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Graduate Program of Study COU MH/COU PS
OBJECTIVES

General Objectives

The Counseling Program is designed to prepare students from a multi-cultural and diverse society for positions as professional counselors in a variety of settings. The Counseling faculty members believe that the work of the professional counselor is to promote the positive growth and development of the clients with whom the counselor interacts.

The Counseling model for training counselors recognizes the profound interactive effect of people and human systems. We believe there is a need for social science translators - people who are in touch with the best in theory and research - who can translate this knowledge into effective Programs, and who can eventually evaluate these Programs. Because we believe that counselors should experience personal growth and development as persons and as professionals, all courses are designed to provide both cognitive and experiential learning.

Graduate education in Counseling is also designed to help students realize their potential, engage in satisfying human relationships, manage their affairs, and develop a set of meaningful values. Ethnic and cultural trends are considered so that learning experiences will be satisfying and useful for students who take advantage of the opportunities provided.

The Counseling faculty members, recognizing the uniqueness of human beings, seek to identify and extend knowledge, skills, and attitudes required by practitioners in counseling. This emphasis on uniqueness is meaningful to facilitate transfer to our students and enable them to meet the needs of all types of clientele. The faculty believe that in order to perform effectively, practitioners must possess a respect for human dignity and worth, a commitment to fulfillment of individual potential, an understanding of educational and counseling processes, knowledge in their specific field of endeavor, competence in application of professional expertise in counseling and inquiry, knowledge of the role and function of others working in related specialties, and maturity in self-development.

In order to develop such practitioners, it is essential that the faculty exhibit the above attitudes, behaviors, and competencies so that they might serve as models of appropriate behavior for their students. Finally, the faculty should select, encourage, and retain students in the counselor education specialty who exhibit the potential to become such competent practitioners. In order to prepare competent practitioners, the faculty, through a Program of planned educational experiences, attempt to develop in each graduate:

1. Respect for the dignity and worth of the individual;
2. Commitment to the fulfillment of human potential;
3. Maturity in self development;
4. Understanding of educational and counseling processes;
5. Knowledge in his/her particular field of endeavor;
6. Competence in the application of professional expertise;
7. Knowledge of the role and function of professionals; and
8. Commitment to inquiry.

GENERAL OBJECTIVES FOR THE SCHOOL COUNSELING EMPHASIS:

1. To prepare counselors to effectively work with teachers, administrators, and other members of the guidance and student assistance teams.
2. To qualify persons to be licensed to counsel in schools.
3. To train counselors to act as consultants in schools.
4. To provide counselors with knowledge and application of skills and theories related to counseling needs at the elementary and secondary school level.
5. To provide counselors with a high degree of self-understanding.
6. To facilitate counselors being able to effectively communicate feelings and factual information.
7. To facilitate counselors obtaining human evaluation skills.
8. To facilitate counselors developing a high degree of sensitivity and acceptance of other people's behavior.
9. To foster an awareness of the responsibilities of professional school practitioners to the development and maintenance of quality instruction.

10. To demand and teach ethical and moral practices of counselors following the American Counseling Association (ACA) Ethical Guidelines.

11. To facilitate counselors developing a high degree of sensitivity and acceptance of human diversity and to develop counseling skills using appropriate diversity knowledge, awareness, and skills.

GENERAL OBJECTIVES FOR THE CLINICAL MENTAL HEALTH COUNSELING:

1. To prepare counselors to effectively work with clinical mental health and other agency personnel.
2. To qualify persons to be certified and/or licensed.
3. To train counselors to act as consultants.
4. To provide counselors with knowledge and application of skills and theories related to counseling needs in the environment in which they choose to work.
5. To enhance a high degree of self-understanding by counselors.
6. To facilitate counselors being able to effectively communicate feelings and factual information.
7. To facilitate counselors obtaining human evaluation skills.
8. To facilitate counselors developing a high degree of sensitivity and acceptance of other people's behavior.
9. To encourage awareness of responsibilities particular to a variety of clinical mental health settings.
10. To demand and teach ethical and moral practices of counselors following the ACA Ethical Guidelines.

Counseling Mission Statement

The Counseling Program faculty educates compassionate and competent professional leaders who promote social justice and global community relationships.

Counseling Vision Statement

The Department of Leadership in Education, Nonprofits, and Counseling creates a socially just learning community of counselors and leaders who advance multicultural competence.

ADMISSION PROCESS

In conjunction with the Graduate School, University, and the LENC Department, efforts are made to recruit students from diverse populations. All inquiries for an application to the Program should be sent to the Graduate School, Bradley University. Applicants must meet Graduate School requirements.

Admission to the Master of Arts in Counseling is based on a thorough review of each applicant's documents. Requirements include:

1. Grade Point Average (Official Academic Transcripts)
   a. Undergraduate last-60-hour cumulative major grade point average of 3.0 or higher based on a 4.0 scale for unconditional admission.
   b. Undergraduate last-60-hour cumulative major grade point average of 2.75 or higher based on a 4.0 scale for conditional admission. (Additional examinations may be required including GRE, MAT when the grade point average is less than 3.0)

2. Three professional and/or academic letters of references
   a. Including at least one must be from a current supervisor

3. Submit a 250-500 word essay to each request:
   a. Explain achievements and work experience that is relevant to your interests in and capacity for graduate study.
   b. Describe a description of your career objectives and how the graduate Program will assist you in attaining them.

4. Completion of Online Screening Process:
   a. Complete an online interview with faculty members. This will be done in groups of up to five students on a prearranged time. (Larger groups may create bandwidth problems.)
5. For Illinois Residents interested in school counseling:
   a. Basic Skills (096 and 300) or Test of Academic Proficiency (TAP 400) for Illinois residents. Please visit the Illinois State Board of Education website to learn more about this requirement: http://www.isbe.net/licensure/html/testing.htm
   b. ACT Plus Writing/SAT scores can be used in lieu of a passing score on the Test of Academic Proficiency (TAP) for Licensure. See link for more information: http://www.isbe.net/licensure/pdf/act-sat-scores-admin-ssp100114.pdf. The Basic Skills or TAP is only for school applicants.

6. Non-refundable $40 application fee
   a. Submit the online application by paying the non-refundable application fee of $40 by credit card. The fee for international applicants is $50.

Non-Illinois Residents

Prospective students who reside outside Illinois are strongly encouraged to become familiar with accurate and current requirements for certification and/or licensure and for reciprocity rules and standards applicable to the practice of professional counseling where they either reside or where they plan to practice. The LENC Department will provide students with verification of their academic status obtained from our counseling Program.

International Applicants

1. Applicants whose native language is not English are required to provide proof of English language proficiency as demonstrated by a score of 79 IBT on the TOEFL (Test of English as a Foreign Language) or by a score of 6.5 on the academic IELTS (International English Language Testing System). Bradley University’s institutional code for score reporting is 1070.

2. International applicants that have been employed in the U.S. for over 3 years may be waived from submitting the TOEFL.

3. A bachelor degree must be the equivalent of a bachelor degree from an accredited institution of higher learning in the U.S. The bachelor degree requirement is met by most applicants who complete a four-year university level degree Program in their country. A three-year bachelor degree, such as the B.A., B.Sc., B.Com., LL.B. is not considered equivalent to a U.S. bachelor degree. All international transcripts will be reviewed by Bradley University.

4. All applicants must submit educational records (official transcripts, country examinations, diplomas and certificates) certified by an officer of the educational institution issuing the documents or by a U.S. or local government official. Any document submitted in a language other than English must be accompanied by an official certified English translation. All U.S. and Canadian documents must come directly from the principal or registrar to Bradley University.

Reasonable Accommodations

The Center for Learning Assistance (CLA) is committed to creating a positive student experience at Bradley University and provides equal access to an educational experience through the provision of academic accommodations. After submitting documentation, a student, with the Director, will create an accommodation contract and work on developing self-advocacy skills for requesting the approved accommodations. Although the CLA cannot grant all personal requests, the office will use a collaborative approach to determine the accommodations based on documentation and functional limitations.

Any student who wishes to request a reasonable accommodation must submit appropriate documentation of the disability to Dr. Deborah J. Fischer, Director of the Center for Learning Assistance.

Documentation is confidential and kept in the office of the Director. Information from the file is only released with the student's written consent in keeping with FERPA and HIPAA privacy protections. Please contact Deborah Fischer at (309) 677-2845 or djfisch@bradley.edu with additional questions.

For further information please visit: http://www.bradley.edu/offices/student/cla/support/
Further Information

Applicants with deficiencies in requirements will be evaluated on an individual basis. For further information about the admission process, please visit: [http://www.bradley.edu/academic/gradschool/admission/](http://www.bradley.edu/academic/gradschool/admission/)

Technology Expectations for Online Students

To ensure students' ability to engage in online learning and to complete assignments in a timely fashion, they will have to invest in a computer that satisfies at minimum these system specifications.

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<thead>
<tr>
<th>Windows</th>
<th>iOSs</th>
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<tbody>
<tr>
<td>Windows XP SP2 and up</td>
<td>OS X 10.6 and up</td>
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<tr>
<td>2.33GHz or faster x86-compatible processor, or Intel® Atom™ 1.6GHz or faster processor for netbooks</td>
<td>Intel Core™ Duo 1.83GHz or faster processor</td>
</tr>
<tr>
<td>At Least 128MB of graphics memory</td>
<td>At Least 128MB of graphics memory</td>
</tr>
<tr>
<td>At Least 512MB of RAM</td>
<td>At Least 512MB of RAM</td>
</tr>
<tr>
<td>High-speed Internet Connection</td>
<td>High-speed Internet Connection</td>
</tr>
</tbody>
</table>

Web Browsers:
- Firefox 31+: Download
- Chrome 35+: Download

Web Browsers:
- Firefox 29+: Download
- Chrome 35+: Download
MASTER DEGREE REQUIREMENTS

Students must maintain a GPA of 3.0 for a master degree. The Program requires 60-61 semester hours of graduate work for completion of the Counseling Program. The Program consists of a graduate core of six semester hours and a Program core of 45 semester hours of study. In addition, 9 semester hours of course work should be selected for an academic concentration.

Students must follow the graduate catalog guidelines of the year they were admitted, or as amended via an updated Program of Study developed in consultation with their academic advisors. The Program of Study must be completed with academic advisor approval, and submitted to the Graduate Dean’s Office within the first 12 hours of study, or the student will be encumbered. Students must complete ENC 604 within the first 12 hours of study.

Course Registration for Leadership in Education, Nonprofits and Counseling

NON-DEGREE SEEKING GRADUATES (NDG)

Non-degree seeking students are not eligible to take classes in the LENC Department after completing nine (9) hours of Department courses. At this time, the non-degree seeking student in good academic standing must apply to an LENC degree or post-master Program and be accepted. All prerequisites must be met to register for an ENC course, and registration in any course is at the discretion of the Department. Students not accepted in an LENC degree Program or who are not pursuing licensure in School Counseling or Educational Administration may not take ENC courses beyond nine hours. Contact the Department Chair at (309) 677-3193 for an appointment and further information. At the time of that appointment, provide any undergraduate and graduate transcripts.

STUDENT FILE POLICY

In accordance with the Family Educational Rights and Privacy Act (FERPA) of 1974 and the mission of the Department of Leadership in Education, Nonprofits and Counseling (LENC), all students’ files are the property of the LENC Department. FERPA affords students the right to inspect and review education records. Students must submit a request to review records in writing to the Chair of the LENC Department.

WRITING STYLE FORMAT FOR COUNSELING PROGRAM

Students must use the current edition and printing of the Publication Manual of the American Psychological Association style in all written work. When using online sources, only refereed/reputable online sources will be accepted. Guidelines for the refereed/reputable online sources may be found in the current APA Publication Manual. Questions about a particular resource should be referred to the professor. An example of an unacceptable source is the online Wikipedia encyclopedia.

COMPREHENSIVE EXAMINATION

In accordance with the Graduate Catalog, each student is required to complete a comprehensive exam. The Counselor Preparation Comprehensive Examination (CPCE) is a standardized multiple-choice test designed to assess core areas outlined in the curriculum section of this handbook. Students must pass each core area to advance toward graduation. Those students who pass within the top five percent will be designated as having “Passed with Distinction.” In the event a student fails to pass one or more core areas, an oral defense will be arranged within four weeks after administration of the CPCE. The defense will be limited to only those core areas not passed on the initial CPCE. For a student who fails to pass half or more of the core areas, the CPCE will be retaken no later than the following fall semester.

