At that Conference, the student will be informed of the conduct which is inconsistent with satisfactory development of Professional Dispositions and students will have an opportunity to respond to the concerns presented by Counselor Education faculty. Students will be given an opportunity to state their agreement or disagreement with those the concerns presented by faculty, including the reasons for their agreement or disagreement.

After the student responds to the concerns of faculty in the Counselor Education Program, faculty may require student placement on a Remediation Plan to further develop their Professional Dispositions that may include one or more of the following: provision of a statement pertaining to the deficiency; recommendations for personal counseling, writing or speech courses; withdrawal from specific courses; desisting temporarily from continuing course work; performing voluntary or paid work in a school or agency; repeating courses; and/or dismissal from the Counselor Education Program permanently. Students understand that if they are dismissed from the program, they can no longer take courses in the Counselor Education program for the period of the dismissal and pending re-application process. If students disagree with the Remediation Plan and/or the temporary or permanent removal from the Counselor Education Program, the student can appeal that outcome through the grade appeal process applicable to students in the College of Graduate Studies.

Because the Professional Dispositions are such a crucial aspect of becoming a licensed mental health professional, lack of response to a concern conference request, or refusal to participate to a faculty request for a concern conference, may result in program dismissal.

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

Student development is evaluated on two criteria:

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

Criterion 2 is in part assessed by one's ability to consistently demonstrate conduct consistent with the American Counseling Association Code of Ethics and Standards of Practice.

Students are also assessed in their ability to demonstrate competence in the following areas:

- Empathy
- Insight
- Self-awareness
- Management of countertransference
- Openness to feedback
- Ability to effectively integrate feedback
- Emotional stability
- Self-assessment accuracy
- Professional commitment

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 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.

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](#).

If a student is experiencing financial difficulties, they 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 [Campus 411 at 216-687-5411](#).

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 a student wishes to be exempt from program, University, or Graduate College requirements and/or regulations, one may petition for an exception. Some petitions may be at the level of the Levin College of Public Affairs and Education while others may be at the level of the Graduate College. Students can learn about the process of seeking a petition through the college's [advising office website](#). Please review the website for pertinent instructions.

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; *or*
- 2) due to a recording error; *or*
- 3) because of circumstances they deem "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.
- 8) Students are responsible for ensuring the transferred credits meet CSU degree credit hour requirements, particularly when transferred from institutions that utilize a quarter-hour system (versus a semester-hour system). Quarter-hours are transferred to semester-hours using a .666 ratio. That is, if a class at another institution was 4 quarter-hours, it would transfer to CSU as 2.67 semester credit hours, which would not fulfill a 3-credit requirement for a typical course.

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.

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](#).

Graduate Assistantships and Scholarships

CASAL offers 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 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 680/681) and Internship (CNS 686/687 for Clinical Mental Health Counseling and CNS 685 for School Counseling)

Prerequisites for practicum are CNS 517, 620 and 622. Practicum is a one semester, 100-hour field experience in a school or clinical setting that precedes one's internship.

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 in the final two semesters of one's program sequence. 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 Learning Contract that is 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 spring or summer semester. The Internship 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.

Placement Requirements

Practicum and internship placements must be able to adhere to the requirements outlined in the Learning Contract. One the primary requirements is that a site provides supervision from a qualified supervisor. 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 LPCC license with the “Supervisor” endorsement (LPCC-S) from the Ohio Counselor, Social Worker, & MFT Board. In addition, sites must provide at least 50% of direct clinical hours via an in-person format. Sites that can only provide direct hours via telehealth/virtual formats do not meet requirements.

Securing a placement

Program faculty make reasonable effort to support students in securing a practicum and/or internship placement by providing a site placement list and/or via guidance from faculty. However, the decision to offer a site placement to a student for training lies with each respective school, agency, or practice. Therefore, the CSU program faculty cannot guarantee a placement. **The responsibility for securing an appropriate training site with the required supervision ultimately lies with each student. In the event a student**

cannot secure a placement, they can try again in the next internship cycle for the following Fall/Spring sequence.

