



Counseling Student Handbook

2022- 2023

College of Education and Human Services
Counseling Program
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Welcome

Welcome to the Counseling Program (CED) at Central Michigan University and congratulations on the beginning of your graduate career.

This handbook is a resource for CED students and includes policies, procedures, and important information unique to our program. In addition to the hard copy provided for you at New Student Orientation, you can always find a digital edition on our website. The CMU Bulletin is also full of helpful information and the Office of Graduate Studies is available to you if you have questions about admissions, academic standing, and graduation.

As you begin your journey as a Counselor-in-Training (CIT), we encourage you to seize opportunities to get to know your fellow students. Also, please stop by the department, meet the office staff, and say hello to the faculty. Connectedness and vital relationships are key to self-care and your success in the program.

Make sure to meet with your assigned program academic advisor as soon as possible and to stay in regular contact with them throughout your time in the program.

Again, welcome to our program! We are here to assist you, and we wish you all the best.

The Full-Time Counseling Faculty

Ellen Armbruster, Professor, (Ph.D., University of New Mexico)

Allison Arnekrans, Associate Professor, (Ph.D., University of Toledo)

Reuben Mwangi, Assistant Professor (Ph.D. Western Michigan University)

Sheri Pickover, Professor (Ph.D., Oakland University)

Pamela Sickinger, Fixed Term Faculty (Ph.D., Regent University)

Michael Verona, Fixed Term Faculty (Ph.D., Indiana University of Pennsylvania)



Introduction

The Counseling Program Student Handbook is designed to be used in conjunction with Central Michigan University's College of Graduate Studies Bulletin. The Student Handbook provided here is not to be used in place of this document. Copies of the College of Graduate Studies Bulletin are available online at: [CMU Bulletins](#).

Mission, Vision, & Values

Mission: The mission of the Counseling Program at Central Michigan University is to provide high quality training that inspires emerging counselors to develop a strong professional identity and a lifelong passion for knowledge, wisdom, and creativity. Through the implementation of our core program and specialized tracks, we encourage our students to be advocates for wellness and social justice and we help them develop the clinical skill necessary to meet the mental health, educational and career needs of an increasingly diverse society.

Vision: The CMU Counseling Program will become the pre-eminent training program in Mid-Michigan and surrounding areas for training, professional leadership, counseling skill development, knowledge, and research in clinical mental health counseling and school counseling and will continue to expand its national reputation and prominence.

Values:

- Human diversity, respect for the individual, and freedom of expression.
- Student-centered programs that integrate learning, discovery, engagement tailored to the unique experience of both traditional and non-traditional student success.
- Excellence in our progression through mentorship of students, innovative learning opportunities, visionary programming, research contributions to the professional knowledge base, professional leadership, and active partnerships with community schools, agencies, and healthcare providers.

Philosophy Statement

The counseling faculty has developed an extensive program, both theoretical and experiential, that meets or exceeds national standards and is designed to prepare you for a professional career in counseling. While you will be encouraged to develop your own approach to counseling based on professional standards of practice, special emphases will be placed on self-examination, critical thought, ethical conduct, and sensitivity to multicultural and special needs issues. The counseling faculty believes that an effective helper is a combination of a growing self and a person with specialized skills, developed through exposure to counseling theory, techniques, and personal experiences with self-examination.

Program Descriptions

The Counseling Program offers a CACREP accredited Master of Arts degree in Counseling with concentrations in School Counseling, Clinical Mental Health Counseling and Addiction Counseling. The program is accredited in Mt. Pleasant, Southfield and Grand Rapids. We are submitting documentation to add the online program to our accreditation in Spring 2023.



Graduates of the 60-credit hour School Counseling Program will meet the academic requirements for licensure or endorsement as a School Counselor and requirements for licensure as a Limited Licensed Professional Counseling (LLPC) in the State of Michigan. Students enrolled in the 60-credit hour Clinical Mental Health Counseling Program will meet the academic requirements for licensure as a Limited Licensed Professional Counseling (LLPC) in the State of Michigan and will receive training necessary to permit them to function in a wide-range of community service agencies. Students enrolled in the 60-credit hour program in Addiction counseling are eligible for the LLPC and the CAADC in Michigan.

Program Service Delivery Options

The Counseling Program offers courses in a 16-week face to face format, an 8-week live online (synchronous) format and in an 8-week online asynchronous format. Courses may also be delivered in a hybrid (part online, part face to face) or hyflex (some students face to face, others remote in) formats. The hybrid and hyflex options are for the Mt. Pleasant campus only. The Counseling program offers two matriculation plans, a Face to Face/Online model, and an Online Cohort only model. **Please note that admissions criteria, orientation processes, program objectives and evaluation, and course requirements are identical for either model; and lead to identical degrees.**

Face to Face/Online Model (Mt. Pleasant Campus)

Concentrations		
Addiction	Clinical Mental Health	School Counseling
Format		
16-week; one class per week Face to face & synchronous online	OR	8-week Asynchronous online
Concentration courses: online (most) Core courses: face to face (most)		
CED 640: Assessment in Counseling and CED 691: Internship are offered in a live synchronous online format ONLY		
Each course is offered two times per year, except certain concentration courses (may be offered once per year). Typically, students take 3 courses in Fall and Spring and 2 during the Summer semester.		
Students enroll in fall semester and matriculate based on their program plan and with advisor guidance.		

Students attending the Mt. Pleasant campus complete the practicum at the Counseling Center for Community Development and/or an outside school or agency. Placement at the CCCD is not guaranteed. The CCCD site is open to all students in the program. Students complete the internship at an offsite school or agency.



Online Cohort Model (Designed for Working Professionals)

Concentrations		
Addiction	Clinical Mental Health	School Counseling
Format		
8-week Synchronous online format Evenings	OR	8-week Asynchronous online
<p>CED 640: Assessment in Counseling; CED 660: Counseling Techniques; CED 650: Theories and Techniques of Group Counseling, CED 690: Counseling Practicum and CED 691: Counseling Intervention are offered in a live online synchronous format over 15/16 weeks ONLY.</p> <p>Each course is only offered once during the three and a half (3.5) year cohort cycle. The online cohort model format requires students to take one course every 8 weeks throughout the program.</p> <p>Students matriculate when the cohort begins; new students are not added to the cohort.</p>		

Program Objectives

Clinical Mental Health Counseling Program Objectives

- Students will acquire knowledge and skills that demonstrate a comprehensive understanding and ability to apply the ethical and legal considerations in Clinical Mental Health Counseling.
- Students will acquire knowledge and skills that demonstrate a comprehensive understanding and ability to implement the roles and function of counselors across all specialties and specifically the Clinical Mental Health Profession; and identify strategies for self-care, personal and professional self-evaluation.
- Students will acquire the knowledge and skills to explore the impact of multiculturalism and cultural pluralism on client and counselor and utilize social justice practices in models, competencies, and identity development in order to identify, and understand power and oppression as obstacles in a diverse society.
- Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of human development theories across the lifespan and demonstrate the ability to use these skills to promote resilience and wellness.
- Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of culturally competent career development and assessment; and the ability to apply these skills to assessment and counseling.
- Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of the counseling and consulting process.
- Students will acquire skills that demonstrate the ability to conduct culturally competent counseling.



- › Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of the theories and experiential skills of conducting culturally competent group counseling.
- › Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of culturally competent individual and group approaches to assessment and evaluation.
- › Students will acquire the knowledge that demonstrates a comprehensive understanding of research methods, statistical analysis, needs assessment and program evaluation.
- › Students will acquire knowledge and skills that demonstrate a comprehensive understanding of a culturally competent continuum of clinical mental health treatment; including prevention, diagnosis, treatment, and referral; and the biological and neurological mechanisms as well as the impact of crisis and trauma on the continuum of care.
- › Students will acquire skills that demonstrate a comprehensive ability to engage in the clinical mental health counseling process.

School Counseling Program Objectives

- › Students will acquire knowledge and skills that demonstrate a comprehensive understanding and ability to apply the ethical and legal considerations in Professional School Counseling.
- › Students will acquire knowledge and skills that demonstrate a comprehensive understanding and ability to implement the roles and functions of counselors across all specialties and specifically the school counseling profession; and identify strategies for self-care, personal and professional self-evaluation.
- › Students will acquire the knowledge and skills to explore the impact of multiculturalism and cultural pluralism on client and counselor and utilize social justice practices in models, competencies, and identity development in order to identify and understand power and oppression as obstacles in a diverse society.
- › Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of human development theories across the lifespan and demonstrate the ability to use these skills to promote resilience and wellness.
- › Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of culturally competent career development and assessment; and the ability to apply these skills to assessment and counseling.
- › Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of the counseling and consulting process.
- › Students will acquire skills that demonstrate the ability to conduct culturally competent counseling.
- › Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of the theories and experiential skills of conducting culturally competent group counseling.
- › Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of culturally competent individual and group approaches to assessment and evaluation.
- › Students will acquire the knowledge that demonstrates a comprehensive understanding of research methods, statistical analysis, needs assessment and program evaluation.
- › Students will acquire knowledge and skills that demonstrate a comprehensive understanding of all the roles and responsibilities of school counselors; and will acquire skills that demonstrate a comprehensive ability to provide a continuum of culturally competent professional school counseling services across the educational curriculum.