Subsequent retakes will be conducted only once in the fall and once in the spring semesters. No retakes will be administered in the summer. The student will be responsible for all fees associated with the exam. Note: Students are responsible for CPCE testing fees. The LENC Department will notify the students of the fee process during the semester of their practicum course.
CERTIFICATION AND LICENSURE

NATIONAL COUNSELOR EXAMINATION and
SCHOOL COUNSELING LICENSURE IN ILLINOIS

In accordance with the National Board for Certified Counselors, students will be allowed to sit for the National Counselor Examination (NCE) for Licensure and Certification during the scheduled testing date in the spring semester during internship. Students must be enrolled in the final required courses during the semester of the examination (http://ilga.gov/legislation/publicacts/97/PDF/097-0607.pdf).

“(105 ILCS 5/21B-30 new) Sec. 21B-30. Educator testing.
(d) All applicants seeking a State license shall be required to pass a test of content area knowledge for each area of endorsement for which there is an applicable test. There shall be no exception to this requirement. No candidate shall be allowed to student teach, serve as the teacher of record, or begin an internship or residency required for licensure until he or she has passed the applicable content area test.”

The Test of Academic Proficiency (TAP) must be taken and passed in its entirety prior to acceptance into the Master or Certificate Programs in Professional School Counseling. Scores will be admissible within the last 10 years. Alternatively, applicants to either academic concentration may fulfill the TAP requirement by taking the ACT with Writing and achieving a score of 22 or higher. Scores will be admissible within the last 10 years. Also, from the Illinois State Board of Education (ISBE) website, http://www.isbe.state.il.us/certification/default.htm.

“Effective February 1, 2012, all professional education and content-area coursework required for the issuance of Illinois licensure, endorsement or approval must have been passed with a grade of no lower than a "C" or equivalent.”

The Illinois State Board of Education administers both examinations. For information on licensure requirements see: http://www.isbe.state.il.us/certification/default.htm.

To be a licensed school counselor in the state of Illinois, students must follow state and college licensure procedures. Follow the instructions on the Procedure for State Professional Teaching License Application Process in the Program Attachment Section of this handbook. Also, remember that the Basic Skills Test (prior to April 2012) or the Test of Academic Proficiency (TAP) [after April 2012] and the School Counselor Test (#181) must be passed to complete the certification process. Registration, dates, study guides, and test frameworks for both of these tests may be found at http://www.icts.nesinc.com. Inquire at Westlake Hall #216 for Illinois deadlines.

The Department of Teacher Education provides additional resources to prepare for the TAP and offers prep study sessions. Contact the Teacher Education Advising Coordinator at 677-2533 for information.

School Counseling Licensure for Another State

Information or application forms can be obtained by writing to the Teacher Certification Office at the state capital for the state in which you are applying. Addresses and phone numbers for these offices may be obtained from the Education and Human Services College Records Support or the Certification Officer. Caution: An Illinois state counseling licensure permits you to counsel only in the state of Illinois.

Licensed Professional Counselor (LPC)

Granted by the Illinois Division of Financial and Professional Regulation. The application and directions are available at http://www.idfpr.com/PROFS/Info/ProfCounselor.asp. One of the forms, ED Certificate of Education that documents your education at Bradley University, must be given to the Certification Officer in Westlake Hall #216 to be signed, sealed, and returned to you. The NCE exam must be taken and passed.
License Clinical Professional Counselor (LCPC)

After "2 years of full-time satisfactory supervised experience working as a clinical professional counselor under the direction of a qualified supervisor," you may apply for the Licensed Clinical Professional Counselor. The application and directions are available at http://www.idfpr.com/PROFS/Info/ProfCounselor.asp. Again the form, ED Certificate of Education, must be given to the Certification Officer in Westlake Hall #216 to be signed, sealed, and returned to you to submit along with the rest of the application.

Certification and Licensure Requirements in the U.S.

For detailed information about the difference between certification and licensure, visit the NBCC explanation website at http://www.nbcc.org/Certification/CertificationorLicensure. And for a list of licensure boards per state in the U.S., visit http://www.nbcc.org/directory, as well as the licensure requirements for the practice of professional counseling from the American Counseling Association, available at http://www.counseling.org/knowledge-center/licensure-requirements.

COUNSELING CANDIDATE
PROGRAM PROGRESS AND PROFESSIONAL DEVELOPMENT REVIEW

Upon enrolling in a course that begins his or her 30th credit hour in the Program, the counseling student (hereafter Candidate) will meet with his or her advisor. The purpose of this meeting is to assess and evaluate the Candidate's progress through the Program. The Candidate's Program of Study and list of completed courses will also be assessed for any needed revisions. Prior to this meeting both the Candidate and advisor will fill out the Program Progress and Professional Development Review Form. Similarities and discrepancies between the two assessments will be discussed at the advising meeting. The Advisor will make a decision regarding the Candidate's progress through the Program and, where necessary, direct the Candidate to remediate any academic, personal/social, or career concerns identified during the advising meeting. If the Advisor identifies significant areas of deficits or concerns, she or he may begin the mentoring/retention process found in the Program Attachment section of this handbook.

(Note: Progress and Professional Development Review Form is adapted from the Bradley University Student Retention Evaluation and the Western Illinois University Counselor Education Internship Mid-Term Student Evaluation)
COUNSELING CANDIDATE
PROGRAM PROGRESS AND PROFESSIONAL DEVELOPMENT REVIEW FORM

INSTRUCTIONS:
1. The University advisor should rate the student counselor on the scale as indicated below.
2. The University advisor is encouraged to add pertinent comments at the end of each major function.
3. The University advisor and the student counselor must discuss the results of this evaluation and any corrective steps that should be taken.
4. Both the University supervisor and the counseling student must sign this evaluation in the designated area.

__________________________________________________________
Candidate’s Signature: ____________________________Candidate’s Name (printed): ____________________________ID#________

__________________________
Supervisor’s Name (printed): ____________________________University Supervisor’s Signature: ____________________________Date: __________

Signatures indicate that the written evaluation has been seen and discussed.

Please indicate student proficiency by marking the corresponding value for each area identified in the following tables.
1 Exceeds Expectations – demonstrates consistency and independence
2 Meets Expectations – sporadically competent, requires some guidance and assistance
3 Fails to Meet Expectations – unsuccessful, demonstrates little or no competence
NA Has not engaged in activity/cannot assess (explain in comment section)

<table>
<thead>
<tr>
<th>Professionalism</th>
<th>1 exceeds</th>
<th>2 meets</th>
<th>3 fails</th>
<th>NA</th>
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<tbody>
<tr>
<td>1. Proper Attire, professional appearance</td>
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<tr>
<td>2. Arrives to classes, appointments, meetings, prepared and on time</td>
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<td>3. Completes assignments on time</td>
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<td>4. Follows plan of study and/or communicates changes to advisor regularly</td>
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<td>5. Seeks assistance to improve academic skills.</td>
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<td>b. Uses tact and diplomacy when communicating with other professionals, teachers, and student</td>
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<td>7. Ethical behavior – knowledge of an adherence to ACA Code of Ethics</td>
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Additional Comments (use reverse if necessary)

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<tr>
<th>Professional Dispositions</th>
<th>1 exceeds</th>
<th>2 meets</th>
<th>3 fails</th>
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<td>8. Demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and others</td>
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<td>9. Demonstrates honesty, fairness, and respect for others</td>
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<tr>
<td>10. Demonstrates an awareness of his or her own belief systems, values, needs and limitations and the effect of these on his or her work</td>
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<td>11. Demonstrates the ability to receive, integrate and utilize feedback from peers, teachers, and supervisors</td>
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<td>12. Exhibits appropriate levels of self-assurance, confidence, and trust in own ability</td>
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<td>13. Appropriately engages in self-care</td>
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<td>14. Is aware of and respects others’ knowledge and expertise</td>
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<tr>
<td>15. Is cooperative with peers, instructors and others and participates in classroom, Program, and other professional events.</td>
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<tr>
<td>16. Follows professionally recognized conflict resolution processes, seeking to informally address the issue first with the individual(s) with whom the conflict exists</td>
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<td>17. Demonstrates awareness, respect, and appreciation for diversity</td>
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</table>

Additional Comments:

OVERALL COMMENTS
Advisor’s Summary Comments:

__________________________________________________________

Student’s Reactions to Evaluation:

__________________________________________________________
STUDENT RETENTION POLICY

The Counseling Program’s review and retention procedures serve two major purposes:

1. To provide students with information related to their progress that will enable them to take advantage of strengths and also to eliminate weaknesses.

2. To provide the Counseling faculty with information about the progress of students. This information will aid the faculty’s decisions regarding the training and professional development of students wishing to become future counselors. The counselor education faculty members are concerned about the suitability of every student entering the counseling profession, and they seek for evidence of satisfactory performance in academic course work and any weaknesses in inquiry, practical skills, and professional development relevant to their academic concentrations.

Student Review and Retention Policy

The student review and retention policy of the Counseling Program enables the faculty and students to share information about individual candidate progress. In an effort to create and maintain a vital relationship between faculty and student candidates, and to promote a Program focus on student professional development across a variety of areas, a STUDENT REVIEW AND RETENTION PROGRAM has been formed. This includes a Program Screening Committee for potential new students into the Program, and a Program Progress Committee for those already admitted.

The two-fold purpose of the STUDENT REVIEW AND RETENTION PROGRAM REVIEW is to:

1. Help ensure a goodness of fit between potential degree candidates and the profession of Counseling; and

2. Initiate and maintain a continuing "progress check" which allows both degree candidates and their teaching mentors to exchange professional and Programmatic concerns.

In addition:

1. One of the central responsibilities of the Program Screening Committee will be to evaluate and recommend/not recommend a candidate’s suitability for Program admission; and

2. One of the responsibilities entrusted to Program Progress Committee members will be to formally recommend/not recommend student continuance within the Counseling Program.

Written protocol will guide the work of each committee. The protocol is available to all Counseling students in this Handbook. The Program Screening Committee is made up of Counseling Program faculty and two graduate students assigned by the Department Chair. The Program Progress Committee will be made up of all Counseling Program faculty assigned to the Program.

PROGRAM SCREENING

All applicants to the Program must be involved in a screening process. The faculty will conduct scheduled interviews with program applicants. Applicants will be informed in writing of successful screening completion. If problems or concerns arise, the candidate will be personally informed and an interview with the faculty will be arranged. If there is unanimous faculty agreement that a candidate has not successfully completed the screening process and will therefore not be admitted into the Program (including any other germane reason during the admission process of which the screening process is a component), the candidate will be notified in a timely manner through personal and written communication.

Screening sessions are conducted online through video tools. A group of candidates will video-call the Program’s video access name. (A maximum of five applicants is preferred to prevent bandwidth problems.) Presently the
Program is using the Skype profile name LENC612015. The faculty committee will video-interview these applicants at a prescheduled time. Applicants will register for an interview time during the application process.

PROGRAM PROGRESS

In accordance with the American Counseling Association and the Council for the Accreditation of Counseling and Related Educational Programs, Standards, LENC faculty members are required to review students for mentoring and retention purposes. To assist successful progression toward graduation, this review is designed to specify areas where students need faculty direction or mentoring. The Mentoring Retention Review Survey (MRRS) addresses ethical, interpersonal, and academic areas of student development (the MRRS is attached in the Appendix of this Handbook). In a small number of cases, a student’s continued difficulty may result in removal from the Counseling Program.

Review Frequency

Counseling Program faculty will complete a MRRS for any student he or she has taught during a semester and/or interim term. The following actions are not sequential. For example, a student may go directly to a formal action or retention review if he or she violates the Bradley University Student Code of Conduct, commits a misdemeanor or a felony in contradiction to any local or federal law in the U.S.

Formal Action

• If a student receives a total score of one through four, in one semester or summer session, the reviewing faculty member(s) may implement a formal correction plan, after bringing the MRRS results for consideration by all Program faculty members. If Program faculty members are in agreement, the student’s advisor will meet to develop a formal correction plan.
  • The student will receive a letter documenting the formal correction plan.
  In the event the reviewing faculty member is the student’s advisor, either party may ask another Counseling Program faculty member to join the meeting.