Students may only accept a placement at a site that is on the CSU Site Placement List. These are sites in which students have previously had successful practicum and internship placements. Students who wish to accept and complete a placement at a site that is not on the Site Placement List must receive the explicit approval from the Practicum & Internship Coordinator. If interested in a site that is not on the Site Placement list, a student should contact the Practicum & Internship Coordinator so that the site can be vetted as potential placement site. Students must inform the program of their site by the Friday of finals week in the semester prior to their practicum placement.

Students are expected to accumulate direct and indirect hours during the course of the semesters in which they are enrolled for practicum and internship. Students may begin accumulating indirect hours approximately two weeks prior to the beginning of the semester in which they are enrolled for practicum (i.e., attending trainings, orientations, etc.). However, students cannot accumulate direct hours/engage in direct service provision before the start of the semester in which they are enrolled for practicum. Students may engage in and accumulate both direct and indirect hours during winter break, spring break, and between the end of summer practicum and the beginning of fall internship so long as the student is receiving weekly supervision at their placement site.

Liability Insurance

Students must obtain professional liability insurance before the start of Practicum or Internship. The American Counseling Association and the Ohio 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 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.drkar@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.

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 module

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 LPC 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 the student's 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 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 their 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 Education Students Service Center (Julka Hall 170) for information about when and where the OAE is offered. It is the student's responsibility to save records of their completion/passage of the license 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 three 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 to reschedule the test. For Clinical Mental Health Counseling students, the NCE can only be taken in one's final semester in the program. Students are advised that there is a mandatory wait period before retaking the exam if the student fails the exam. Students are encouraged to schedule the NCE at a time in their final semester that is conducive to retaking, if necessary, so that a student can still graduate during that semester.

Students 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 and complete it with input from your advisor.

A comprehensive exam is available, under special circumstances. Please speak with

your advisor to learn more about this option.

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 accessed via CampusNet.

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, they 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 2023**

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 WEB | W or WEB | II T/TH |
| CNS 504 (previousl y 604) | CULT FNDTAN | 3 | F, SP, SMR | M | T | I M/W |
| CNS 505 (Previousl y CNS 611) | APPRAISAL | 3 | F, SP, SMR | T/ OR WEB | M/ OR WEB | I M/W |
| CNS 517 (Previousl y CNS 617) | ETHICS | 3 | F, SP, SMR | M | W | I T/TH |
| CNS 524 (Previousl y CNS 624) | CAREER | 3 | F, SP, SMR | TH or WEB | M or WEB | II WEB |
| CNS 529 (Previousl y CNS 629) | INTRO CLINICAL | 3 | F, SP, SMR | T | W or WEB | I M/W |
| CNS 578 (previousl y CNS 678) | FNDATION GUID | 3 | F ONLY | T | | |
| CNS 620 | LAB | 3 | F, SP, SMR | W 3section s | TH | II T/TH |
| CNS 622 | THEORY | 3 | F, SP, SMR | TH | T | II M/W |
| CNS 623 | GROUP | 3 | SP, SMR | | M | I T/TH |
| CNS 632 | HUMAN SEXUALITY | 3 | SMR | | | I T/TH |
| CNS 644 | COUNSELING LGBT CLIENTS | 3 | SP | | TH | |
| CNS 650 | CASE STUDIES | 3 | F, SP | W | TH | |

| | | | | | | |
|--------------------|-------------------------------------|---|---------------|----------------|----------------|------------------------|
| CNS 670 | TRAUMA INFORMED COUNS CHILDREN/ADOL | 3 | F, SP | WEB | WEB | |
| CNS 679 | PROGAM PLANNING | 3 | SP ONLY | | WEB | |
| CNS 680 | CLINICAL PRACTICUM | 3 | SP, SMR | None | M | 12 Week (2 sections) M |
| CNS 681 | SCHOOL COUNSELING PRACTICUM | 3 | SP | | T | |
| 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 | F, SP | W | TH | |
| CNS 702 CAP @15 | 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 | Fall, SP | T | T | |
| CNS 712 | THEORY PERS | 3 | SP | | W | |
| CNS 738 | FAMILY | 3 | SP even years | | 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 | F2F |
| CNS 502 | Pharmacology of Addiction | 1 | F, SP, SU | 3 Saturdays (first month of the semester) | 1:00 PM-5:10 PM | F2F |
| CNS 503 | Legal Ethical Issues in Substance Dependence | 1 | F, SP, SU | 3 Saturdays (second month of | 1:00 PM-5:10 PM | F2F |