Addiction Counseling Program Objectives

- Students will acquire knowledge and skills that demonstrate a comprehensive understanding and ability to apply the ethical and legal considerations in professional counseling.
- Students will acquire knowledge and skills that demonstrate a comprehensive understanding and ability to implement the roles and function of counselors across all specialties and specifically the Addiction Counseling Profession; and identify strategies for self-care, personal and professional self-evaluation.
- Students will acquire the knowledge and skills to explore the impact of multiculturalism and cultural pluralism on client and counselor and utilize social justice practices in models, competencies, and identity development in order to identify and understand power and oppression as obstacles in a diverse society.
- Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of human development theories across the lifespan and demonstrate the ability to use these skills to promote resilience and wellness.
- Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of culturally competent career development and assessment; and the ability to apply these skills to assessment and counseling.
- Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of the counseling and consulting process.
- Students will acquire skills that demonstrate the ability to conduct culturally competent counseling.
- Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of the theories and experiential skills of conducting culturally competent group counseling.
- Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of culturally competent individual and group approaches to assessment and evaluation.
- Students will acquire the knowledge that demonstrates a comprehensive understanding of research methods, statistical analysis, needs assessment and program evaluation.
- Students will acquire knowledge and skills that demonstrate a comprehensive understanding of a culturally competent continuum of Addiction treatment; including prevention, diagnosis, treatment, relapse prevention and referral; and the role of wellness, spirituality, and support networks in Addiction treatment.
- Students will acquire skills that demonstrate a comprehensive ability to engage in the Addiction counseling process.

Program Roles

The Role of the Student

As a graduate student and a counselor-in-training (CIT), it is assumed that you will educate yourself on the policies, procedures, and program distinctives outlined in this document as well as those of the College of Graduate Studies and Central Michigan University. If you have questions or concerns, advocate for yourself and seek out the answers. While enrolled in the program, it is expected that you will conduct yourself in a respectful, professional, and multi-culturally appropriate fashion in the classroom and when interacting with your fellow students, the faculty, department staff, student workers, field placement sites, clients, and all representatives of the university. You also have the right to be treated with the same level of respect and consideration. The program, faculty and staff are here to assist you and to provide you a positive academic and professional training experience.

Entering a graduate program often causes students to experience anxiety around evaluation, grades, and personal performance. While these anxieties are normal, they can be counterproductive to becoming



effective, competent mental health professionals. The Counseling Program faculty focus is to help guide, support and nurture potential new addiction, clinical mental health, and school counselors. Additionally, we are gatekeepers for our profession and are tasked with the ethical burden of assessing a student's fit for the counseling profession. Therefore, the Counseling Program requires certain professional standards of all our Counselors in Training (CITs), and these standards include acting in accordance with the counseling profession. CITs should not focus on points or grades, but on the ability to learn and apply information to future clients. Faculty provide evaluation as one of many tools to help guide you toward your profession. Feedback is designed to challenge, and the faculty is always open to student feedback, but the program faculty will not engage in grade entitlement (demanding a certain grade even though clear requirements were not met) or grade inflation (demanding a higher grade than earned).

CITs are expected to engage with faculty and peers with respect and civility. Emails should be professional, with a salutation and signature. Required work should be submitted on time and completed with effort. CITs who need support should request the support. Counselors need to know how to ask for help.

CITs are expected to take responsibility for their education. This includes scheduling a yearly meeting with your advisor, participating in personal counseling, and completing practicum and internship paperwork promptly and accurately. CITs are also expected to be ambassadors of the counseling profession to the community at large and should engage with other professionals in a civil, courteous, and responsible manner. Faculty will and must challenge students when we see behaviors that are unethical or outside professional counseling standards.

The process of becoming a counselor at CMU is a concerted and collaborative effort between the program's faculty and students that aims to foster a community of Counselors and CITs dedicated to empathy, patience, and social justice. We look forward to helping you realize the benefits of this effort and achieve your full potential as a counselor.

The Role of the Faculty

The faculty are doctoral-level professors who have invested a significant amount of time in their own academic preparation as educators, researchers, and scholars. They are also highly trained professionals who possess numerous years of clinical experience as licensed professional counselors. Their responsibility is to create and maintain a graduate degree and professional training program that adheres to current industry standards and that prepares you, both theoretically and experientially, for a career in the counseling field. They are prepared to teach, train and mentor you but ultimately, the quality of your experience here is up to you.

The Role of the Faculty Academic Advisor

You will be assigned a faculty academic advisor upon admittance to the program and notified of their contact information in your acceptance letter. Your advisor will help you select your classes, plan your program (Authorization of Graduate Degree Program), give academic advice, and consult with you on any questions pertaining to the program. Make sure to contact your advisor as soon as possible and then stay in regular contact as you navigate your way through the program.

The Role of Professional Office Staff

In the course of your educational experience, you will have considerable contact with the professional office staff, site administrators, and student workers. They are extremely knowledgeable about the program, department and university policies and procedures. They are here to assist you, but they are also very busy.



Please give them as much notice as possible when you are making specific requests and understand that they have many responsibilities.

Program Resources

In addition to this handbook, the counseling faculty, your faculty academic advisor and our department staff, you should familiarize yourself with the CMU Bulletin found at [CMU Bulletins](#) . The staff in the College of Graduate Studies are also available to you.

Procedures

The Counseling Program has an equal opportunity admissions policy and does not discriminate against applicants on the basis of race, color, religion, sex, age, national origin, sexual orientation, gender identity and expression, veteran status, the presence of a disability, familial status, political affiliation and participation in protected activities. It is a policy of the Counseling Program to encourage individuals from diverse ethnic, cultural, or social backgrounds to apply for admission. The program welcomes inquiries. Persons interested in discussing the School Counseling Program should contact Ellen Armbruster, Ph.D., armbr1ew@cmich.edu. Persons interested in all other program should contact cse@cmich.edu and you will be directed to the correct faculty.

Admissions Procedures

Applicants for graduate study in the Counseling Program (CED) must be eligible for admission to the College of Graduate Studies at Central Michigan University. The first step towards admission to the CED program is to complete an application from the College of Graduate Studies and indicate that you are applying for admission to the Counseling Program (include area of concentration, see section IV, B).

Admission to the Program

To be eligible for admission, you must:

- Submit your application and all supporting materials by the appropriate deadline. Deadlines for Mt. Pleasant are every February 1 for the following fall term. Deadlines for the online cohort model vary but are posted yearly.
- Supporting materials include:
 - official academic transcripts from all coursework completed
 - a written statement of purpose that addresses career goals and if applying to the online program, a statement that indicates readiness to engage in online learning
 - two professional references submitted via the CMU Application Portal. Professional references include supervisors, instructors, managers or professional colleagues. Contact the Office of Graduate Studies for more detailed information.
- Submit ALL materials, by the deadlines outlined above. Once all materials have been submitted to the College of Graduate Studies and compiled, your complete application package will be forwarded to the counselor education faculty for thorough review. If the faculty determines that you satisfactorily meet all the qualifications for the program you will be contacted and invited to participate in a mandatory, synchronous web-based interview that will include a group discussion around ability to discuss cultural issues.
- Attend and participate in the mandatory, interview process.
- Complete a mandatory 30-minute writing sample



No applicant's materials will be reviewed for admission until the applicant's file is complete and forwarded to the department by the College of Graduate Studies. It is the applicant's responsibility to ensure that all letters of recommendation, transcripts, and other supporting materials have been received by the department prior to consideration for admission. Incomplete or late applications cannot be considered for admission. The program cannot guarantee that late applications will be considered during the semester in which they are received.

The Program Applicant Screening Committee will screen applicants who meet academic admission criteria. The Applicant Screening Committee will evaluate and rate each applicant for a) academic achievement and potential, b) letters of recommendation, c) related work or volunteer experience, d) writing skills, f) cultural awareness, g) interpersonal skills, h) readiness to engage in online learning; and i) educational background. The Committee will then recommend the best overall qualified applicants for an interview with the Program Admissions Committee, which is comprised of program faculty. The purpose of the live online interview is to provide applicants with additional information about the program, ensure the program will meet applicants' needs, assess applicants' personal suitability to provide interpersonal counseling, assess the relevance of applicants' professional goals and objectives to the program and faculty, and to assess applicants' ability in the following areas:

Academic Criteria

- › Clarity and appropriateness of personal and professional goals.
- › Match between applicant's goals and departmental offerings.
- › Realistic plans for completing the degree.
- › Relevant counseling-related experiences.
- › Relevant academic background & Readiness to engage in online learning
- › Experience or training in cultural differences.

Counseling Skills

- › Ability to establish rapport.
- › Appropriate nonverbal/attending behaviors.
- › Concrete and focused communications.
- › Appropriate level of responsibility during the interview.

Personal Characteristics

- › Good judgment in sharing personal feelings, thoughts, and experiences.
- › Adequate personal awareness and growth through life experiences.
- › Appropriate interpersonal and communication skills.
- › Emotional maturity and stability.

The Program Admissions Committee will make a final determination regarding the applicant's admission usually within several days of the screening. Following the live online screening, the Admissions Committee will forward their recommendations for admittance to the College of Graduate Studies; Graduate Studies will then send out official notifications to those accepted into the counselor education program.

Please Note: Admission to the counseling program is selective and competitive. Meeting minimum program criteria does not guarantee that an applicant will be invited for an online/live interview; an invitation to the interview does not guarantee admission. Department instructional and advising resources are limited and this places restrictions on the number of students that can be admitted and effectively served in each semester. Consequently, the program may be unable to offer interviews or admission to otherwise qualified applicants.



Transfer of Credits

Credits from Other Institutions

If an admitted student has earned applicable credits in a CACREP accredited master's degree program from a university other than CMU, the student may be eligible to apply up to 9 credits toward the Master of Arts in Counseling with the approval of the counseling program faculty. Please note that students may not transfer credits for electives from other CACREP accredited programs or from any program outside the CMU Counseling Program. Faculty may transfer more than 9 credits upon special appeal. Please see your advisor. To safeguard against potential threats to ethical practice and clinical competencies, transfer students must complete all clinical courses, where counseling skills, client interaction, and clinical competencies are supervised and evaluated, within the CACREP-accredited program from which they plan to graduate. As a result, the following courses would not transfer into the CMU Counseling Program from another university: CED 660 Counseling Techniques; CED 690 Counseling Practicum; and CED 691 Internship.