Retention Review

• After implementation of the formal correction plan, if a student receives a one or more on any review, or if a student receives a score of five or more in the absence of a prior formal correction plan:
  • The student’s advisor will submit a written request for a retention review to the LENC Department Chairperson
  • The student under review will be notified via letter of the date, time, location, and reasons for the retention review. Online reviews may be conducted for students residing outside of Illinois. In either case, whether in person or on line, any cited student MUST attend the review session as scheduled by the LENC Department. If the student is absent whether by choice or circumstance, the review will be conducted In Absentia.
    • The student will be informed of the reasons for the review.
    • The student will be asked to respond to Program faculty concerns during the retention review meeting.
    • During a closed session, Program faculty will vote on the student’s retention.
    • The student’s advisor will notify the student of the retention review decision.

Student Protest

At any time, if a student wishes to contest any part of the retention process, he or she is advised to follow the Student Grievance process as outlined in the Bradley University Student Handbook, available at: http://www Bradley.edu/campuslife/studenthandbook/.
CURRICULUM

Central to any Program is a unified curriculum rather than simply a collection of courses. The curriculum of the Counseling Program and its Counselor Education and Supervision emphasis was founded on the Standards for the Preparation of Counselors and other Personnel Services Specialists adopted by the Association for Counselor Education and Supervision (ACES) in 1973. These standards were adopted by the American Association for Counseling and Development (AACC) in 1979. In 1981, AACC created the Council for Accreditation of Counseling and Related Educational Programs (CACREP) to evaluate and accredit Programs using these standards. AACC changed its official name to the American Counseling Association in 1992. The Master of Arts in Counseling Program of Bradley University has been CACREP accredited since 1993 for its campus-based offering. Beginning in January 2016, the LENC Department will offer via distance technologies the equivalent academic curriculum of its Counseling Program to students from various geographical locations. The Higher Learning Commission authorized the online delivery of this accredited counseling curriculum in 2015. This curriculum comprises two academic concentrations toward a Master of Arts in Counseling: Professional School Counseling and Clinical Mental Health Counseling.

Common Core Curriculum

Area I - Professional Orientation and Ethical Practice - Includes studies that provide an understanding of professional counseling.

Area II - Social and Cultural Diversity - Includes studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society.

Area III - Human Growth and Development - Includes studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts.

Area IV - Career Development – Includes studies that provide an understanding of career development and related life factors

Area V - The Helping Relationship - Includes studies that provide an understanding of the counseling process in a multicultural society

Area VI - Group Work – Includes studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society.

Area VII - Assessment - Includes studies that that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society.

Area VIII - Research and Program Evaluation - Includes studies that provide an understanding of research methods, statistical analysis, needs assessment, and Program evaluation.

Area IX - Professional Practice - includes practicum and internship; provides for the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community.

ACCREDITED AND APPROVED CONCENTRATIONS IN COUNSELING

ACCREDITED by:

Council for Accreditation of Counseling Related Educational Programs (CACREP)
Higher Learning Commission, North Central Association of Colleges and Schools (HLC)
Council for the Accreditation of Educator Preparation (CAEP) formerly known as National Council for Accreditation of Teacher Education (NCATE)
ACADEMIC CONCENTRATIONS:

TRACK I School Counseling (K-12)
  TRACK I: SCHOOL COUNSELING (COU PS)
  ENC 653 Professional School Counseling, K-8
  ENC 655 Professional School Counseling, Secondary Schools
  ENC 585 School for Non-Teachers (Prescriptive elective for Non-Teachers)
  ENC 669 Special Education Law (Prescriptive elective for Non-Teachers)

TRACK II Clinical Mental Health Counseling
  TRACK II: CLINICAL MENTAL HEALTH COUNSELING (COU MH)
  ENC 651 Clinical Mental Health Counseling
  ENC 663 Counseling and the Dynamics of Aging

COUNSELING CURRICULUM AND COURSE ALIGNMENT OVERVIEW

1. Many of LENC courses cover more than one curriculum area. This Overview identifies the primary course(s) associated with each Curriculum Area and Academic Concentration.

2. Some students may have additional course requirements beyond those presented in this Overview. Students should meet with their advisors to develop a Plan of Study once admitted.
<table>
<thead>
<tr>
<th>Curriculum AREA/Cognate</th>
<th>CACREP</th>
<th>SC</th>
<th>CMHC</th>
<th>COURSE(S)/CACREP Knowledge and Skills</th>
<th>CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Orientation &amp; Ethical Practice</td>
<td></td>
<td>X</td>
<td>X</td>
<td>ENC 620 Introduction to Counseling: Professional Orientation</td>
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<tr>
<td>Social and Cultural Diversity</td>
<td></td>
<td>X</td>
<td>X</td>
<td>ENC 622 Counseling: Ethics and the Law</td>
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</tr>
<tr>
<td>Human Growth and Development</td>
<td></td>
<td>X</td>
<td>X</td>
<td>ENC 586 Counseling Diverse Populations</td>
<td>3</td>
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<tr>
<td>Human Growth and Development</td>
<td></td>
<td>X</td>
<td>X</td>
<td>ENC 530 Loss and Grief Counseling</td>
<td>1</td>
</tr>
<tr>
<td>Career Development</td>
<td></td>
<td>X</td>
<td>X</td>
<td>ENC 540 Human Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>The Helping Relationship</td>
<td></td>
<td>X</td>
<td>X</td>
<td>ENC 621 Career &amp; Life Planning Across Lifespan</td>
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<tr>
<td>The Helping Relationship</td>
<td></td>
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<td>X</td>
<td>ENC 551 Substance Abuse Counseling</td>
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<td>ENC 606 Interpersonal Leadership &amp; Org Behavior</td>
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<td>ENC 624 Theories and Techniques of Counseling</td>
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<td>The Helping Relationship</td>
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<td>X</td>
<td>ENC 630 Diagnosis &amp; Treatment of Mental Disorders</td>
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<td>X</td>
<td>ENC 631 Crisis Intervention Counseling</td>
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<td>The Helping Relationship</td>
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<td>X</td>
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<td>X</td>
<td>ENC 640 Clinical Supervision in Counseling</td>
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<td>X</td>
<td>ENC 654 Consultation</td>
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<td>X</td>
<td>ENC 661 Couples and Family Counseling</td>
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<tr>
<td>Group Work</td>
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<td>ENC 625 Principles of Group Counseling</td>
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<td>Assessment</td>
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<tr>
<td>Research and Program Evaluation</td>
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<td>X</td>
<td>X</td>
<td>ENC 604 Research Methods &amp; Application</td>
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<tr>
<td>Professional Practice</td>
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<td>X</td>
<td>ENC 690 Practicum</td>
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<tr>
<td>Professional Practice</td>
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<td>X</td>
<td>ENC 691 Internship I</td>
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<tr>
<td>Professional Practice</td>
<td></td>
<td>X</td>
<td>X</td>
<td>ENC 692 Internship II</td>
<td>3</td>
</tr>
</tbody>
</table>

Sub-total AREA CREDITS REQUIRED of ALL ADMITTED COUNSELING STUDENTS

| SC REQUIRED Specialty for ADMITTED STUDENTS | X | ENC 653 Professional School Counseling (K-8) | 3 |
| SC Sub-total CREDITS | | ENC 655 Professional School Counseling Secondary | 3 |
| CMHC REQUIRED Specialty for of ADMITTED STUDENTS | X | ENC 651 Clinical Mental Health Counseling | 3 |
| CMHC Sub-total CREDITS | | ENC 663 Counseling and the Dynamics of Aging | 1 |
| SC Prescribed Electives | X | ENC 669 Special Education Law (2) | 3* (60) |
| SC Prescribed Electives | X | ENC 670 Thesis (1-3) | |
| SC Non Teachers Prescribed Electives*** | X | ENC 585 School for Non-Teachers (SC Non Teachers) | |
| CMHC Prescribed Electives** | X | ENC 607 Neurocounseling: Bridging Brain and Behavior (3) | 5* (60) |
| CMHC and SC TOTAL CREDITS | | 60 credit hours required | 60 |
| Non Teachers in School Counseling | | 61 |

*Note: COU PS stands for School Counseling, and COU MH stands for Clinical Mental Health Counseling. ENC stands for Education, Nonprofits and Counseling. (*) Denotes total semester hours of elective courses; courses chosen from available electives will not exceed these total hours. One of the selected electives for online students will include a prescribed residency. (**) Denotes strongly recommended courses for COU MH (including ENC 607 [with residency] and ENC 608). (***Denotes mandatory courses for COUPS Non Teachers (including ENC 585 [with residency], and ENC 669). One of the selected electives for online students will include a prescribed residency.
SUPERVISED EXPERIENCES

The Counseling Program requires a variety of supervised experiences.

The Program requires students to complete and arrange a supervised practicum that totals a minimum of 100 clock hours. Forty of those clock hours must be direct service work with appropriate clientele. At least 10 direct hours should include group work. The remaining hours provide opportunities to perform some of the activities that a regularly employed staff member in the setting would be expected to perform.

In addition to these experiences, students arrange for a field internship placement with their advisor/supervisor near the completion of their Program. These may include and may not be limited to elementary or secondary schools, mental health centers, special community agencies such as women's centers, prisons or work-release centers, residential treatment centers, employment centers, and hospital wards.

The Program requires students to complete a supervised internship of 650 clock hours of which 240 hours are of direct service. At least 60 direct hours should be in the form of group work. The internship provides an opportunity for the student to perform all the activities that a regularly employed staff member would be expected to perform.

Campus-based students

Practica and internship sites must be within a 90-mile radius of the Peoria area. All sites must be approved by Program faculty. Sites outside the approved area must receive special consideration by writing a request explaining special circumstances to the Department faculty. This request will be voted upon at the next scheduled LENC Department faculty meeting. Each request will be decided on a case by case basis and does NOT constitute a precedent for any other case.

According to the College of Education and Health Sciences, the Counseling Program, and CACREP Standards, students must receive a minimum of one continuous hour per week of individual supervision and a minimum of one and one-half hours per week of group supervision. Therefore, if students want to collect hours between semesters, faculty supervision is required. A winter interim advanced internship will be provided to accommodate those students. Refer to the Practicum and Internship Handbook for Master of Arts in Counseling, Clinical Mental Health Counseling, and School Counseling, available in Sakai.

Online Students

For online students both practica and internship sites must be within the state where the student resides. All sites and onsite supervisors, however, must be approved by program faculty. Sites' supervisors must complete an orientation with the program faculty, and their academic degrees and credentials must satisfy the legal requirements of their own state for the provision of supervision to our online graduate students. Core faculty will review and approve or disapprove a given onsite supervisor on a case by case basis and in compliance with the respective laws in the state where the student resides.

According to the College of Education and Health Sciences, the Counseling Program and CACREP Standards, students must receive a minimum of one continuous hour per week of individual supervision and a minimum of one and one-half hours per week of group supervision. Therefore, if students want to collect hours between semesters, faculty supervision is required. A winter interim advanced internship will be provided to accommodate those students. Refer to the Practicum and Internship Handbook for Masters Program in Clinical Mental Health and Professional School Counseling on Sakai.

TRANSPORTATION POLICY

Students enrolled in ENC 690, Practicum; ENC 691, Internship I; and ENC 692, Internship II may not under any circumstance transport clients. Site supervisors will be informed of this policy.
ENDORSEMENT POLICY

Department Programs are specifically and carefully designed to prepare graduates who are competent to enter work in clinical mental health or professional school counseling settings. Further, specialized preparation is essential for graduates to become effective and fully functioning professionals. Therefore, endorsements for counselor education graduates can be given only for professional positions and position levels appropriate to the respective Program completed by graduates.

In the final year of study, the National Counselor Examination (NCE) is administered. Those who pass the NCE become Nationally Certified Counselors (NCCs). This is a credential recognized in the U.S. Students who are the subject of current or previous legal, criminal or disciplinary matters are required to provide relevant information to the National Board for Certified Counselors (NBCC) at the time of application. Counseling faculty members strongly encourage students who may need to make such disclosures to meet with their academic advisors as soon as possible AND contact NBCC (336-547-0607) to become familiar with the review process.