| | | | | | | |
|--|--|--|--|---------------|--|--|
| | | | | the semester) | | |
|--|--|--|--|---------------|--|--|

Fall 502 – 8/26, 9/9 & 9/16 Sp 502 – 1/13, 20 & 27 SMR – 5/18, 25 & 6/1 Fall
 503 – 9/30, 10/7 & 14 Sp 503 – 2/3, 10 & 24 SMR – 6/8, 15 & 22

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 HOLD | 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 areas 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 there 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 there 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)

CNS Professional Dispositions Rating Rubric

| | 0 Unacceptable | 1 Below Developmental Expectations | 2 Developmental Expectations | 3 Above Developmental Expectations |
|--|---|---|--|---|
| Empathy | Absence of ability to accurately identify feelings in clients or classmates | Struggles to identify emotions or is unable to verbalize them | Can identify and use moderately broad feeling vocabulary | Can identify and utilize 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 | Acts on awareness of relationships between emotional experience and behavior |
| Self-Awareness | Denies dynamic cycle - externalizing responsibility for one's behavior | Unaware of dynamic cycle, yet accepts responsibility where appropriate | Able to identify examples when prompted or can expand on example provided by others | Can provide concrete examples of dynamic cycle of interaction whereby one's behavior elicits particular responses from another individual or group |
| Management of Countertransference | Denial of any hot spots | Minimal ability or only identifies limited, concrete example | Able to identify own emotionally charged topics with prompts | Readily able to identify own emotionally charged topics that may interfere with client dialogue (e.g. perseveration on a topic, facial flushing, diversion away from a topic, or visible agitation) and adjust behavior accordingly |
| Openness to feedback | Arguing or completely denying the content of the feedback | Defensive or denying response; minimizing the importance of the targeted behavior or feedback | Moderately congruent - some evidence of defensiveness through incongruence in one of the three - verbal, paraverbal, nonverbal | Demonstrates congruent verbal, paraverbal, and non-verbal openness to constructive criticism |

| | 0 Unacceptable | 1 Below Developmental Expectations | 2 Developmental Expectations | 3 Above Developmental Expectations |
|--|---|--|--|---|
| Ability to effectively integrate supervisory feedback | No behavior changes identifiable | Minimal evidence of effort; higher frequency of instances of undesired behavior than instances of approximating desired behavior | Moderate evidence; some reversions to previous but clearly making effort to approximate identified behavior change | Significant evidence of modified behavior among targeted areas |
| Emotional stability | Consistent inability to perform in a professional setting | Evidence of being so overcome by own emotional concerns that behavior in a professional setting is noticeably affected on more than one occasion | Moderate ability - behavior in professional settings noticeably affected on one occasion | Ability to bracket own emotional/personal challenges in professional settings |
| Self-assessment accuracy | Accurate self-assessment \leq 30% of the time | Accurate self-assessment in 30 - 44% of professional settings | Accurate self-assessment in 45 - 89% of professional settings | Accurate self-assessment in \geq 90% of professional settings |
| Professional commitment | Two or more from adjacent column OR Breach of the ACA or ASCA Ethics Code | Consistently late in professional settings Unprepared in professional settings Late assignment submission OR Poor planning in clarifying assignment expectations OR assignments done wrong | Prepared in professional settings Occasionally late >2 times | Prepared in professional settings On time for class <2 times tardy Initiates questions about assignments prior to due date Assignments turned in on time |



Cleveland State
University

Student Handbook

Clinical Mental Health
Counseling &
School Counseling
Programs