Evaluation Criteria:

For any course the student wishes to submit for transfer, the student will need to:

- Obtain a copy of the complete original course syllabus, which includes the CACREP standards associated with the course, from the instructor of record
- Obtain the Graduate Transfer Credit Request Form from the CMU College of Graduate Studies website: www.grad.cmich.edu
- Submit both documents to the Counseling Program Unit Coordinator

Upon receipt of the required materials, the course transfer request will be discussed, and the associated syllabus will be reviewed by the Counseling Program faculty during the next faculty meeting. Upon the Counseling Program faculty's agreement, the advisor will sign the Graduate Transfer Credit Request Form and indicate the approval of the courses designated for transfer, write in the CMU equivalent course (or "CED credit"), and then send it to the College of Graduate Studies. The Dean of Graduate Studies will have the ultimate determination of the number of semester hours approved for transfer (if any). The student will also need to contact the registrar's office where the credits were originally earned and arrange for an official transcript to be sent directly to the College of Graduate Studies for verification.

Credits from CMU Counseling Program

If a student has earned applicable credits from the CMU Counseling program before they were officially accepted into the program, the student may be eligible to apply a maximum of nine (9) credits from our program. Any credit/course used towards a student's undergraduate degree will not be eligible for transfer.

Non-Degree Students Seeking LLPC

Only state counselor licensing boards have the authority to accept coursework toward licensure. If a non-degree student wishes to take coursework toward meeting licensure requirements, it is up to the student to contact the state licensure board to determine which courses or areas of coursework are required. The student must submit the formal written response from the state licensure board to the department. Non-degree students can enroll in those courses if space permits with the following exception. Non-degree students wishing to enroll in Counseling Internship must provide to the Clinical Coordinator transcripts showing successful completion of a counseling practicum from a CACREP-

Note on Applying Credits

For situations in which this policy applies, all the credits students are seeking to transfer must be from the CMU counseling program, supervised by its program faculty.

Additionally, the student should officially apply to the counseling program during the same semester in which they began taking courses in the program.



accredited program, and the name and contact information for the practicum instructor. The Counselor Education Program reserves the right to refuse non-degree students from enrolling in Counseling Internship.

Advising

Upon admission to the Counseling Master's Degree program, students will be assigned an advisor from among one of the faculty members within the department. This faculty member will be their advisor for the duration of the degree unless the student requests a change of advisor in writing. Students are expected to schedule, at the very least, annual meetings with their advisor to receive feedback and advice on program progress. Newly admitted students should seek out their advisors immediately upon receipt of their acceptance notice from the College of Graduate Studies. Information related to courses of study, sequencing of courses, scheduling, practicum, internship opportunities, and other pertinent information is available through the advisors.

Graduate Degree Program Plan

Following admission, the student should make an appointment with their advisor to determine the student's program plan. Students are provided a tentative program plan when accepted to the program. The program plan cannot be altered without advisor approval.

Remediation, Retention & Dismissal

As members of the profession of counseling, the faculty members of the Counseling Program of Central Michigan University are aware of the ethical responsibilities relative to the training and supervision of graduate students in counseling (American Counseling Association [ACA] (2014); Association for Counselor Education and Supervision [ACES], 2003). Specifically, we affirm our role to develop clear policies regarding field placement (ACA, 2014, F.7.i.), to state to students the levels of competency that are expected in both didactic and clinical experiences (F.9.a), and to "address the inabilities of some students to achieve counseling competencies that might impede performance" (F.8.d.).

To accomplish these goals, the faculty is guided by both the Program's Technical Standards for Continuation (see section IV, A) and the American Counseling Association's Code of Ethics (2014). In accordance with section 9.a. of the code (ACA, 2014), we will inform students of the need for remediation; assist students in securing remedial assistance when needed; seek professional consultation and document the decision regarding remediation, retention, or dismissal; and ensure that students have access to due process.

Confidentiality – Remediation, Retention and Dismissal

All face to face and online students in the CMU Counseling Program are afforded confidentiality when faculty address issues related to remediation, retention or dismissal. All conversations are conducted via HIPAA and FERPA compliant technological mediums via CISCO WEBEX or MS TEAMS, HIPAA and FERPA compliant email systems and/or face to face if available. Confidential information is sent via encrypted email or through a password protected system such as Tevera or Blackboard. All CMU students must enroll and utilize a multifactor authenticity app to log into email, or any other university system.

This procedure has been developed to delineate the steps used by the Counseling Program to:

- Evaluate student performance
- Respond to problematic or inadequate student performance



- › Ensure that due process is accorded all parties offered during the evaluative and review process

Priorities, Expectations and Student Competencies

The faculty members of the Counseling Program at Central Michigan University foster, promote and infuse the following values and guiding principles throughout every aspect of the program. Every student, faculty member, and field supervisor are expected to exhibit these values at all times:

- › The highest academic and professional standards
- › Evidence-based best practices in counseling
- › Ethical and social responsibility including the understanding of confidentiality
- › Personal and professional growth
- › Respect for diversity and the importance of culture, family, and values in the counseling process
- › Collaboration with the community and outside agencies
- › Leadership, continued learning, service, and professional identity in the counseling profession
- › Willingness to address personal issues and accept supervisory feedback, and respond by appropriate modification of behaviors
- › Development and dissemination of new knowledge and best practices in professional counseling and counselor education
- › Maintenance composure and emotional stability during periods of high stress
- › The integration of research, teaching, and practice in academic and professional behaviors

As an outcome of our value system, the faculty hold the following mission:

The mission of the Counseling Program at Central Michigan University is to provide high quality training that inspires emerging counselors to develop a strong professional identity and a lifelong passion for knowledge, wisdom, and creativity. Through the implementation of our core program and specialized tracks, we encourage our students to be advocates for wellness and social justice and we help them develop the clinical skill necessary to meet the mental health, educational and career needs of an increasingly diverse society.

Together, these values and guiding principles are the measures by which all students will be assessed for professional appropriateness for the field. The faculty members have the responsibility to assess the progress of each student. The primary purpose of this assessment is to facilitate academic, professional, and personal growth as well as provide feedback in a timely manner (see “Evaluation Time Frames,” below, for additional specifics). Students will be informed of these expectations before they accept the admissions invitation and will be asked to sign that they have seen and agree to abide by these guidelines as well as the American Counseling Association’s Code of Ethics, with acceptance of the admissions invitation.

ADA

This document is not intended to address issues of student impairment that fall under the purview of the Americans with Disabilities Act (ADA). In cases in which an ADA impairment is identified or suspected, the affected student would be directed to the Office of Student Disability Services to document the impairment and access the appropriate accommodations.

Definition of Problematic Behavior

For the purposes of this document, problematic behavior is defined broadly as an interference in academic/professional functioning that is reflected in one or more of the following ways:

- › An inability and/or unwillingness to acquire and integrate academic/professional standards/student competencies into one’s repertoire of academic/professional behavior.



- An inability and/or unwillingness to acquire and integrate academic/professional skills/ student competencies in order to reach an acceptable level of competency.
- An inability and/or unwillingness to adaptively manage personal stress, psychological dysfunction, and/or excessive emotional reactions that interfere with academic/professional functioning.
- Violation of Central Michigan University's Counseling Program's Technical Standards for Continuation.
- Violation of professional confidentiality standards.
- Violation of professional standards related to plagiarism.

Problematic Behavior that Leads to Remediation

While it is a professional judgement as to when a student's behavior rises to the level of potential remediation rather than just being problematic (i.e., behaviors, attitudes, or characteristics which, while of concern and requiring remediation, are not perceived to be unexpected or excessive for professionals in training), problems typically require remediation when they include one or more of the following characteristics:

- The student does not acknowledge, understand, or address the problem when it is identified.
- The problem is not merely a reflection of a skill deficit that can be rectified by academic or didactic training.
- The quality of services delivered by the student is sufficiently negatively affected.
- The problem is not restricted to one area of academic/professional functioning.
- A disproportionate amount of attention by faculty/training personnel is required to address the student's problems.
- The student's behavior does not change as a function of feedback, remedial efforts, and/or time frame.
- The problematic behavior has ethical or legal ramifications for the department.
- The student's behavior, when representing the department, negatively affects the public view of the department.

Problems Related to Substance Use and/or Criminal Behavior

Central Michigan University policy states that students may not attend classes (face to face or live online) while using alcohol or other mind-altering substances. Counseling students who are suspected of being under the influence of a mind-altering substance will be asked to leave/ log off and if at a campus site, campus security will be contacted to ensure the students arrives home safely. Attending class while intoxicated will generate an immediate remediation/support plan which may require the student to submit verification of counseling and negative drug screens. Students who continue the behavior will be considered for dismissal from the program.

Students who attend practicum and/or internship class OR attend their practicum/internship site intoxicated will be removed from the practicum/internship site immediately and may be considered for a remediation /support plan or will be considered for dismissal from the program. Students will not be allowed to see clients until completion of the remediation/support plan. Students who are on a support plan and exceed the required time to complete the program must appeal to the program to continue.

Students who engage in criminal behavior must report the offense within 72 hours. Students who report the offense will immediately be placed on a remediation/support plan which may impact the students' ability to attend classes, participate in practicum and participate in internship. Students who fail to report the offense in the 72 hours may be considered for dismissal from the program. All students must complete a criminal record check prior to attending practicum and internship.