FINANCIAL ASSISTANCE

Financial assistance is available to students in the form of assistantships, scholarships, and low interest government loans. Students are encouraged to apply for all forms of aid for which they are eligible in order to maximize their opportunities for receiving aid. A student must be officially enrolled in the degree Program and have “unconditional status” to qualify for financial aid.

Applying for Financial Aid

Students applying for financial assistance must complete the Free Application for Federal Student Aid (FAFSA) online at fafsa.gov.

All Stafford loans for graduate students are unsubsidized. Stafford loan repayment begins six months after graduating or dropping below half time enrollment. While enrolled in college at least half time there is no repayment obligation. Graduate students can borrow up to $20,500 per year in subsidized and unsubsidized loans. The federal government deducts 1.073% from the Stafford loan before it is disbursed. This "origination" fee helps cover the cost of administering the program.

Bradley University disseminates all financial assistance award information electronically via the awarding portal “MysFS” located on the homepage of the Student Financial Services site. Login credentials are the six-digit Bradley ID (BUID) number and last five digits of the social security number. Financial Aid is disbursed on the first day of class. More information on financial aid, private loans, funding options and billing information can be found at: http://www.bradley.edu/offices/other/sfs/costpay/billing/index.dot.

Veteran Services

For questions regarding veteran student resources contact:

Office of Student Support Services
Anne Hollis
101 Sisson Hall
Ph 309-677-3658
ahollis@bradley.edu

For questions regarding VA benefits, certification of enrollment or payment issues contact:

Heather Berkley
Office of the Registrar
11 Swords Hall
Ph 309-677-3643
hhb@bradley.edu
Further information is available at: http://www.bradley.edu/offices/academic/registrar/veterans/

Benefit Information

Students who are eligible for Federal VA benefits (see list below), must furnish a copy of either a DD214 (if discharged from military) or a notice of basic eligibility (NOBE) when signing a 6 year contract with a unit, and actively drilling. This identification or eligibility must be provided in person to the Registrar’s Office. For additional information about entitlement programs, please visit the VA web site. http://www.benefits.va.gov/gibill/

Bradley University does not accept the Illinois Veterans Grant or the Illinois National Guard Scholarship. The following VA benefit programs are accepted by Bradley University:

Chapter 33 Post 9/11 Veterans Educational Assistance Act of 2008
The Post-9/11 GI Bill provides financial support for education and housing to individuals with at least 90 days of aggregate service on or after September 11, 2001, or individuals discharged with a service-connected disability after 30 days. You must have received an honorable discharge to be eligible for the Post-9/11 GI Bill. For more information please visit: http://www.benefits.va.gov/gibill/post911_gibill.asp

Bradley is a Yellow Ribbon Program participant.
Individuals enrolled in distance learning courses will be eligible for a monthly housing allowance equal to 50% of the national average of all Basic Allowances for Housing. Rates will be multiplied by the rate of pursuit rounded to the nearest multiple of 10.

Chapter 30 Montgomery GI Bill – Active Duty
The MGIB program provides up to 36 months of education benefits. This benefit may be used for degree and certificate programs, flight training, apprenticeship/on-the-job training and correspondence courses. Remedial, deficiency, and refresher courses may be approved under certain circumstances. Generally, benefits are payable for 10 years following your release from active duty. This program is also commonly known as Chapter 30. For more information please visit: http://www.benefits.va.gov/gibill/mgib_ad.asp

Chapter 1606 Montgomery GI Bill – Selected Reserve
The MGIB-SR program may be available to you if you are a member of the Selected Reserve. The Selected Reserve includes the Army Reserve, Navy Reserve, Air Force Reserve, Marine Corps Reserve and Coast Guard Reserve, and the Army National Guard and the Air National Guard.

Eligible students may use this education assistance program for degree programs, certificate or correspondence courses, cooperative training, independent study programs, apprenticeship/on-the-job training, and vocational flight training programs. Remedial, refresher and deficiency training are available under certain circumstances. Eligibility for this program is determined by the Selected Reserve components. VA makes the payments for this program. For more information please visit: http://www.benefits.va.gov/gibill/mgib_sr.asp.

Chapter 31 Vocational Rehabilitation & Employment Program (VR&E)
The mission of VR&E is to help veterans with service-connected disabilities to prepare for, find, and keep suitable jobs. For veterans with service-connected disabilities so severe that they cannot immediately consider work, VR&E offers services to improve their ability to live as independently as possible.
To receive an evaluation for VR&E services, a veteran must:
  o have received, or will receive, a discharge that is other than dishonorable
  o have a service-connected disability rating of at least 10%
  o submit a completed application for VR&E services

The basic period of eligibility in which VR&E services may be used is 12 years from the latter of the following:
  o date of separation from active military service, or
  o date the veteran was first notified by VA of a service-connected disability rating
For more information regarding this benefit please contact:

Dr. Stephanie L. Sleister, LCPC
US Department of Veteran Affairs, VBA/VR&E
406 Elm Street, Peoria IL 61605
Ph. 309-637-3074
Stephanie.Sleister@va.gov

Chapter 35 Dependents Educational Assistance (DEA)
Dependents' Educational Assistance provides education and training opportunities to eligible dependents of certain veterans. The program offers up to 45 months of education benefits. These benefits may be used for degree and certificate programs, apprenticeship, and on-the-job training. For more information on eligibility please visit: http://www.benefits.va.gov/gibill/survivor_dependent_assistance.asp

Yellow Ribbon Program
The Yellow Ribbon GI Education Enhancement Program (Yellow Ribbon Program) is a provision of the Post-9/11 Veterans Educational Assistance Act of 2008. This program allows institutions of higher learning (degree granting institutions) in the United States to voluntarily enter into an agreement with VA to fund tuition expenses that exceed the $20,235 cap for private institutions. The institution can contribute up to 50% of those expenses and VA will match the same amount as the institution.

Only individuals entitled at the 100% benefit level may receive yellow ribbon funding. Bradley will contribute $5,000 per student, per year for students participating in the program. The combined school and VA contribution can’t exceed the tuition and fee amount charged to the student. Please contact the Financial Aid office on how yellow ribbon funding is applied at Bradley.

A comprehensive explanation of the Yellow Ribbon Program is available on VA’s website at:
http://www.benefits.va.gov/gibill/yellow_ribbon.asp

MyCAA Benefit (Military Spouse Career Advancement Accounts)
The Military Spouse Career Advancement Accounts (MyCAA) program provides up to $4,000 (over 2 years) of Financial Assistance for military spouses who are pursuing degree programs, licenses or credentials leading to employment in portable career fields. Spouses of active duty service members in pay grades E1-E5, W1-W2, and O1-O2, as well as the spouses of activated Guard and Reserve members within those ranks are eligible. Spouses of Guard and Reserve members must be able to start and complete their courses while their sponsor is on Title 10 orders. There are restrictions, so visit MyCAA online at https://aiportal.acc.af.mil/mycaa/Default.aspx

The MyCAA program does not include Coast Guard spouses. Bradley accepts the MyCAA benefit for all spouses who qualify.

Tuition Assistance

The Montgomery GI Bill - Active Duty education program permits VA to pay a Tuition Assistance Top-up benefit. The amount of the benefit can be equal to the difference between the total cost of a college course and the amount of Tuition Assistance that is paid by the military for the course.

To be eligible for the Top-up benefit, the person must be approved for Federal Tuition Assistance by a military department and be eligible for MGIB Active Duty benefits. To be eligible for MGIB benefits, the person must be an MGIB - Active Duty participant and must have served at least two full years on active duty.

The amount of the benefit is limited to the amount that the person would receive for the same course if regular MGIB benefits were being paid. In no case can the amount paid by the military combined with the amount paid by VA be more than the total cost of the course. If a person receives the Top-up benefit, his or her regular MGIB benefits will be reduced. The amount of entitlement charged for Top-up payments is determined by dividing the amount of the payment by the claimant's fulltime monthly rate.
The benefit is available for all courses that began on or after October 30, 2000. A copy of the Tuition Assistance Authorization form for the course that has been signed by an authorized military official will be required. People who have not requested MGIB benefits before should submit a VA Form 22-1990 to establish eligibility. The Top-up program is not available at this time to persons who are eligible for the MGIB Selected Reserve program. For more information please visit: http://www.benefits.va.gov/gibill/ tuition_assistance.asp

**Fry Scholarship**

The Marine Gunnery Sergeant John David Fry Scholarship (Fry Scholarship) pays eligible dependents (spouse or children) up to 36 months of the full, 100% level, of the post-9/11 GI Bill. This includes the tuition and fee payment, a monthly housing allowance, and books and supplies stipend. For more information on the application process please visit: http://www.benefits.va.gov/GIBILL/Fry_scholarships.asp

Note: All surviving spouses eligible for Dependents’ Educational Assistance Program (DEA) and the Fry Scholarship must make an irrevocable election for terms beginning on or after January 1, 2015. When a surviving spouse elects to convert to the Fry Scholarship, he or she loses all remaining DEA benefits. If a spouse elects to use DEA instead of the Fry Scholarship, he or she forfeits all future entitlement to the Fry Scholarship.

**Other Scholarships**

The Graduate School offers scholarships based on academic excellence and availability of funds to campus-based students. To be eligible for Graduate Tuition Scholarship awards, students must have a minimum GPA of 3.5. A Graduate Tuition scholarship can be awarded based on an undergraduate or graduate GPA. If a graduate GPA is used to qualify, the GPA must represent at least 12 semester hours of graduate courses. Awards range from a 20 to 35 percent tuition remission. The Professional Educators Scholarship is also available for awards of up to 50 percent tuition remission. See the Graduate School website for complete eligibility requirements. After school district reimbursement has been subtracted, scholarships make the cost of a Bradley degree comparable with state university costs. Application deadlines are April 1 and October 1.

In addition, the College of Education and Health Sciences offers scholarships annually to campus-based students. Applications for these scholarships are due January 15th and the awards are made at the Awards Program in the spring. Counseling students are eligible for the Margaret Burke Scholarship, Stella O’Hanlon Scholarship, and the Clyde R. & Jannis Smith Scholarship. Note: Doctoral, specialist degree students and full-time Graduate Assistants are not eligible. Part-time Graduate Assistants and part-time students are eligible. Students who already have financial aid of less than 100% coverage, including the Professional Educators Scholarship and Special Degree Completion Program are eligible. Please refer to the current catalog of the Graduate School or contact your advisor for details and application forms for specific scholarships. More information can be found at http://www.bradley.edu/academic/departments/lenc/.

**Graduate Assistantships**

A local domicile is required. Full-time graduate assistants are given a 20-hour per week assignment by the Department and receive a stipend and waiver of 100% of actual tuition costs, with a maximum tuition award per academic year. Part-time graduate assistants are given a 10-hour per week assignment by the Department and receive a stipend and waiver of 50% of actual tuition costs, with a maximum award per academic year. Application deadlines are April 1 for the following fall semester.

**Loans**

Students must consult with the financial assistance office to receive current information about low interest government loans. Non-need based loans and need-based loans are available to graduate students.
PROFESSIONAL LIABILITY INSURANCE

When students are enrolled in supervised courses liability is covered by Bradley University, and students as professionals in training must obtain liability insurance, particularly before their supervised experiences. Students must show proof of liability insurance in the amount of $1,000,000/$3,000,000 to their University supervisor within one week of the semester or session start and before working with any clients.

PROFESSIONAL ORGANIZATIONS

Students and graduates are encouraged to join and to become active in professional organizations (or associations). One method to remain current in the profession is by participating in professional organizations (presenting at various conferences, serving on committees, writing for professional journals, attending workshops, and becoming active in leadership).

While there are many benefits to be derived from membership in a professional organization, only the primary ones are noted here. As a member of a professional organization, you:

1. Receive related professional publications.
2. Are entitled to reduced membership rates and reduced registration rates for professional meetings sponsored by the organization.
3. Are eligible for member services (e.g., professional liability insurance, legal defense fund, library resource use, etc.).
4. Have a method of direct involvement with activities and issues directly or indirectly pertinent to your profession.
5. Are affiliated with other professionals having interests and areas of expertise similar to yours.
6. May maintain currency in the knowledge, practices, and research findings in the field.

Recommended Associations and Agencies

Depending on their counseling concentration and interests graduate students are strongly encouraged to be engaged in professional associations and certifying and accrediting agencies. Membership into these bodies will provide students with ample opportunities to participate in activities that may enhance their professional identities, and allow them to make contributions to their professional networks. These organizations represent the interest of professional counselors and provide guidelines for the practice of counseling. They also issue ethical guidelines to illumine the competent practice of counseling. Some of these organizations include:

American Counseling Association http://www.counseling.org/
National Board for Certified Counselors http://www.nbcc.org/
Council for the Accreditation of Counseling and Related Educational Programs http://www.cacREP.org/
Association for Counselor Education and Supervision http://www.acesonline.net/
American Mental Health Counseling Association http://www.amhca.org/
American School Counselor Association https://www.schoolcounselor.org/

SUMMARY OF MASTER DEGREE REQUIREMENTS

STUDENTS ARE RESPONSIBLE THAT EACH OF THESE ARE MET:

1. A minimum of 60 (61 non teachers) semester hours of graduate credit
2. The completed sequence of courses must be verified by your advisor
3. Grade point average of at least 3.00
4. No more than 12 semester hours of transfer credit may be applied to the M.A.
5. Transfer credit taken at another institution or as an unclassified student must be approved by the faculty advisor and the Dean of the Graduate School.
6. One original and two copies of an approved thesis, if thesis is selected, must be submitted to the Graduate School.
7. Comprehensive examination must have been passed in each of the core areas and the results forwarded to the graduate school.
8. Departmental clearance of all requirements forwarded to the graduate school.
9. An approved Program of study must be filed with the Graduate Dean’s Office during the first 12 hours of your Program.

Employment Perspectives for Clinical Mental Health Counselors and School Counselors

CLINICAL MENTAL HEALTH COUNSELORS

The 2012-13 edition of the Occupational Outlook Handbook forecast the employment of mental health counselors to grow by 36% between 2010 and 2020; faster than the average for all occupations. This is for two reasons: the stigma against mental health services is decreasing and an expectation that the insurance industry will continue to reimburse counselors as a less costly alternative to psychiatrists and psychologists.

Of the overall expected 36% growth in employment opportunities, the Occupational Outlook Handbook expects the employment growth of mental health counselors in the following work environments:

50% Individual and family services
44% * Residential mental health and substance abuse facilities
37% * Substance abuse services and behavioral disorder counselors
34% * Outpatient mental health and substance abuse centers
30% Mental health counselors
23% Rehabilitation counselors
17% Hospitals; state, local, and private
13% Educational, vocational, and school counselors
12% State and local government, excluding education and hospitals

(*) Substance abuse counselor positions in general are expected to grow by 37%, but specifically, residential mental health facility positions are expected to grow by 44% while outpatient substance abuse positions are forecast to grow by 34%.

PROFESSIONAL SCHOOL COUNSELORS

The 2012-13 edition of the Occupational Outlook Handbook forecast the employment of school counselors to grow by 19% between 2010 and 2020. Of the overall expected 19% growth in employment opportunities, the Occupational Outlook Handbook expects the employment growth of school counselors in the following work environments:

47% Elementary and secondary schools; state, local, and private
19% Colleges, universities, and professional schools; state, local, and private
8% Junior colleges; state, local, and private
6% Vocational rehabilitation services

It is expected that the need for school counselors will increase as States require elementary schools to employ counselors. The responsibilities of school counselors continue to expand which will also drive the need to hire more school counselors. Another reason for the increase in employment opportunities for school counselors is due to continued increases in student enrollments at postsecondary schools and colleges, if the school counselor is willing and able to work in that environment.
These points aside, it is important to understand that while schools and governments realize the important role school counselors play in helping students achieve academic and personal success, continued budget cuts will increasingly limit job growth. Monster.com attributes the discrepancy between need and employment growth to limited funding in the primary and secondary school systems. School counselor job opportunities may be more favorable in rural and urban areas, as opposed to suburban areas, because it is often difficult to recruit people to these areas.

REFERENCES


Counseling Program Student Handbook
2015-2016

LENC FACULTY

Counseling
Kathleen Buchko, Ph.D. from Michigan State University; Counseling Research & Training Clinic Director; Clinical Mental Health Counseling

Beto Davison Avilés, Ph.D. from Lehigh University, Pennsylvania; Coordinator, School Counseling and Post-Master’s Certificate in School Counseling

Carlos Del Rio, Ph.D. from Southern Illinois University Carbondale; Online Counseling Program Director

Lori Russell-Chapin, Ph.D. from The University of Wyoming; Clinical Mental Health Counseling

Christopher Rybak, Ph.D. from Southern Illinois University-Carbondale; Department of LENC Chairperson; Clinical Mental Health Counseling

Nancy Sherman, Ph.D. from The Ohio State University; Clinical Coordinator; Clinical Mental Health Counseling

Jobie Skaggs, Ph.D. from Idaho State University, Pocatello; Coordinator, Clinical Mental Health Counseling and Post-Master’s Certificate in Clinical Mental Health Counseling; CACREP Liaison

Leadership in Educational Administration
D. Michael Risen, Ph.D. from Illinois State University, Bloomington; Educational Administration

Jenny Tripse, Ph.D. from Illinois State University, Bloomington; Coordinator, Educational Administration and Post-Master’s (Certificate) Licensure in Educational Administration

Nonprofit Leadership
Brad McMillan, J.D. from Southern Illinois University School of Law; Coordinator, Nonprofit Leadership and the undergraduate Minor in Leadership Studies

Administrative Support
Terri Preston, Administrative Support, Department of LENC. (309) 677-3193

CHI SIGMA IOTA – BETA PHI CHAPTER

The Beta Phi chapter of Chi Sigma Iota, Counseling Academic and Professional Honor Society International has been established at Bradley University. Chi Sigma Iota is an international honor society of counseling professionals and professional-in-training dedicated to excellence in scholarship, research, and clinical practice.

Membership Eligibility
Students enrolled in the Counseling Program with a GPA of 3.5 or better, and who have completed at least one semester of full time graduate course work are eligible for membership. In addition, faculty, alumni and alumnae, and professional counselors who have given evidence of distinguished scholarship and professional service may also be eligible for membership.

Benefits of Membership
Membership in an international Honor Society can make a valuable contribution to professional development. Members become part of a network of professionals who aspire to high standards of scholarship and practice. Local chapters encourage these aspirations through speakers, Programs, and awards. The international headquarters also provides leadership to promote these goals through a variety of activities including a newsletter, member and chapter roster maintenance, annual recognition awards, support services to chapters, and an annual meeting. The certificate of membership is an outward symbol of personal and professional commitment to excellence.

For More Information about Chi Sigma Iota Contact
Dr. Nancy Sherman, Faculty Advisor; 309/677-3197
THESIS DEVELOPMENT PROCESS OUTLINE

1. Identify a problem that represents a significant research interest.
2. Identify a faculty member who might be interested in the project. Make an appointment discuss research ideas. Invite the faculty member to serve as thesis committee Chair.
3. Once a faculty member has agreed to serve in the position of thesis committee Chair the following tasks must be completed:
   a. Identify the list of thesis committee members, consisting of one Chair, one additional member from within the Department and one from outside the Department. All members must hold graduate faculty status at Bradley University.
   b. Ask and receive commitment from faculty members to serve on the committee.
   c. Develop a proposal with the guidance of the thesis committee Chair. The proposal must include a problem statement, literature review, and a research methodology section. Schedule a meeting with all thesis committee members for input and approval.
   d. If human participants are involved, a packet of materials must be obtained, completed, and submitted to the Committee and to the Bradley University Committee on the Use of Human Subjects in Research on the use of human participants for their approval. Once written notice has been received, the research can begin.
   e. Collect and analyze data and write the thesis following the 6th edition and 6th printing (2010) of the American Psychological Association Publication Manual. A typical thesis usually includes five chapters: Chapter 1, Introduction; Chapter 2, Literature Review; Chapter 3, Research Methods; Chapter 4, Data Analysis, and Chapter 5, Discussion and Implications. Without compromising the APA Publication Manual guidelines, follow the Graduate School Guidelines for final manuscript standards.
   f. Arrange final thesis defense date by consulting all members’ availabilities. The defense must be at least two weeks before expected graduation.
4. At least two weeks before the final thesis defense, each member of the thesis committee must receive a copy of the manuscript for review and must offer editorial suggestions if needed.
5. During the thesis defense the student will be responsible for presenting a general overview of the thesis project, its results, its conclusions, and entertain questions and offer answers.
6. The thesis defense will be evaluated by the 4-point Thesis Component Rating Scale. At the end of the defense the student will be asked to leave the room for a short time while the faculty vote on the outcome of the defense. The student will be given the result immediately after the vote.
7. If a student wants to take more than 3 hours credit in Thesis, 699, a proposal must be written for each additional credit hour taken to include a successful application to a national or state conference and a presentation in the annual Student Research and Creative Achievement Expo.
PROGRAM ATTACHMENTS

THE FOLLOWING FORMS ARE ON THE GRADUATE SCHOOL WEBPAGE
http://www.bradley.edu/academic/gradschool/current/forms/

- Graduate Program of Study
  (Note: Department has preprinted forms for Clinical Mental Health &
   School Counseling – contact Department)

- Request to Transfer Graduate Credit to Bradley

- Contract for Grade of Incomplete ("IN") or In Progress ("IP")

- Removal of Conditional Status
Graduate Program of Study  COU MH

Directions: Program coordinators/advisors are to use this form for preparing a program of study for each student seeking a graduate degree. It is recommended that this form be completed within the first twelve hours of course work. Care should be taken to be as explicit as possible. This program of study, along with the applicable requirements listed in the Graduate Catalog, constitute the requirements for the degree sought. The program coordinator and student must sign and retain completed copies of the form, and a duplicate should be filed with the Graduate School. Should it be necessary to alter the requirements listed on this form, the student should complete the form “Change of Graduate Program of Study.”

Name
Surname/Family/Last
Given/First
Middle
Maiden/Other
BU ID#

Mailing Address

City
State
Zip
Country

Home Phone (Include area code)
Work Phone (Include area code)
E-mail address

Program  Clinical Mental Health Counseling
Hours completed to date

Semester first enrolled in graduate program
Expected date of graduation

Requirements for Successful Completion of this Student’s Degree

1. On page 2 of this form, list courses required by the program that are taken as: prerequisites, transfer, student-at-large, the core, and any additional required courses.

2. Indicate below the type of comprehensive assessment used to determine the success of the student in fulfilling the objectives of the program. Counselor Preparation Comprehensive Examination

3. Other Conditions (specify)

I, ____________________________, understand that this form, along with the applicable requirements in the Graduate Catalog, constitute the requirements for the completion of my degree. Should there be changes to the categories listed on this form, I understand that it is my responsibility to initiate procedures to have the changes reviewed, approved, and filed with the Program Coordinator and Graduate School.

Graduate student signature ____________________________ Date ____________
Department chair signature ____________________________ Date ____________
Program coordinator signature ____________________________ Date ____________

4/22/2005
Courses Required for the Program Indicated on Page 1

Please list all courses required for completion of the program including: transfer courses, courses taken as a senior and student at large, and courses taken at Bradley that are required by the program, including prerequisites. The total number of hours, excluding prerequisites, should be the number required for completing the degree. Indicating the date by which a particular course is expected to be completed is optional. To identify the type of course, simply place a check mark in the appropriate space.

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<tr>
<th>Course Number ENC</th>
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<th>Semester Hours</th>
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<th>The BU program courses</th>
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Continued on page 3>>>>

Hours required in the program 60
Courses Required for the Program Indicated on Page 1

Please list all courses required for completion of the program including: transfer courses, courses taken as a senior and student at large, and courses taken at Bradley that are required by the program, including prerequisites. The total number of hours, excluding prerequisites, should be the number required for completing the degree. Indicating the date by which a particular course is expected to be completed is optional. To identify the type of course, simply place a check mark in the appropriate space.

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<th>Course Title</th>
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<td>(691+692 = 650 hrs supervised experience)</td>
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Total hours in the Program of Study

Hours required in the program 60
Graduate Program of Study

Directions: Program coordinators/advisors are to use this form for preparing a program of study for each student seeking a graduate degree. It is recommended that this form be completed within the first twelve hours of course work. Care should be taken to be as explicit as possible. This program of study, along with the applicable requirements listed in the Graduate Catalog, constitute the requirements for the degree sought. The program coordinator and student must sign and retain completed copies of the form, and a duplicate should be filed with the Graduate School. Should it be necessary to alter the requirements listed on this form, the student should complete the form “Change of Graduate Program of Study.”