Evaluation Time Frames

In this program, there are both formal and informal assessments that take place during coursework and during the practicum and internship experiences. Faculty conduct yearly student dispositional reviews and as each student progresses through the curriculum, individual faculty members are conducting both academic and professional/personal assessment in a continuous and on-going observation of each student, including:

- Assessment of Clinical Counseling Skills (CED 660)
- Ongoing Faculty Dispositional Review Form (reviewed yearly or more often as necessary)
- Practicum Midterm and Final Evaluations (CED 690)

Concerns about individual students are brought to the program faculty, and consultation is sought during faculty meetings throughout the student's program. These faculty discussions will be documented through meeting minutes. This means that at any time, a student may be identified as needing remediation as outlined below.

Academic struggles that exceed the limits of the College of Graduate Studies policy on grade point averages will cause the student to fall under the retention policy. In addition, behavior deemed by the Central Michigan University community to be unacceptable will subject the student to immediate dismissal per Central Michigan University's Code of Student Rights, Responsibilities, and Disciplinary Procedures. See the "Dismissal" section in this document.

In addition to the aforementioned standards, the student will be continuously evaluated during both practicum and internship to determine continued academic success, skill development (professional issues), and appropriateness for the field (personal issues). This review of field performance will also be conducted and noted in regular faculty meetings. In addition, field experience evaluation forms will be signed by the student and kept by the program.

Remediation Plan

If at any point during the student's program, the student displays an inability to abide by the program's Technical Standards for Continuation (see section IV, A) and/or is deemed at risk in terms of failure due to academic skills deficits, professional skills deficits, or personal issues that prevent a student from performing the duties of a professional counselor, a remediation plan will be initiated and documented (assuming that the concerns do not warrant immediate removal from the program as specified in the College of Graduate Studies academic policies, the University's Code of Student Rights, Responsibilities, and Disciplinary Procedures, or as deemed necessary to protect the public). This remediation plan, designed to address the issue(s) of concern, will be:

- Initially reviewed with the student by her or his faculty academic advisor and/or the concerned faculty member(s), to discuss relevant concerns. This meeting will then be documented.
- Finalized by the student's faculty academic advisor with consultation from other program faculty and when relevant, the student's field placement site supervisor, and other professionals who have relevant input into the situation.
- Presented to the student.
- Discussed relative to the faculty's concerns, and if applicable, protection of the public and field placement site; and
- Agreed upon and signed by advisor, student, and the faculty member who will monitor the student's progress relative to the remediation plan, with notification to the program faculty.



These remediation/support plans may involve any of the following:

For Academic Remediation:

- Retaking courses
- Engaging in tutoring
- Study skills training
- Test-taking training
- Writing lab assistance
- Spoken and/or written language skills remediation
- Other academic interventions, as deemed necessary and appropriate by the program faculty

For Professional Skill Remediation:

- Retaking courses (e.g., skills courses, ethics, content courses)
- Removal from placement field placement site
- Reassignment of field placement site
- Specific assigned activities in field placement site
- Writing reflection papers
- Additional supervision meetings
- Other professional skills interventions, as deemed necessary and appropriate by the program faculty

For Personal Remediation:

- Writing reflection papers
- Writing apology letters
- Additional supervision meetings
- Other personal remediation interventions, as deemed necessary and appropriate by the program faculty
- Faculty may also recommend professional, individual counseling

The remediation plan will include, at a minimum:

- Specific activities to be completed
- Target measures of accomplishment, which will be documented
- A schedule of regular meetings between the student and the faculty member responsible for monitoring and documenting the remediation plan (if this person is different from the student's advisor)
- A timeframe for accomplishment
- Contact information for the faculty member responsible for monitoring the student's progress.

Copies of the plan will be retained by the student's advisor, the monitoring faculty member, the program coordinator, and the student. The monitoring faculty member will also retain notes documenting all meetings with the student during the remediation process.

Retention

At the completion of the remediation plan timeframe, the faculty member responsible for monitoring the remediation plan, the advisor, and the student will meet to discuss the success of the plan. If the evidence suggests that the plan has been successful, the advisor and responsible faculty member will advise the



program faculty of the successful resolution of concerns. If the evidence of successful remediation is questionable, additional remediation activities may be deemed necessary, with all the conditions of appropriate remediation as outlined above. All of these discussions will be documented.

When a combination of the interventions in this policy do not, after a reasonable time period (as pre-determined by the student and the faculty), rectify the problem behavior, or when the student seems unable or unwilling to alter his/her behavior, the training program may need to take more formal action, such as:

- Giving the student limited endorsement, including the specifications of those settings in which he/she could function adequately.
- Recommending and assisting in implementing a career shift for the student; and/or terminating the student from the program.

Dismissal

There are three entities that have published policies that determine continued enrollment at Central Michigan University. The policies that determine continued enrollment are itemized here and discussed below: Those determined by the University in terms of behavior; those determined by the College of Education and Human Services in terms of criminal background checks, and those determined by the Counselor Education Program in terms of academic success, professional success, and personal success.

University Continued Enrollment Policies

Students may be dismissed from the university for behavior that has been deemed unacceptable by the university community. These behaviors are listed on [Central Michigan University's Code of Student Rights, Responsibilities, and Disciplinary Procedures](#), which can be accessed here:

Some examples of these behaviors include:

- Academic misconduct
- Endangering health or safety
- Sexual misconduct
- Destruction of property
- Dangerous weapons or devices
- Theft/unauthorized use of property
- Drugs or Alcohol
- Hazing
- Plagiarism

College of Education and Human Services Continued Enrollment Policies

Evidence of a background check indicating criminal convictions that would preclude the student from obtaining a professional counseling license or professional school counseling certification in the State of Michigan would lead to a discussion of the student's purpose in remaining in the program.

Counseling Program Continued Enrollment Policies

If the student is unable or unwilling to complete the remediation plan outlined in this document, then the faculty of the program would have the option of using dismissal from the program as an action of last resort.

If this action is taken, the faculty will:

- Document all evidence leading to this decision
- Inform the student in writing of the decision
- Inform the Counseling Program Unit Coordinator
- Inform the Chair of the Department



- Inform the Dean of the College of Education & Human Services
- Inform the student of his/her due process options
- Provide the contact information for the person to whom an appeal would be made

Due Process: General Guidelines

Due process ensures that decisions made about a student's progress in the program are not arbitrary or personally based and requires that programs identify specific evaluative procedures that are applied to all students and has appropriate appeal procedures available to the student so he/she may challenge the program's action. General due process guidelines include:

- Presenting students, in writing, with the program's expectations related to academic/professional functioning
- Stipulating the procedures for evaluation, including when and how evaluations will be conducted. Such evaluations should occur at prescribed intervals and are constituted by course grades, performance in gatekeeping courses, and individual evaluations from practicum and internship supervisors
- Articulating the various procedures and actions involved in making decisions regarding problematic behavior
- Communicating, clearly and often, with students about any suspected difficulties
- Instituting a remediation plan for identified inadequacies, including a time frame for expected remediation and consequences of not rectifying within that time
- Providing a written procedure to the student that describes how the student may appeal the program's action
- Ensuring that students have sufficient time to respond to any action taken by the program
- Using input from multiple professional sources when making decisions or recommendations regarding the student's performance
- Documenting, in writing to all relevant parties, the action taken by the program and its rationale for such action.

College of Graduate Studies Policies

Grade Grievance Policy

The University recognizes that it is the instructor's prerogative to determine a grade. Responsibility for resolving grading disputes is shared among the instructor, the student, the department, and the college. If a question is raised by a student concerning a grade, the instructor should discuss the matter willingly and give evidence to make clear his/her basis for determining the grade. In turn, the student should recognize the need to demonstrate a valid basis for complaint. At any time, either upon the student inquiry or upon his/her own initiative, the instructor who believes a change of grade is justified may initiate a request for a change in grade.

The following steps are available for review of allegations of capricious grading under the grade grievance policy. They are not for review of the judgment of an instructor in assessing the quality of a student's work nor are they to be used in cases involving violations of CMU's Academic Integrity Policy. Determination of the grade in such cases is left solely to the instructor.

Capricious grading, as that term is used herein, constitutes any of the following: (a) the assignment of a grade to a particular student on some basis other than his/her performance in the course; (b) the assignment of a grade to a particular student based on more exacting or demanding standards than were applied to other



students in that course (and it is understood that standards for graduate credit may be different from standards for undergraduate credit);

(c) the assignment of a grade by a substantial departure from the instructor's previously announced standards.

Step 1:

A student who desires discussion of a complaint about a grade shall contact the instructor or, if the instructor is unavailable, the department chairperson either in person or in writing as soon as possible, but in no case later than thirty days after the grade is posted. Any exception to the time limitation shall be for unusual and most compelling reasons. Ordinarily, the student should accept the instructor's decision. However, if the student is still not satisfied, he/she may request in writing a joint consultation with the instructor and the chairperson of the department involved. In a case in which the student's request for joint consultation involves an instructor who is also chairperson of the department, the student's request in writing should be sent to the dean of the school or college involved. In such cases, the dean shall act in place of the department chairperson.

Step 2:

A student who is not satisfied after consultation with the instructor and department chairperson and who alleges that the course grade is the result of capricious grading may file an appeal within forty-five days from the date of the posted grade to the dean of the instructor's college for forwarding to the College Committee on Review of Change of Grade. The student shall file the appeal by submitting a written statement explaining the basis for the allegation that the grade was the result of capricious grading and presenting any evidence he/she may have.

The appeal shall be dismissed if (a) the appeal was not timely; (b) the allegations, if true, would not constitute capricious grading; or (c) the student has not attempted to confer with the instructor or chairperson of the department. If the appeal is not dismissed, the committee* shall submit a copy of the student's written statement to the instructor of the course with a request that the instructor promptly submit a written response thereto, a copy of which shall be made available to the student. If, upon the basis of these papers, the dispute appears to be attributable to inadequate or incomplete communication between the parties, the committee may arrange to meet individually or together with the student and instructor to discuss the problem. A teleconference may be arranged for a student who does not reside in proximity to the main campus.