Name _______________________________ BU ID# ______________________
Surname/Family/Last Given/First Middle Maiden/Other

Mailing Address ____________________________________________________

City ___________________________ State _______ Zip _______ Country _______

Home Phone ___________________________ Work Phone ___________________________ E-mail address ___________________________
(Includes area code) (Includes area code) (Include area code)

Program Prof. School Counseling ____________________ Hours completed to date __________________

Semester first enrolled in graduate program ___________________________ Expected date of graduation __________________

Requirements for Successful Completion of this Student's Degree

1. On page 2 of this form, list courses required by the program that are taken as: prerequisites, transfer, student-at-large, the core, and any additional required courses.

2. Indicate below the type of comprehensive assessment used to determine the success of the student in fulfilling the objectives of the program. Counselor Preparation Comprehensive Examination

3. Other Conditions (specify)
______________________________
______________________________
______________________________

I, ____________________________, understand that this form, along with the applicable requirements in the Graduate Catalog, constitute the requirements for the completion of my degree. Should there be changes to the categories listed on this form, I understand that it is my responsibility to initiate procedures to have the changes reviewed, approved, and filed with the Program Coordinator and Graduate School.

Graduate student signature ___________________________ Date ______________
Department chair signature ___________________________ Date ______________
Program coordinator signature ___________________________ Date ______________

4/22/2005
Courses Required for the Program Indicated on Page 1

Please list all courses required for completion of the program including: transfer courses, courses taken as a senior and student at large, and courses taken at Bradley that are required by the program, including prerequisites. The total number of hours, excluding prerequisites, should be the number required for completing the degree. Indicating the date by which a particular course is expected to be completed is optional. To identify the type of course, simply place a check mark in the appropriate space.

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Total hours in the Program of Study

Hours required in the program 60-61
Courses Required for the Program Indicated on Page 1

Please list all courses required for completion of the program including: transfer courses, courses taken as a senior and student at large, and courses taken at Bradley that are required by the program, including prerequisites. The total number of hours, excluding prerequisites, should be the number required for completing the degree. Indicating the date by which a particular course is expected to be completed is optional. To identify the type of course, simply place a check mark in the appropriate space.

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<th>Course Title</th>
<th>Semester Hours</th>
<th>Prereq</th>
<th>Transfer</th>
<th>Senior for Grad Credit</th>
<th>SLG Hrs. toward</th>
<th>The BU program courses</th>
<th>Expected Date for completion</th>
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<tbody>
<tr>
<td>ENC 661</td>
<td>Couples &amp; Family Counseling</td>
<td>3</td>
<td>653</td>
<td>or655</td>
<td></td>
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<td>SP</td>
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<tr>
<td>690</td>
<td>Practicum (100 hrs supervised experience)</td>
<td>2</td>
<td>625</td>
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<tr>
<td>691</td>
<td>Internship I</td>
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<td>FA</td>
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<tr>
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<td>(691+692 = 650 hrs supervised experience)</td>
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<tr>
<td>692</td>
<td>Internship II</td>
<td>3-6</td>
<td>690</td>
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<td>JA/SP</td>
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<tr>
<td></td>
<td>(691+692 = 650 hrs supervised experience)</td>
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</tbody>
</table>

Teacher Electives: please indicate course # (3)

OR

NON-Teacher Mandatory Electives: (4)

| ENC 585       | School for Non-Teachers (Non-T elective)          | 2              |        |          |                        |                | M1                     |
| ENC 669       | Special Education Law (Non-T elective)            | 2              |        |          |                        |                | SP/M1                  |

Total hours in the Program of Study

Hours required in the program 60-61
**Request to Transfer Graduate Credit to Bradley**

**Directions:**
1. Discuss, with your Bradley program coordinator/advisor, the course(s) you wish to transfer. This should be done prior to registering for courses.
2. Bradley will accept six hours of credit from another institution provided that: the student has received approval from the Graduate Coordinator; The grade in each course offered for transfer is at least a B grade; and the course has not been used toward another degree.
3. In rare instances more than six hours may be transferred, but in no instance will Bradley accept more than twelve hours of transfer credit toward a degree.
4. It is the responsibility of the student to have an official transcript from the other institution sent directly to the Graduate School.
5. Transfer will not be complete until an official transcript has been received by the Graduate School.
6. Obtain your graduate advisor's/coordiator's approval for the course(s) to be transferred.
7. Give the original form to the Graduate School.

---

### To Be Completed By the Student

<table>
<thead>
<tr>
<th>Name:</th>
<th>BU ID#:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surname/Family/Last</td>
<td>Given/First</td>
</tr>
</tbody>
</table>

Mailing Address:

City: ___________________________ State: ______ Zip: ______ Country: __________

Home Phone: ____________________ Work Phone: ______________ E-mail address: _____________

(Include area code) (Include area code)

<table>
<thead>
<tr>
<th>Institution</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

Student signature: __________________________ Date: __________

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### To Be Completed By the Graduate Program Coordinator

These course(s) ________ course number(s) will be accepted in lieu of ________ course number(s).

☐ These course(s) will be accepted as an elective ________ course number(s)

Graduate Program Coordinator/Advisor Signature __________________________ Date __________

Graduate School Dean Signature __________________________ Date __________
Contract for Grade of Incomplete ("IN") or In Progress ("IP")

At the time the "IP" or "IN" is assigned, the student, instructor, Graduate Coordinator, and Dean of The Graduate School must sign this contract specifying what must be done to remove the "IP" or "IN" and the date by which the "IP" or "IN" must be removed. The original contract must be sent to The Graduate School. Following Graduate Dean approval, copies of the contract will be sent to the student, instructor, Graduate Coordinator, and Registrar. The instructor should provide the following information. Please type or print clearly.

Student's Name: ____________________________ BU ID: ____________________________

Instructor's Name: __________________________

Course: ____________________________________________________

Department ________________________ Number ________________________ Section ____________

Title ____________________________ Credit Hours ______

Semester/Term Enrolled: ____________________________ Academic Year Enrolled: ____________________________ Today's Date: ____________________________

The grade of "IN" is an allowable grade for graduate courses. "IN" is the symbol used when the instructor lacks sufficient evidence to award a letter grade. The "IN" should not be mistakenly considered as an incentive for the faculty to recommend or for students to believe that this extension permits students to merely retake courses, or to extend the time for the completion of the prescribed work beyond the end of the semester of enrollment, as the means of removing the incomplete. An "IN" must be removed no later than four weeks before the end of the next regular semester in which the student is enrolled or the Registrar will record a permanent "T". If the instructor does not submit a letter grade by the end of the specified deadline, the "T" will remain permanently upon the student's record and may not be thereafter removed. Under unusual circumstances, the student may be granted an extension to the end of the semester with the approval of the instructor, Graduate Coordinator, and Dean of The Graduate School, provided the request was received prior to the normal deadline for the removal of Incompletes.

The "IN" is to be removed no later than 4 weeks before the end of the next semester. In the event that the "IN" in the course is not removed by the above date, your permanent grade will be recorded as "T".

The grade of "IP" is to be assigned to a student in a graduate course when the instructor agrees that the student requires more than one semester to complete the course. Normally, "IP" grades will only be assigned for thesis courses, or other courses involving extensive projects involving research/creative production, or independent study courses. If the "IP" is not removed by the specified date (the specified date should not exceed one calendar year past the end of the semester in which the course is taken), it will be recorded as a permanent "I" (or the default grade mentioned below). Once a permanent "I" is recorded for a course needed to fulfill degree requirements, the student will have to register for the course again and satisfactorily complete the course requirements.

The "IP" is to be removed by ____________________________ In the event that the "IP" in the course is not removed by the above date, your permanent grade should be recorded as ____________________________ on that date.

PLEASE ATTACH A SEPARATE SHEET (OR USE THE BACK OF THIS FORM) DETAILING THE WORK TO BE COMPLETED FOR THE "IN" OR "IP" TO BE REMOVED.

Student's Signature: ____________________________ Date: ____________________________

Instructor's Signature: ____________________________ Date: ____________________________

Graduate Coordinator's Signature: ____________________________ Date: ____________________________

Graduate School Dean's Signature: ____________________________ Date: ____________________________

03/26/2014
Removal of Conditional Status

Directions: 1. Meet with your academic advisor and program coordinator to determine if all conditions for admission are completed.
2. Complete the information on this form.
3. Obtain your program coordinator’s comment and signature, and ask that he/she retain a copy.
4. Deliver the original of the completed form to the Graduate School, and retain a copy for your records.

To Be Completed By the Student

Name: ___________________________ BU ID#: ___________________________

Surname/Family/Last Given/First Middle Maiden/Other

Mailing Address: ___________________________ State: ______ Zip: ______ Country: ______

Home Phone: (Include area code) Work Phone: (Include area code) E-mail address: ___________________________

Semester and year of conditional admission to graduate program: ___________________________ Date: ___________________________

To Be Completed By the Graduate Program Coordinator

Action taken by student to remove condition of admission (include date that the action was taken/completed):

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

Graduate program coordinator signature: ___________________________ Date: ___________________________
### TENTATIVE Schedule of Campus-based Graduate Courses

<table>
<thead>
<tr>
<th>ENC COUNSELING COURSES</th>
<th>Fall</th>
<th>Jan Int</th>
<th>Spring</th>
<th>May Int</th>
<th>Summer Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENC 530 Loss &amp; Grief Counseling</td>
<td></td>
<td>X</td>
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<tr>
<td>ENC 540 Human Growth &amp; Development</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>X On-Line</td>
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<tr>
<td>ENC 550 Independent Study – ARRANGED</td>
<td></td>
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<tr>
<td>ENC 551 Substance Abuse Counseling</td>
<td>X</td>
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<tr>
<td>ENC 584 Topics in Counseling</td>
<td>ARR</td>
<td></td>
<td></td>
<td>ARR</td>
<td></td>
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<tr>
<td>ENC 585 School for Non-Teachers</td>
<td>X</td>
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<tr>
<td>ENC 586 Counseling Diverse Populations</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>ENC 604 Research Methodology and Applications</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X On-Line</td>
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<tr>
<td>ENC 606 Interpersonal Behavior and Organizational Leadership</td>
<td>X</td>
<td>X</td>
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<td>X</td>
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<tr>
<td>ENC 607 Neurocounseling: Bridging Brain and Behavior</td>
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<tr>
<td>ENC 608 Brain Based Counseling Interventions</td>
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<tr>
<td>ENC 620 Introduction to Counseling: Professional Orientation</td>
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<tr>
<td>ENC 621 Career &amp; Life Planning Across the Life Span</td>
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<tr>
<td>ENC 622 Counseling: Ethics &amp; the Law</td>
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<tr>
<td>ENC 623 Pre-Practicum in Counseling</td>
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<tr>
<td>ENC 624 Theories and Techniques of Counseling</td>
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<tr>
<td>ENC 625 Principles of Group Counseling</td>
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<tr>
<td>ENC 630 Diagnosis &amp; Treatment of Mental Disorders</td>
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<tr>
<td>ENC 631 Crisis Intervention Counseling</td>
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<tr>
<td>ENC 632 Psychopharmacology</td>
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<tr>
<td>ENC 640 Clinical Supervision Counseling</td>
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<tr>
<td>ENC 641 Assessment in Counseling</td>
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<tr>
<td>ENC 651 Clinical Mental Health Counseling</td>
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<tr>
<td>ENC 653 Professional School Counsel K-8</td>
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<td>ENC 654 Consultation</td>
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<td>ENC 655 Professional School Counsel Secondary</td>
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<td>ENC 692 Internship II</td>
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<tr>
<td>ENC 699 Thesis – ARRANGED</td>
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</tbody>
</table>
DESCRIPTION OF REQUIRED COURSES

College Core Required Courses – 6 Hours

1. **ENC 604 – Research Methodology and Applications – 3 hours**
   Research methods, statistical analysis, needs assessment, and Program evaluation utilized in counseling, education, and human service administration. The use of research to inform evidence-based and ethical practice in decision-making is emphasized. **Prerequisite:** Graduate Standing. **MUST** be taken within the first 12 hours.