Step 3:

If such a meeting is not held or, if held, the meeting does not result in a mutually agreeable solution, the committee shall proceed to hold a fact-finding session concerning the allegations set forth in the appeal. Both the student and the instructor shall be entitled to be present throughout the session and to present any relevant evidence, including testimony by other persons. The student and the instructor both may be accompanied by a person to assist them in presenting evidence. The session shall not be open to the public. At the close of the session, the committee shall deliberate privately. If a majority finds the allegations of capricious grading to be supported by substantial evidence, the committee shall determine the most appropriate remedy. The committee may direct the instructor to grade the student's work anew, give the student a new examination in the course, or take such other action as will bring about substantial justice in the individual case. However, except in the most extraordinary circumstances, the committee itself should not award the student a new grade in the course. The decision of the committee shall be final and shall be reported in writing to the student, instructor, and the departmental office.



The College Committee on Review of Change of Grade may also resolve complaints involving suspected violation of grading policies for incomplete and deferred grades, dropping a class, or withdrawal from the university. The same procedures as outlined above for review of alleged capricious grading shall be followed. *If the instructor of the course is a member of the Committee, he/she shall be disqualified from considering the appeal.

Incomplete and Deferred Grade Policy

Incomplete Grade. An "I" (Incomplete) grade is a temporary grade used by the instructor in cases when a student is unable to complete course requirements because of illness or other justifiable circumstances. An incomplete grade does not indicate enrollment for the period of time in which the work is done. It is assigned only in cases in which the student has completed satisfactorily the major portion of the course requirements and has convinced the instructor of his or her ability to complete the remaining work without re-registering for the course. It is not to be given to a student who is already doing failing work. A form must be completed and signed by the faculty member (and the student, when possible) whenever a grade of "I" is assigned. The form is to be kept on file in the departmental office. An instructor who assigns a grade of "I" also submits a formal statement to the department chairperson of requirements to be satisfied for removal of the Incomplete grade. A copy of the statement of requirements, including deadlines for their completion, shall be made available to the student.

It is the student's responsibility to contact the instructor to make arrangements for completing the remaining work. The required work should be completed, and a grade reported by the end of the student's next semester in residence, but in no case later than one calendar year following the receipt of the "I" grade. If a student does not complete the course work within one calendar year, the faculty will convert the I grade to an E. Students will not be allowed to register for the same course with an outstanding "I" grade. The student must either work with the faculty member to complete the course requirements in order to have a grade awarded in the course or the "I" grade must be changed to an "E" and the student can then retake the course. If the instructor of the class in which the "I" was incurred is no longer a member of the faculty, the student should contact the department chairperson, who shall act on behalf of the former instructor.

Deferred Grade. The "Z" (deferred) grade may be recorded for students registered for independent study, for thesis, International Program Studies courses, or for other courses specifically approved for "Z" grades in the Bulletin, if the instructor believes that the quality and quantity of work completed by the end of the semester justifies an extension of time. An instructor who assigns a grade of "Z" shall submit, on the proper form, a statement to the department chairperson of remaining requirements for removal of the deferred grade. A copy of the statement of requirements, including deadlines for their completion, shall be made available to the student.

Graduate Academic and Retention Standards Policy

In order to obtain a graduate degree, a student must have at least a 3.0 (B) cumulative graduate grade point average (GPA), and a cumulative graduate GPA of 3.0 (B) in all course work on the student's authorized degree program. The policies which follow deal with cumulative graduate GPA (where cumulative graduate GPA is defined to be all courses taken at CMU at the graduate level); the College of Graduate Studies monitors overall graduate GPAs and follows these procedures when a student's cumulative graduate GPA is below a 3.0. When a student's cumulative graduate GPA falls below a 3.0, the student is placed on academic probation and the student's academic file is reviewed by the College of Graduate Studies. Graduate students are given two semesters of enrollment after being placed on academic probation to raise their cumulative



graduate GPA to the required 3.0. A semester in which all coursework is CR/NC, which does not contribute to the GPA, will not be counted as a semester of enrollment in determining probation status.

When a student is successful in achieving a 3.0 GPA within two probationary semesters of enrollment, they will be removed from probation. If a student does not raise his/her cumulative graduate GPA to a 3.0 within two semesters of enrollment after being placed on probation, the student will be dematriculated. If the student is in a degree program, the relevant department may specifically request an exception to policy. If the College of Graduate Studies concurs, the student will be granted a third and final semester to raise his/her cumulative graduate GPA to a 3.0. However, three semesters of enrollment after being placed on probation is the limit on extension to the probation policy. The College of Graduate Studies will also take into consideration course offering schedules that will affect a student's ability to repeat a course.

Given the time it takes to implement these procedures, it is possible that a student will be dematriculated after he/she has registered for classes and perhaps even started attending them. If that is the case, the student will be dropped from the classes and receive any eligible refund.

In addition to maintaining a satisfactory cumulative graduate GPA, students in graduate programs must abide by the university's "Academic Integrity Policy", which specifically prohibits "plagiarism, cheating and other forms of dishonest or unethical behavior..." Violations of the Academic Integrity Policy may lead to sanctions as described in the policy. In addition, departments involved in clinical programs may evaluate students on the basis of their ability to relate successfully with clients. Students who do not meet the professional standards established by departments may be placed on probation, suspended, or dismissed from a program.

In cases where a student fails to satisfy departmental graduate program requirements, the College of Graduate Studies, upon the recommendation of the advisor and the departmental chairperson or program coordinator, and after review of the student's academic progress, may remove the student from the graduate program. Examples of specific departmental requirements to be met by students include but are not limited to the following: (1) writing competency; (2) the number of attempts made in passing comprehensive or qualifying exams; (3) the completion of required papers or theses; and (4) meeting university and departmental time limitations.

Students dismissed from graduate study, regardless of whether they were non-degree students or students pursuing a graduate certificate or degree, may petition for readmission no sooner than one academic year after the semester they were dismissed. Exceptions to this waiting period can be granted by the College of Graduate Studies. A dismissed student can apply for either non-degree admission or admission to a graduate program. Admission as a non-degree student will be decided by the College of Graduate Studies. Admission to a graduate program will be decided by the procedures normally used for that program.

Graduate Repeat Course Policy

To improve a grade previously earned at CMU, a student may repeat any course except an Independent Study course up to two times at the graduate level. This includes repeats where the student has earned a grade of A through E, or attempts where the student was awarded grades of CR, NC, I, W, or Z. The last grade and credit hours earned at CMU completely replace the previous grade and credit hours in computing the grade point average, although the earlier record remains a part of the student's transcript. A grade of A through E must be earned in a repeat course to replace the previous grade in computing the average. If the designator or the course number has changed since the student's previous attempt, the student is encouraged to complete a Repeat Course Request card with the Registrar's Office by the deadline date. This will ensure that the repeat will be noted and will be included in the current semester calculations. A graduate



student cannot transfer in a course previously taken at CMU in order to earn credit. For exceptions to this limitation policy, a student may appeal to the College of Graduate Studies.

Graduate Credit/No Credit (CR/NC) Policy

Courses in which graduate student performance is evaluated CR/NC, rather than by a letter grade on the A through E scale, carry the designation “CR/NC only” in the departmental course descriptions. CR indicates that the student has performed at a level equivalent to or above the grade point average for graduation (B grade) and shall receive credit in the course. NC indicates that the student has performed at a level lower than a B and shall not receive credit. In either case, the title and other course identification and the symbol CR or NC shall be entered on the student's transcript. CR and NC are not equated with qualitative letter grades, however, and are not included in computation of the student's grade point average.

Optional registration for Credit/No Credit in other graduate courses is not available to graduate students. Optional registration for Credit/No Credit is available to graduate students who register in a course below the 500 level for undergraduate credit. Courses taken under this provision may not be applied to graduate certificate or degree requirements. Such optional registration for undergraduate credit is not available to students removing deficiencies specified in their Conditional Admission. The courses for which graduate students may register for undergraduate credit on a CR/NC option basis must be designated in the Class Schedule/Course Offerings and Search by the department as available on a CR/NC option basis. Procedures for registration, grading, and recording are explained in the CMU undergraduate Bulletin under Credit/No Credit Policy.

Electives Outside the Counseling Program

In most situations, all courses taken during the M.A. in Counseling program will be Counselor Education (CED) courses. However, there may be some circumstances where students request to take a course outside the Counseling Program. Any student who wishes to pursue this option should complete the following, at least one 10 (ten) weeks prior to the semester they hope to take the course:

1. Obtain a copy of the course syllabus from the other program
2. Write a letter of appeal to CED faculty that includes a rationale for how the course will support and enhance the student's academic and professional learning and goals
3. Submit the letter with the syllabus attached to the CED faculty by the 10th week of the semester

The following stipulations apply:

- * The course must be a graduate-level 3 credit course (600 level or higher)
- * The course must be taken at Central Michigan University
- * The course may be online, face-to-face or hybrid

Non-Degree Courses

Courses numbered (DESIGNATOR) 589 - Professional Development (1-6) do not apply to degree requirements. These courses cover selected issues designed for professional development, in-service training to meet specific staff development needs in education, business/industry, allied health, technology, and other professional settings. They are not applicable to degree requirements.



Courses of Unspecified Content or Variable Credit

Variable credit courses are identified by a semester hour designation such as 1-3 (Spec). The maximum hours that a student may earn in a variable credit course to apply toward graduation is the highest number in the semester hour designation for the course (i.e., 3 hours maximum in the example listed above).