2. **ENC 606 – Interpersonal Behavior and Organizational Leadership – 3 hours**
   Theory and practice related to interpersonal communication, organizational behavior, and leadership are addressed. Leadership skills are developed in the context of mentoring, conflict resolution, and work group dynamics. Extensive opportunities for practicing and evaluating personal communication skills. **Prerequisite:** Graduate Standing.

Departmental Program Required Courses – 45 Hours

1. **ENC 530 - Loss and Grief Counseling - 1 hour**
   This mandated course is designed to offer students the opportunity to understand the beliefs about loss and grief, blockers and interventions. Student will identify different types of losses. Grief seems to underlie all life experience, and culture and gender influence how we grieve and mourn.

2. **ENC 540 - Human Growth and Development – 3 hours**
   Cognitive and experiential learning in human growth and development. Cognitive learning through reading and research into developmental patterns of humans through the various developmental stages: birth through geriatrics.

3. **ENC 551 - Substance Abuse Counseling – 2 hours**
   Basic counseling interventions for prevention, remediation, and treatment of substance abuse.

4. **ENC 586 – Counseling Diverse Populations – 3 hours**
   Value systems in diverse groups; the use of philosophies and models of diversity in establishing an effective, helping relationship.

5. **ENC 620 – Introduction to Counseling: Professional Orientation – 2 hours**
   A survey course introducing the counseling profession as the promotion of human development, including an overview of the historical and philosophical development of the field, a survey of relevant skills, client population, and settings. Required of all students preparing to become leaders in the profession of counseling.

6. **ENC 621 – Career and Life Planning Across the Life Span – 3 hours**
   Basic counseling skills for career planning, exploration, and decision-making across the lifespan. Theories of career development, assessment in career counseling, career guidance Programs for primary, secondary, and higher education, and career issues for special populations are addressed. Opportunity for practical experience in interviewing, assessment, and career information gathering and distribution is provided.

7. **ENC 622 - Counseling: Ethics and the Law - 1 hour**
   The study of ethical standards of professional organizations and credentialing bodies, and application of ethical and legal considerations in professional counseling. Ethical decision-making and critical thinking are emphasized and practiced.

8. **ENC 623 – Pre-Practicum in Counseling – 3 hours**
   Instruction, demonstration, practice, and evaluation in basic interviewing and counseling skills. Emphasis on practice and skill development. **Prerequisite:** ENC 620 or concurrent enrollment.
9. ENC 624 – Theories and Techniques of Counseling – 3 hours
The study of counseling theories and models that facilitate client conceptualization, selection of appropriate interventions, and development of a personal model of counseling. 
Prerequisite: ENC 623 or concurrent enrollment or consent of instructor.

10. ENC 625 – Principles of Group Counseling – 3 hours
Group theory and experiential understanding of group counseling dynamics including group purpose, practices, methods, theories, and group leader facilitation skills for a multicultural society. Supervised practice and experience in group counseling as leader and participant. 
Prerequisites: ENC 623 and ENC 624; or consent of instructor.

11. ENC 630 – Diagnosis & Treatment of Mental Disorders - 3 hours
Etiology, diagnostic process, and nomenclature, treatment, referral, and prevention of mental and emotional disorders.
Prerequisite: EHC 624

12. ENC 631 - Crisis Intervention Counseling - 1 hour
Effects of crises, disasters, and other trauma-causing events on persons of all ages: principles of crisis intervention, emergency management systems, and psychological first aid.

13. ENC 632 - Psychopharmacology in Counseling - 1 hour
Basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications. Prerequisite: ENC 630

14. ENC 640 - Clinical Supervision – 2 hours
Offers students the opportunity to better understand the supervisory process. Evidenced-based Supervision (EBS). Different models of supervision and a common factors approach are emphasized. Prerequisites: ENC 623 and ENC 624

15. ENC 641 – Assessment in Counseling – 3 hours
Individual and group approaches to assessment and evaluation in a multicultural society including historical perspectives, basic concepts of standardized and non-standardized testing, and other assessment techniques. Statistical concepts and social/cultural factors related to assessment and evaluation.

16. ENC 654 - Consultation in the Helping Professions – 2 hours
A conceptual understanding of effective consultation and its relevance to the helping professional. Demonstration of knowledge and skills necessary to deliver effective consultative services in school and clinical mental health settings. Prerequisite: ENC 651, ENC 653 or ENC 655 or consent of instructor.

17. ENC 661 - Couples and Family Counseling – 3 hours
Theories and techniques of couples and family counseling. Emphasis is on counseling couples, families, and children to promote human development, including the role of the family counselor within the network of school and community agencies. Prerequisite: ENC 651, ENC 653 or ENC 655

18. ENC 690 – Practicum (appropriate to specify) – 2 hours
Supervised application of theory and development of counseling skills with clients representing the ethnic and demographic diversity of the community. Prerequisite: ENC 625; consent of instructor.

19. ENC 691 – Internship I (appropriate to specify) – 1 hour
Comprehensive supervised experience that reflects a professional counselor's work appropriate to the students' designated Program area. A variable credit course that may be repeated to a maximum of 2 credit hours. Prerequisite: ENC 690; consent of instructor.

20. ENC 692 – Internship II (appropriate to specify) – 3-6 hours
Comprehensive supervised experience that reflects a professional counselor's work appropriate to the students' designated Program area. A variable credit course that may be repeated to a maximum of 6 credit hours. Prerequisite: ENC 690; consent of instructor.
1. **PROFESSIONAL SCHOOL COUNSELING – 9 hours**
   Intended to prepare students for positions as guidance specialists or student personnel workers in elementary and/or secondary schools.
   **Teachers Required – 6 hours**
   ENC 653 Professional School Counseling, K-8 – 3 hours
   ENC 655 Professional School Counseling, Secondary Schools – 3 hours
   *Plus Electives – 3 hours
   *Non-Teachers Required Electives - 4 hours
   ENC 585 School for Non-Teachers – 2 hours
   ENC 669 Special Education Law – 2 hours

2. **CLINICAL MENTAL HEALTH COUNSELING – 9 hours**
   Intended for students working or planning to work as clinical mental health counselors in community mental health centers, human service agencies, and not-for-profit community support Programs.
   **Required – 6 hours**
   ENC 651 Clinical Mental Health Counseling - 3 hours
   ENC 663 Counseling and Dynamics of Aging – 1 hour
   **Electives – 5 hours**

   TOTAL CREDITS – 60 semester hours required for Clinical Mental Health Counseling and 60-61 semester hours required for School Counseling (elective credits taken in the student’s specialization). Please consult Graduate Catalog and Graduate Handbook for details.

**SPECIALTY AREA COURSE DESCRIPTIONS**
Please refer to Graduate Catalog and Handbook

**ENC 585 - Understanding Schools: A Primer for Non-Teachers - 2 hours**
Intended for non-teachers seeking Illinois certification for school counselors. This course is a combined survey and field observation experience. Students will learn about the structure, organization, and operation of the U.S. educational system P-12 as exemplified in local school districts. Students will be required to observe in a school 4 hours per week (Note: mandatory elective course for Non-Teachers)

**ENC 651 – Clinical Mental Health Counseling - 3 hours**
Principles of clinical mental health counseling including prevention, intervention, consultation, and advocacy as well as operation of Programs and networks that promote mental health in a multicultural society. **Prerequisite:** ENC 620 or consent of instructor.

**ENC 653 Professional School Counseling, K-8 – 3 hours**
Elementary and middle professional school counseling Programs, including administration, finance and accountability; cognitive and experiential skills. History and development of school counseling; elementary and middle school education and counseling Programs (similarities and differences); group and individual counseling; the counselor's role in school testing; career planning and exploration. Practical experiences. **Prerequisite:** ENC 620 or consent of instructor.

**ENC 655 Professional School Counseling, Secondary Schools – 3 hours**
Secondary professional school counseling Programs, including administration, finance and accountability; cognitive and experiential skills. History and development of school counseling; secondary school education and counseling Programs (similarities and differences); group and individual counseling; the counselor's role in school testing; career planning and exploration. Practical experiences. **Prerequisite:** ENC 620 or consent of instructor.
ENC 663 Counseling and Dynamics of Aging – 1 hour
The mental health dynamics of aging and its impact on the human service professions. Practical skills of gerontology counseling and their relationship to the concerns of aging are emphasized.

ENC 669 Special Education Law – 2 hours
This two-credit course will focus on the statutory provisions of The Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA). There will be an examination of the stakeholders and participants involved in special education services, identification and evaluation of services, least restrictive environment, related services, and free appropriate public education. In addition, student discipline and due process rights will be discussed. (Note: mandatory elective course for Non-Teachers)
**Mentoring Retention Review Survey (MRRS)**
**Leadership in Education, Nonprofits and Counseling**

**Faculty Reviewer:**

**Student Name:**

**Date:**

**Consult Course/Activity:**

_For each item, please indicate the frequency that you have observed the student display the behavior._

<table>
<thead>
<tr>
<th>IMPAIRMENT</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student demonstrates a pattern of poor and inflexible impulse control.</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>2. Student maintains defensive posture regardless of feedback.</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>3. Student antagonizes peers and/or instructor.</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>4. Student seems unwilling to understand diversity in any context.</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>5. Student perceives attacks on his/her character or reputation that are not apparent to others and is quick to react angrily or counterattack.</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>6. Student persistently bears grudges (e.g. unforgiving of slights).</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>7. Student is currently or has been at risk for suicide/homicide.</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>8. Events outside of the ENC Program (personal life) interfere with student progress within the Program.</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>9. Student does not consider impact of his/her behavior.</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>10. Student has a grandiose sense of self-importance.</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>11. Student requires excessive admiration.</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>12. Student takes advantage of others to achieve his/her own end.</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>13. Student fails to use the ENC Student Handbook and Graduate Handbook to meet Program and graduation deadlines (relies on instructor or overly reliant on Department secretary).</td>
<td></td>
</tr>
<tr>
<td>14. Student disrupts (visits during presentations, creates distracting noise, etc.).</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>15. On at least one occasion, student appeared to be intoxicated during class or clinical experience.</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>16. Student is uncomfortable with differences between self and diverse groups.</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>17. Student exhibits uncooperative behavior as evidenced by an unwillingness to give others time and space to articulate their views.</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>18. Student seems overtly cooperative, but is unwilling or unable to integrate instructor's or others' suggestions.</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>19. Student maintains a contentious stance requiring time beyond that which is ordinarily spent with other students.</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>20. Student does not respect others' knowledge and level of understanding.</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>21. Student fails to demonstrate appropriate self-control in interpersonal relationships with instructor and peers.</td>
<td>0 1 2 3 4 5</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>ETHICS</th>
<th>Score</th>
</tr>
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<tbody>
<tr>
<td>22. Student fails to maintain client/colleague/peer confidentiality as defined by the ACA Code of Ethics.</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>23. Student fails to follow professionally recognized problem solving process (e.g., seeking to informally solve problems first with the individual(s) with whom the problem exists).</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>24. Student avoids improper and potentially harmful dual relationships.</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>25. Student fails to respect the rights of individual to privacy and choices regarding self-determination and autonomy.</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>26. Student fails to demonstrate application of legal requirements relevant to counselor training.</td>
<td>0 1 2 3 4 5</td>
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<table>
<thead>
<tr>
<th>ACADEMICS</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>27. Student fails to seek outside assistance to improve writing and communication skills (e.g., writing lab).</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>28. Student fails to carefully use assignments to develop professionally.</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>29. Student not prepared for class.</td>
<td>0 1 2 3 4 5</td>
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<table>
<thead>
<tr>
<th>SCORING</th>
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<tbody>
<tr>
<td><strong>Current Evaluation</strong></td>
<td>Last Evaluation (Date)</td>
</tr>
<tr>
<td><strong>Impairment Score:</strong></td>
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</tr>
<tr>
<td><strong>Ethics Score:</strong></td>
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<tr>
<td><strong>Academics Score:</strong></td>
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<tr>
<td><strong>OVERALL SCORE:</strong></td>
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</table>

**SCORING**

- **Current Evaluation**
- **Last Evaluation (Date):**
- **Impairment Score:**
- **Ethics Score:**
- **Academics Score:**
- **OVERALL SCORE:**
State Professional Teaching License Application Process

Create ELIS Account (if you do not already have it set up):
1. Go to www.isbe.net. Click on ELIS link towards the top of the page.
2. Click on Educator Access.
3. Follow the procedural steps to either create a new account or enter your existing account. You can set up your account at any time, but note that until all coursework and testing is completed and your degree is posted by the Bradley Registrar, you won’t be eligible to apply for your license.