Unspecified content courses are defined to be courses in which the student or department is not restricted by the course description in the graduate Bulletin to a specific area or subject matter to be included within the course. It is up to each graduate advisor to ensure that a student's authorized program plan has sufficient university-approved coursework to provide the student with a solid grounding in the academic discipline. In order to assist advisors, a list of variable credit and unspecified content courses is given before the course listings of each department. Questions about these policies are welcome. Please see the Program Director or your faculty academic advisor if you have concerns.

Application for Graduation

During the **FIRST MONTH** of the semester in which you plan to graduate, you will need to complete a graduation application, available through the College of Graduate Studies. There is also an application fee that is due when you submit this form. It is your responsibility to submit the application and the fee. Upon receipt of your graduation application, the College of Graduate Studies will review your Authorization of Graduate Degree Program and then send you an audit that will indicate what, if any, requirements are still outstanding before you can graduate. If you have questions regarding your audit, please contact your advisor and attach the degree audit for reference.

Data Collection

In order to ensure continuous quality improvement, the counseling program performs extensive data collection and reporting on each of our students, courses, and other outcomes.

A \$195 Education Program fee appearing on your CMU account, is a one-time fee for the use of Tevera, a data management system that provides support for practicum and internship; including hour tracking, locating sites, and submitting evaluations; and assessment tracking for student academic performance. Students have lifetime access to Tevera; to maintain practicum and internship records, and to track hours toward professional licensure or CAADC certification. Tevera is FERPA compliant.

Tevera is a platform to collect select assignments from all students enrolled in a program over extended periods of time. Program faculty have identified specific assignments to use as a gauge of student learning. Data are reviewed regularly to determine the effectiveness of programs in meeting required standards and to make adjustments in programs when gaps are identified. Findings from Tevera are also used for annual reports to stakeholders such as U.S. Department of Education Title II, Council for the Accreditation of Educator Preparation (CAEP), Council for the Accreditation of Counseling and Related Educational Programs (CACREP), Michigan Department of Education (MDE), and CMU Program Assessment.



Counseling Program Policies

Course Registration and Matriculation Policy

Counseling students are limited to enrolling in no more than (9) credits (3 classes) per term while in the program. The program has been intentionally designed with courses provided in an appropriate developmental sequence. Becoming a professional counselor is a developmental process requiring time to absorb and apply educational material.

Voluntary Reporting and Criminal Background Check Requirement

Central Michigan University's Counseling Program is committed to promoting and upholding the American Counseling Association's Code of Ethics (2014) and the best practices of the counseling profession. Consistent with this, all newly admitted students will be required to voluntarily disclose to CMU's Counseling Program, any criminal history including both misdemeanor and felony arrests and/or convictions, excluding traffic violations. Having been convicted of a felony, and some misdemeanors, may prevent the student from being licensed or from working or doing a practicum or internship in a school or agency.

Additionally, during the entirety of their matriculation in the program, all students are required to voluntarily report to CMU's Counseling Program within (72) hours, any criminal activity including misdemeanor and felony arrests and/or convictions but excluding traffic violations.

Successful enrollment in CED 690 - Counseling Practicum will also include successful completion of either Michigan's Internet Criminal History Access Tool (ICHAT background check) <https://apps.michigan.gov/> OR an **appropriate equivalent in the student's state of residence**. The results must be forwarded to the Practicum and Internship Coordinator and uploaded in Tevera. Failure to comply with these requirements could result in remediation or dismissal from the program.

Professional Liability Insurance Requirement

Accreditation through the Council for Accreditation of Counseling & Related Programs (CACREP), Section 3, Standard A states: "Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship." As a result, students are required to purchase and maintain liability insurance for the practical courses in the program (CED 690 Practicum & CED 691 Internship). Though CMU provides standard insurance coverage of its own, CACREP requires individual coverage through an agency that specializes in working with our profession. Finally, it is best professional practice to safeguard yourself.

Common providers of liability insurance for counselors include: HPSO- www.hpso.com or CPS & Associates- <http://www.cphins.com>. Students are encouraged to join the American Counseling Association as a student member at www.counselor.org, of which, professional liability insurance is offered as part of the membership fees through HPSO and no other fees (aside from the membership fee) would be incurred.

Personal Counseling Requirement

Central Michigan University's Counseling Program endorses a commitment to counselor self-care that is consistent with the American Counseling Association's Code of Ethics (2014) and the best practices of the



counseling profession. To that end, we require all students accepted into our graduate program to secure a minimum of (5) clinical hours of personal, individual counseling before they graduate from the program. These hours can be secured anytime during the student's matriculation (but not before the student has begun the program) and it is strictly the individual's prerogative who or where the student chooses to engage in services. All counseling sessions must be individual counseling, not couple or group work and the counselor must be a licensed mental health professional. Students may attend a free clinic at a university provided those student counselors are supervised by a licensed mental health professional and are not counselors in training in the Central Michigan University Counseling Program. Additionally, the counselor cannot be a current full-time or adjunct instructor in the program. Students are not limited to (5) hours and are encouraged to secure additional sessions if they find it personally beneficial.

The program does not endorse any specific counselor and is willing to assist students in locating professionals in the area. Upon completion of the (5) hours, students will be required to have their counselor-of-record complete a simple form attached here; attesting that the hours were completed, however no personal or clinical information will be divulged or required. Students must submit documentation that they have completed this requirement when they complete internship. Students may submit this document in Tevera.

Online New Student Orientation/APA Training Requirement

All students who matriculate in the Central Michigan University's Counseling Program are required to complete a mandatory online New Student Orientation. This orientation introduces students to the faculty, reviews this Student Handbook, provides information on program plans, the assessment plan and provides access to the Writing Center and other resources. This orientation has embedded quizzes to ensure students review all required areas.

Central Michigan University's Counseling Program aims to enhance students' professional writing. All students will be required to complete an online APA style writing training on blackboard as part of their new student orientation. The training includes learning the basics of APA style and completing a quiz at the end of the module. Upon fulfillment of the APA training, students will be expected to use this writing style in APA required assignments.

Course Attendance and Tardiness Policies

While there is no university-wide attendance policy at Central Michigan University, your attendance and participation in each course meeting, module, or weekend are an expectation of our program. To get the most out of the course, you need to be present and focused. Each faculty member details how they will handle issues of attendance in their course syllabus. Speak directly with your instructor for questions or concerns.

Online Cohort students are provided a specific calendar of course sessions far in advance. Mt. Pleasant students are provided a program plan at acceptance, and thus, know months in advance about when the courses meet. It is not the instructor's responsibility to re-teach material or create assignments for students who miss class time. Please avoid scheduling family events, weddings, or trips during scheduled course meetings. It is the student's responsibility to make up any missed work and to develop and negotiate a plan with the instructor for missed class time. The instructor is not obligated to accept the plan and students may forfeit points or be required to retake a class for missing class time.



The counseling faculty recognize that “life happens” and no one can control when an emergency arises. If there is an issue where the instructor would need to cancel class, the instructor will do their part to rectify the situation and provide a reasonable accommodation to make up the missed work or session. If there is an issue on the student’s end and they need to cancel for an emergency, please notify the instructor as soon as possible. The student will need to identify how they plan to make up missed content and/or missed hours of supervision (specific to practicum or internship courses). If there is inclement weather that causes technical difficulties for online courses, or travel for face-to-face courses, a faculty member will notify you by email as soon as possible.

Online Courses -Hardware/ LMS Requirements

All students must have ready access to an up-to-date computer with high-speed Internet connectivity. Students must install or arrange for installing specific browser plug-ins (such as WebEx) and/or client-side software (such as PDF reader). Students should test computers in online coursework for essential compatibility with Central Michigan University systems and tools.

Asynchronous learning materials are provided in text format, recorded content, and/or discussion board activities. Through CMU's authorized learning management system, faculty and students may also interact in synchronous or real-time sessions. Course evaluations (i.e., written assignments, papers, examinations, and presentations) will be posted by faculty and students in the authorized learning management system using a Central Michigan University Global ID.

Students are required to engage in the learning management system, Blackboard, on a regular basis. Students have access to extensive Blackboard tutorials and can also seek individual support through the CMU helpdesk.

Online Courses – Engagement/Confidentiality Requirements

All students attending any live online (synchronous) classes or sessions are expected to turn on their camera during the entire class and engage in group discussions and/or chat during the class time. Students should ensure they are attending in a private space with minimal distractions. Students may not attend class while driving, or as a passenger in a car. Students attending a synchronous class should log in on time, let the instructor know if experiencing technical difficulties, and remain respectful and professional when typing into the chat.

All syllabi have policies regarding maintaining confidentiality of classroom information. Students in practicum and internship courses must ensure client confidentiality by attending the course in a private location, out of earshot of others and ensure client privacy is always protected. Students who fail to abide by the ACA code of ethics for client confidentiality during live online class will be removed from the course.

Practicum Site and Registration Policy

CED 690: Counseling Practicum is a CACREP required 100-hour counseling experience requiring students to obtain 40 direct face to face counseling hours and 60 indirect hours of supervision, class time and research over the course of one semester. Students may complete practicum at the Center for Community Counseling and Development (CCCD) or a community-based site. The CCCD only accepts 12 students per semester and is open to all students in the program to conduct either face to face or telemental health counseling. The CCCD slots are filled on a first come, first serve basis. Community based sites can include mental health agencies, schools, hospitals, crisis shelters or other organizations that provide mental health services. Practicum sites



do not have to be concentration specific. Please consult with your advisor or the Practicum and Internship Coordinator for support on choosing a site.

Internship Registration Policies

- ▶ While internship is often completed in two (2) semesters, some students may complete the internship in one (1) semester or may take three (3) or more semesters to accrue the required 600-hours (240 direct client hours, 90 individual/triadic/group/site supervision hours, and 270 indirect/administrative hours). To successfully pass CED 691: Internship, students must complete 600 internship clinical hours AND a minimum of 6-credits.
- ▶ In every semester that a student is accruing internship hours, the student must re-enroll and pay for credits. A student may only accrue internship hours when they are enrolled in the course, have a faculty instructor, and when the student has faculty approval and/or the site has been approved by the faculty.
- ▶ If a student is close to meeting the hours requirement (within 30-50 total hours of completing the 600-hour internship by the end of the semester), the student should consult with the Internship Instructor to determine if the student will be allowed to complete the internship without needing to register for another semester. This situation would require the student receiving an initial incomplete grade, and then completing the hours and submitting all required materials before a final grade is posted. There is no guarantee, and the situation is at the Internship Instructor's discretion.
- ▶ If the student plans to complete the internship in one semester, they should register for 6-credit hours. If the student plans to complete the internship in two semesters, the student should register for three (3) credits each semester. For any semester beyond two, the student should enroll in one (1) credit hour to continue in their internship.
- ▶ If a student enrolls in a third (or more) semester of Internship, the student is required to attend class, participate in course activities, AND continue at their site for the duration of the semester, even if the student has met the hours requirement. In rare circumstances, supervision may be provided synchronously through WebEx, which is HIPAA compliant, as needed or upon request.
- ▶ If the student accrues more than 300 hours in one semester, the student may carry over the remaining number of hours into the following semester.
- ▶ CED 691: Internship is a credit/no credit course (CR/NC).
- ▶ Student interns are not able to accrue hours over winter break, or any other break between semesters (e.g., between Spring & Summer I), when the student is not registered for the course or there is no instructor-of-record assigned.
 - During any brief university break within a single semester (e.g., Spring Break), students must ensure that their site supervisors are willing and able to provide supervision. The student must arrange for the site supervisor and university supervisor to communicate about the arrangements for the student during the break.

Registration Note

If the student has not accrued the required 600-hours after six (6) credits, the student will be required to register for an additional credit each semester. If the student registers for more than 6-credits, the additional credits will not count towards the final degree program. For example, the additional credits would not count in place of an elective or any other required course.



Group Counseling Hours in Clinical Courses Policy

The master's level clinical courses CED 690: *Practicum* and CED 691: *Internship* are designed to foster critical, relational, individual, and group counseling skills necessary for the quality practice of professional counseling through comprehensive field-based experiences. In accordance with the Council for Accreditation of Counseling and Related Educational Programs (CACREP, 2016), upon completion of both courses, a counseling student will have accumulated over 280 hours of direct therapeutic interaction with clients and students, and over 700 hours total.

Included within the 280 hours of direct interaction, experience with group counseling is required. CACREP Standard 3.E states "In addition to the development of individual counseling skills, during *either* the practicum or internship, students must lead or co-lead a counseling or psychoeducational group." While a specific number of group counseling hours is not directly stated in the standard, the CMU Counseling program faculty identify that the intent of this standard is for counseling students to have experience with the overall group process (e.g., planning, implementation, evaluation). As a result, the program **requires 10 hours** at minimum of group counseling (as a group leader or co-leader) during either practicum or internship or spread over the course of both experiences.

According to Corey (2016), "The role of the group counselor is to facilitate interaction among the members, help them learn from one another, assist them in establishing personal goals, and encourage them to translate their insights into concrete plans that involve taking action outside of the group." With this understanding of group counseling in mind, students in all concentrations should plan to lead or co-lead one or more groups that consist of approximately 2-12 individuals and that meet for 3-8 sessions. Attention should be given to screening and selection of members, logistics, group structure and format, overarching goals, treatment plans, and evaluation/follow-up. Students should consider safeguards for the group members, as well as ethical and multicultural aspects, as they plan their groups. Students should check with their internship seminar instructor to confirm that the group(s) they plan to lead or co-lead will fulfill the Counseling program expectations.

PLEASE NOTE: Leading workshops, presentations, or classroom lessons (for School Counseling students) are not the same as small group leadership and will not count as group leadership hours. Students should appropriately document their group-specific hours within their time tracks in Tevera.

Program Characteristics

Technical Standards for Continuation in the Counseling Program

- ▶ The technical standards set forth by Central Michigan University's Counseling Program establish the essential qualities that are considered necessary for counseling students to achieve the knowledge, skills and levels of competency stipulated for graduation by the faculty. These standards are consistent with the American Counseling Association's Code of Ethics (2014) and the best practices of the counseling profession.
- ▶ For a counseling student to remain in good standing and continue to matriculation in Central Michigan University's Counseling Program, she or he must:
- ▶ Demonstrate responsibility and accountability for development and maintenance of personal and professional skills, ethical standards, and behaviors.
- ▶ Possess the ability to analyze, synthesize, integrate concepts, and problem solve.



- Utilize and understand the English language at a level consistent with competent professional practice such that they utilize appropriate and effective spoken, written, and non-verbal communication.
- Communicate in both written and oral forms with accuracy, clarity, and efficiency.
- Value diversity and develop knowledge and awareness of how to effectively work with clients and colleagues in multicultural environments.
- Maintain composure and emotional stability during periods of high stress.
- Possess the perseverance, diligence, and commitment to complete the counselor education curriculum as outlined and sequenced.
- Possess the capacity to form and maintain strong personal and professional relationships.
- Accept supervision and respond by appropriate modification of behavior.
- Address personal issues when necessary and respond by appropriate modification of behavior.

Concentration Options

You will find additional information on these concentrations on-line at the Education & Human Services website under Counseling Program, and in your on-line Graduate Bulletin, which is available at <https://bulletins.cmich.edu>. NOTE WELL: Regardless of concentration, all students must complete 240 hours of clinical work with clients, under the supervision of a qualified supervisor, during the 600-hour internship.

School Counseling Concentration

The School Counseling concentration offers state-of-the-art preparation that assists school counselors-in-training in acquiring the knowledge, skills, attitudes, and values necessary for delivery of professional school counseling services relevant to today's PK-12 students. The School Counseling concentration imparts and requires high standards of ethical practice and professional commitment. This program option is appropriate for:

- Students with a current Michigan teaching certificate who wish to add the School Counselor (NT) endorsement to their certificate.
- Students without a teaching certificate who wish to obtain a School Counselor license through the Michigan Department of Education.

Master of Arts in Counseling: School Counseling Concentration Core Courses (42 hours)

CED 610 (3): Career Counseling

CED 620 (3): Introduction to Multicultural Issues in Counseling

CED 630 (3): Professional Ethics and Consultation

CED 640 (3): Assessment in Counseling

CED 641 (3): Introduction to Counseling for Addictions

CED 650 (3): Theories and Techniques of Group Counseling

CED 660 (3): Counseling Techniques

CED 665 (3): Personal and Professional Development across the Lifespan

CED 677 (3): Counseling Theories

CED 679 (3): Crisis & Trauma Counseling

CED 686 (3): Psychopathology in Counseling

CED 690 (3): Counseling Practicum (100-hours of clinical experience)

CED 695 (3): Research in Counseling

CED 699 (3): Diagnosis & Treatment Planning in Counseling

Additional Requirement (12 hours)

CED 604 (3): Introduction to School Counseling



CED 615 (3): Postsecondary Planning for School Counselors

CED 645 (3): School Counseling Seminar

CED 651 (3): Counseling Children and Adolescents

Plan B Requirement (6 hours)

CED 691 (6): Internship (600-hours of clinical experience)

TOTAL: 60 semester hours

Clinical Mental Health Counseling Concentration

This 60-hour concentration will prepare you academically as a Licensed Professional Counselor (LPC) in Michigan. You will gain knowledge and experience in the following areas: research, group techniques, counseling theories, ethics, counseling techniques, counseling philosophy, testing procedures, career development and consulting. Practicum and internship experiences will complete the minimum requirements. Elective hours will allow you to gain additional knowledge and experience in areas of particular interest to you.

Master of Arts in Counseling: Clinical Mental Health Counseling Concentration

Core Courses (42 hours)

CED 610 (3): Career Counseling

CED 620 (3): Introduction to Multicultural Issues in Counseling

CED 630 (3): Professional Ethics and Consultation

CED 640 (3): Assessment in Counseling

CED 641 (3): Introduction to Counseling for Addictions

CED 650 (3): Theories and Techniques of Group Counseling

CED 660 (3): Counseling Techniques

CED 665 (3): Personal and Professional Development across the Lifespan

CED 677 (3): Counseling Theories

CED 679 (3): Crisis and Trauma Counseling

CED 686 (3): Psychopathology in Counseling

CED 690 (3): Counseling Practicum (100-hours of clinical experience)

CED 695 (3): Research in Counseling

CED 699 (3): Diagnosis & Treatment Planning in Counseling

Additional Requirement (6 hours)

CED 603 (3): Introduction to Clinical Mental Health Counseling

CED 668 (3): Family Counseling & Therapy

Plan B Requirement (6 hours)

CED 691 (6): Internship (600-hours of clinical experience)

Electives (6 hours)

Select other CED courses, approved SPE courses, or approved transfer credits to bring credit hour total to at least 60. CED Elective Offerings:

CED 617 (3): Counseling Supervision

CED 642 (3): Neuropsychopharmacology

CED 643 (3): Etiology of Addiction



CED 651 (3): Counseling Children and Adolescents

TOTAL: 60 semester hours

Addiction Counseling Concentration

This 60-hour concentration prepares students interested in qualifying for licensure as a Professional Counselor (LPC) in Michigan and who wish to work in the addiction field. Potential work settings would include: community-based social service agencies, institutions of higher education, criminal justice institutions, counseling personnel in public and private schools, and private practice.