When degree is posted:
1. Once your degree is posted, the EHS Certification Officer will email you to let you know that you have been entitled.
2. You will then go into your own account in ELIS.
3. You will see a notification on your homepage indicating that you can apply for a license.
4. Click on the You Have Been Entitled by Your Institution. Apply for Your Educator Credentials.
5. Click on Apply For Credential.
6. Complete the series of questions on the next six screens. This process will register your license with an ROE of your choice.
7. Review the information on the final screen and click on Apply.
8. Once you have completed these steps, the license will be available for you to view and print or it will be routed to an ISBE evaluator for review.
9. Please contact ISBE at (217)557-6763 if you have any questions.

Send in your TRANSCRIPTS:

10. You must fill out a request form for your official transcripts to be sent by Bradley, once your degree has been posted. No one can request them on your behalf. You can request your transcript by following the directions in this link: http://www.bradley.edu/offices/academic/registrar/transcripts/

11. Send them directly to ISBE at:

Illinois State Board of Education
Teacher Licensure Department
100 North First Street
Springfield, IL 62777

If you have any questions or concerns, contact the EHS Certification Officer at (309)677-3694.
BRADLEY UNIVERSITY
COLLEGE OF EDUCATION AND HEALTH SCIENCES
Department of Leadership in Education, Nonprofits and Counseling

ILLINOIS LICENSURE IN SCHOOL COUNSELING

Name: ___________________________ ID #: ___________________________

To be approved as having completed the School Counseling track of the Counseling program, the curriculum below must be completed. This program meets or exceeds minimal standards accepted and approved by the Illinois State Board of Education (ISBE), Council for the Accreditation of Educator Preparation (CAEP), and the Council for Accreditation of Counseling Related Educational Programs (CACREP).

<table>
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<th>Graduate Core</th>
<th>Semester</th>
<th>Hours</th>
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<td>ENC 606 Interpersonal Leadership &amp; Organizational Behavior (3)</td>
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<td>ENC 540 Human Growth &amp; Development (3)</td>
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<tr>
<td>ENC 551 Substance Abuse Counseling (2)</td>
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<td>ENC 586 Counseling Diverse Populations (3)</td>
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<td>ENC 620 Introduction to Counseling: Professional Orientation (2)</td>
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<td>ENC 621 Career Dev. Across Lifespan (3)</td>
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<td>ENC 624 Theories &amp; Techniques of Counseling (3)</td>
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<td>ENC 625 Principles of Group Counseling (3)</td>
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<td>ENC 630 Diagnosis &amp; Treatment of Mental Disorders (3)</td>
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<td>ENC 654 Consultation (2)</td>
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<td>ENC 661 Couples &amp; Family Counseling (3)</td>
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<td>ENC 690 Practicum in School Counseling (2)</td>
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<td>ENC 691 Internship I in Professional School Counseling (1)</td>
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<tr>
<th>School Counseling</th>
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<tr>
<td>ENC 585 Understanding Schools: A Primer for Non-Teachers (2)</td>
<td>2</td>
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<td>ENC 653 Professional School Counseling, K-8 (3)</td>
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<tr>
<td>ENC 655 Professional School Counseling, Secondary schools (3)</td>
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<tr>
<td>ENC 669 Special Education Law (2)</td>
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<tr>
<td>ELECTIVES (3): if certified, ENC 585 &amp; 669 can be replaced with other elective credits</td>
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</table>

**Total Semester hours:** 60-61

Approved for Graduation:

Advisor ___________________________ Date ___________________________

Chairperson ___________________________ Date ___________________________

Certification Officer ___________________________ Date ___________________________
# TENTATIVE CAMPUS- BASED DEGREE COMPLETION PROGRAM SCHEDULES

## CLINICAL MENTAL HEALTH COUNSELING (3 years)
**Effective Fall 2015**

*Variations of these model schedules can be adapted by an academic advisor. Some required courses are also offered during the summer sessions.*

**Tentative 60 semester hours**

### Clinical Mental Health Counseling Model Plan

#### Full Time Students

<table>
<thead>
<tr>
<th>FALL # 1</th>
<th>JAN # 1</th>
<th>SPRING # 1</th>
<th>MAY # 1</th>
<th>SUMMER # 1</th>
<th>Total Credit Hours</th>
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<tbody>
<tr>
<td>620 Counseling Professional Orientation (2)</td>
<td>631 Crisis Intervention Counseling (1)</td>
<td>606 Interpersonal Behavior and Organizational Leadership (3)</td>
<td>Elective</td>
<td>Elective/other courses</td>
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<tr>
<td>622 Counseling: Ethics and the Law (1)</td>
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<td>641 Assessment in Counseling (3)</td>
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<tr>
<td>623 Pre-Practicum in Counseling (3)</td>
<td></td>
<td>586 Counseling Diverse Populations (3)</td>
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<tr>
<td>624 Theories and Techniques of Counseling (3)</td>
<td></td>
<td>*663 Counseling and Dynamics of Aging (1)</td>
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<tr>
<td>604 Research Methodology and Evaluations (3)</td>
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<th>SPRING # 2</th>
<th>MAY # 2</th>
<th>SUMMER # 2</th>
<th>Total Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>651 Clinical Mental Health Counseling (3)</td>
<td>530 Loss and Grief Counseling (1)</td>
<td>661 Couples and Family Counseling (3)</td>
<td>Elective</td>
<td>Elective/other courses</td>
<td></td>
</tr>
<tr>
<td>621 Career and Life Planning Across Lifespan (3)</td>
<td></td>
<td>625 Principles of Group Counseling (3)</td>
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</tr>
<tr>
<td>551 Substance Abuse Counseling (2)</td>
<td></td>
<td>* 540 Human Growth and Development (3)</td>
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</tr>
<tr>
<td>630 Diagnosis and Treatment of Mental Disorders (3)</td>
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<td>Total Credit Hours (11)</td>
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<td>(9)</td>
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<td>(21) 44</td>
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</table>

(⁎). To be taken during a spring semester of choice.

<table>
<thead>
<tr>
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<th>SPRING # 3</th>
<th>MAY # 3</th>
<th>SUMMER # 3</th>
<th>Total Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>690 Practicum (2)</td>
<td>Elective</td>
<td>692 Internship II (3)</td>
<td></td>
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<tr>
<td>691 Internship I (1)</td>
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<td>640 Clinical Supervision in Counseling (2)</td>
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<td>654 Consultation (2)</td>
<td></td>
<td>Counselor Preparation Comprehensive Exam</td>
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<td>632 Psychopharmacology in Counseling (1)</td>
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<td>(11) 55</td>
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</table>

Clinical mental health counseling students may take 5 semester hours in elective courses, plus 55 hours of total specified semester hours = 60 total required semester hours. Prescribed electives include: ENC 607 (3), and ENC 608 (2). For online students: ENC 607 has a required 1-week, campus-based residency. The second 1-week, campus-based residency will be for ENC 625 (3).
TENTATIVE CAMPUS-BASED DEGREE COMPLETION PROGRAM SCHEDULES

SCHOOL COUNSELING (3 years)

**** Students with teaching experience ****

Effective Fall 2015

Variations of these model schedules can be adapted by an advisor. Some required courses are also offered during the summer sessions.

Tentative 60 semester hours
Professional School Counseling (Teaching) Model Plan
Full Time Students

<table>
<thead>
<tr>
<th>FALL # 1</th>
<th>JAN # 1</th>
<th>SPRING # 1</th>
<th>MAY # 1</th>
<th>SUMMER # 1</th>
<th>Total Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>620 Introduction to Counseling: Professional Orientation (2)</td>
<td>631 Crisis Intervention Counseling (1)</td>
<td>653 Professional School Counseling, K-8 (3)</td>
<td>Elective</td>
<td>Elective/other courses</td>
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</tr>
<tr>
<td>622 Counseling: Ethics and the Law (1)</td>
<td></td>
<td>641 Assessment in Counseling (3)</td>
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</tr>
<tr>
<td>623 Pre-Practicum in Counseling (3)</td>
<td></td>
<td>586 Counseling Diverse Populations (3)</td>
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<tr>
<td>624 Theories and Techniques in Counseling (3)</td>
<td></td>
<td>*540 Human Growth and Development (3)</td>
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<td></td>
</tr>
<tr>
<td>604 Research Methods and Application (3)</td>
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(*) To be taken during a spring semester of choice.

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<th>SPRING # 2</th>
<th>MAY # 2</th>
<th>SUMMER # 2</th>
<th>Total Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>606 Interpersonal Leadership and Interpersonal Behavior (3)</td>
<td>530 Loss and Grief Counseling (1)</td>
<td>661 Couples and Family Counseling (3)</td>
<td>Elective</td>
<td>655 Professional School Counseling, Secondary (3)</td>
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<tr>
<td>621 Career and Life Planning Across Lifespan (3)</td>
<td></td>
<td>625 Principles of Group Counseling (3)</td>
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<td>551 Substance Abuse Counseling (2)</td>
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<td>(11) 57</td>
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Teacher-credentialed professional school counseling students may take 3 semester hours in elective course/s, plus 57 semester hours = 60 total required semester hours. Prescribed elective for this concentration is ENC 607 (3). For online students: ENC 607 (3) has a 1-week, campus-based residency. The second 1-week, campus-based residency will be for ENC 625 (3).
TENTATIVE CAMPUS-BASED DEGREE COMPLETION PROGRAM SCHEDULES

SCHOOL COUNSELING (3 years)
* Students WITHOUT teaching experience *
Effective Fall 2015

Variations of these model schedules can be adapted by an advisor. Some required courses are also offered during the summer sessions.

Tentative 60 semester hours
Professional School Counseling (Non-teaching) Model Plan
Full Time Students

<table>
<thead>
<tr>
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(*) To be taken during a spring semester of choice.

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<th>SUMMER # 2</th>
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<td>625 Principles</td>
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(**) Prescribed electives.

Non-Teacher-credentialed professional school counseling students may take 4 semester hours in prescribed electives for a teaching licensure, plus 57 of total specified semester hours = 61 total required semester hours. Prescribed electives include: ENC 585 (2), and ENC 669 (2). For online students: ENC 585 has a required 1-week, campus-based residency. The second 1-week, campus-based residency will be for ENC 625 (3).
STUDENT RESPONSIBILITY GUIDE - A CHECKLIST

Refer to this list as you progress through the Program and check off the steps as you complete them:

1. Read this handbook from cover to cover!
2. Sign up for the Counseling Group Screening Interview. This is conducted online via video conferencing software. The department’s name is LENC612015 in Skype.
3. Meet with advisor immediately after being admitted to program to plan a Program of Study. (Use the department pre-printed form for your specialty area).
4. Meet with advisor at least yearly during completion of courses. Students must contact their advisor if they receive a “C” or below in any ENC course.
5. File Program of Study form before or during fourth course.
6. File Request for Approval to Transfer Course Work and required documentation if necessary.
7. Initiate paperwork for Removal of Conditional Admission Status if necessary after completing conditional requirements (usually after first semester).
8. Become a member of the American Counseling Association (ACA) as soon as possible.
9. Obtain a Practicum/Internship Site and Supervisor with advisor's approval for the site by May 1 before taking ENC 690 Practicum in your last year of course work.
10. Obtain Professional Liability Insurance from ACA by August 1 before enrolling in ENC 690 Practicum in your last year of course work.
11. Register for the Counselor Preparation Comprehensive Examination during last academic year of course work, by December 1 for March exam. ($50+ fee)
12. Apply for graduation on-line through Webster when registering for final courses and meet with your advisor to review program requirements for completion of degree.
13. Complete work required to remove any IP or IN grades from transcript if necessary.
14. Professional School Counseling students need to apply for State Licensure (see page 9).
15. After receiving NCE scores (July), follow up with the IL Division of Financial and Professional Regulations for the LPC or the Licensing Board of your jurisdiction (see page 9).

CELEBRATE!!!!!!