Master of Arts in Counseling: Addiction Counseling Concentration Core Courses (42 hours)

CED 610 (3): Career Counseling

CED 620 (3): Introduction to Multicultural Issues in Counseling

CED 630 (3): Professional Ethics and Consultation

CED 640 (3): Assessment in Counseling

CED 641 (3): Introduction to Counseling for Addictions

CED 650 (3): Theories and Techniques of Group Counseling

CED 660 (3): Counseling Techniques

CED 665 (3): Personal and Professional Development across the Lifespan

CED 677 (3): Counseling Theories

CED 679 (3): Trauma and Crisis Counseling

CED 686 (3): Psychopathology in Counseling

CED 690 (6): Counseling Practicum (100-hours of clinical experience)

CED 695 (3): Research in Counseling

CED 699 (3): Diagnosis & Treatment Planning in Counseling

Additional Requirement (12 hours)

CED 642 (3): Neuropsychopharmacology

CED 643 (3): Etiology of Addiction

CED 644 (3): Addiction Oriented Systems and Methods of Care

CED 668 (3): Family Counseling & Therapy

Plan B Requirement (6 hours)

CED 691 (6): Internship (600-hours of clinical experience)

TOTAL: 60 semester hours



Course Work

The three concentrations have some core courses in common. Some course titles include Theories and Techniques of Group Counseling, Counseling Techniques, Assessment in Counseling, Theories of Counseling, Ethics & Consultation in Counseling, and Career Counseling. All courses are offered evenings and asynchronous or synchronous online to better accommodate the non-traditional student. Make sure you take courses in the proper sequence and fulfill all course prerequisites prior to enrolling for classes. Read your Graduate Bulletin, pick up the program option handouts, and consult with your advisor. If you have not been assigned an advisor, it is probable that you have not been admitted to this department. Thus, you will not be allowed to enroll in most classes.

Gatekeeping Courses

Central Michigan University's Counseling Program has established several developmental "benchmarks" spread across the curriculum. These are known as Gatekeeping courses and they consist of CED 660, 690 & 691. These courses are distinct because they occur roughly across each of the three years of the CED program, they include a heavy emphasis on skills application, and they require BOTH the appropriate letter grade AND acceptable skills evaluation to successfully complete them and continue to move toward matriculation. The syllabi and assigned instructors for these respective courses will provide each student with detailed information on all requirements.

Course Sequence Note

There is a four-semester sequence of classes that will affect the length of time necessary to complete your program.

CED 677 (Theories of Counseling) is a prerequisite for CED 660 (Counseling Techniques), which is a prerequisite for CED 690 (Counseling Practicum), which in turn is a prerequisite for CED 691 (Counseling Internship).

The Center for Community Counseling & Development (CCCD)

The Counseling Program owns and operates a full service no cost mental health clinic located in the Education and Human Services Building that provides in person and telemental health counseling services to the CMU and Michigan community. All students who choose to take practicum through the CCCD will receive training in telemental health counseling and can conduct telemental counseling while receiving supervision. The Clinic Director is a Board Certified Telemental Mental Health Provider. Completing practicum through the CCCD is available to all students in the Counseling Program.

Dual Track Concentration Course Sequence

Some students may choose to complete two concentrations tracks. The CMU Counseling Program does allow students to pursue two concentrations if the following conditions are met. ***Please note the CMU does not issue transcripts with two concentrations; your primary concentration will be indicated on your transcript. Dual concentration options may meet the need of school concentration students who also wish to obtain a Clinical license outside of Michigan. Please consult your advisor to determine which options best suit your professional goals.***

- Receive permission from your advisor and develop a Dual Concentration Program Plan
- Complete all required coursework for both concentrations.
- Register for and complete two separate 600-hour internships in each concentration in different semesters. Internship hours may not overlap; the experiences must be distinct and separate.



The charts below outline the requirements for each dual track option:

Dual Concentration in School Counseling and Clinical Mental Health Counseling

Step	Courses	Total Credit Hours
Complete core courses	CED 610, CED 620, CED 630, CED 640, CED 641, CED 679, CED 650, CED 660, CED 665, CED 677, CED 686, CED 695, CED 699	39
Complete School Concentration Courses	CED 604, CED 615, CED 645, CED 651	12
Complete Clinical Mental Health Concentration Courses	CED 603, CED 668	6
Complete 100-hour practicum	CED 690	3
Complete Internship in PK-12 setting	CED 691	6
Complete Internship in Clinical Mental Health	CED 691	6
	Total Credit Hours	72

****Please note that one school course will count as the required elective for Clinical Mental Health Counseling.**

Dual Concentration in School Counseling and Addiction Counseling

Step	Courses	Total Credit Hours
Complete core courses	CED 610, CED 620, CED 630, CED 640, CED 641, CED 679, CED 650, CED 660, CED 665, CED 677, CED 686, CED 695, CED 699	39
Complete School Concentration Courses	CED 604, CED 615, CED 645, CED 651,	12
Complete Addiction Concentration Courses	CED 642, CED 643, CED 644	9
Complete 100-hour practicum	CED 690	3
Complete Internship in PK-12 setting	CED 691	6
Complete Internship in Addiction Counseling	CED 691	6
	Total Credit Hours	75



Dual Concentration: Addiction Counseling and Clinical Mental Health Counseling

Step	Courses	Total Credit Hours
Complete core courses	CED 610, CED 620, CED 630, CED 640, CED 641, CED 679, CED 650, CED 660, CED 665, CED 677, CED 686, CED 695, CED 699	39
Complete Clinical Mental Health Concentration Courses	CED 603, CED 668	6
Complete Addiction Concentration Courses	CED 642, CED 643, CED 644	9
Complete 100-hour practicum	CED 690	3
Complete Internship in Clinical Mental Health Counseling	CED 691	6
Complete Internship in Addiction Counseling	CED 691	6
	Total Credit Hours	69

****Please note that the addiction courses will count as the required electives for Clinical Mental Health Counseling.**

Professional Licensure

School Counseling Licensure & Endorsement - Michigan

Michigan does not require school counselors to be licensed or certified as teachers. Michigan does require a master’s degree with a specialization in school counseling including a 600-clock hour internship, 300-hours of which must be in a school setting under the supervision of a qualified professional. Please note: Regardless of concentration, all students must complete 300 hours of clinical work with clients, under the supervision of a qualified supervisor, during the 600-hour internship. It is the student’s responsibility to find a school or schools in which to complete practicum and internship. Most schools require a background check. It is also the responsibility of the student to arrange for qualified supervision. Applicants expecting to practice outside of Michigan should consult that state’s department of education to determine the current certification requirements. A list of steps is provided to receive more information about School Counseling licensure or endorsement in Michigan. The first step is to create a Michigan Education Information System (MEIS) Account through the Michigan Department of Education, at www.michigan.gov/meis. After the student has created a MEIS Account, they can apply for the School Counseling Endorsement or School Counseling License through the Michigan Online Educator Certification System (MOECS) at www.michigan.gov/moecs. When the student visits this site, they can log in with their MEIS Account information to apply for the endorsement or license.

It is also the responsibility of the student to arrange for qualified supervision. For information on School Counseling licensure in Michigan, contact: Michigan Department of Education <http://www.michigan.gov/mde>



School counseling concentration graduates should contact the executive secretary and/or the internship coordinator to complete the verification of academic program. When you have completed all the required course work for school counselor licensure, you will need to take the Michigan Test for Teacher Certification (MTTC)—Test #51, Guidance Counselor, and then file an application with the EHS Center for Student Services office. The applications and MTTC test information are available in the EHS Center for Student Services office (421 Education and Human Services Building, telephone: (989-774-3309).

School Counseling License-Other States

Please see the attached spreadsheet that lists states and territories with links to Department of Education requirements to become a school counselor in that State or Territory. The student bears responsibility for ensuring accuracy at the time the student applies.

Professional Counseling Licensure -Michigan

Once you have completed the necessary 60-hour course work and have graduated, please go to

<https://www.michigan.gov/lara/bureau-list/bpl/health/hp-lic-health-prof/counseling>

For information on how to obtain your limited counseling license.

The address is: P.O. Box 30670, Lansing, Michigan, 48909; telephone: (517) 335-0918. Licensure is not processed through Central Michigan University. The State of Michigan requires completion of the National Counselor Examination (NCE), or the National Clinical Mental Health Counselor Examination (NCMHCE) or the Comprehensive Rehabilitation Counselor examination to obtain full licensure.

Professional Counseling Licensure – Other States

Students wishing to seek licensure in other States or Territories may use this spreadsheet to find links to the State’s requirements and application processes. The student bears responsibility for ensuring accuracy at the time the student applies.

Addiction Certification (CADC/CAADC) -All States

Completion of the Addiction certification makes graduates eligible for the CADC (Certified Alcohol and Drug Counselor) or the CAADC (Certified Advanced Alcohol and Drug Counselor). Graduates will need to contact the addiction certification board in their state. Usually, boards require that counselors register and pass an exam administered by the International Certification and Reciprocity Consortium (IC & RC). The attached spreadsheet provides links to U.S. Addiction Certification Boards. In Michigan, please contact the Michigan Certification Board for Addiction Professionals <https://www.mcbap.com/>

National Counselor Examination – National Certified Counselor Credential

The Central Michigan University Counseling Program participates with the National Board of Certified Counselors to offer students the opportunity to sit for the National Counselor Exam (NCE) prior to graduation. Students who register, pay and pass the exam receive the NCC credential. Students will receive notification via email when they can register for this exam. Please note that not all States require this exam for licensure. Please consult the spreadsheet above with links to licensing rules regarding testing requirements.



Ethics Regarding Licensure and/or School Counseling Endorsement

Graduates are expected to pursue licensure or endorsement immediately upon graduation, including completing test requirements and begin working in the counseling field. To protect the counseling profession, the CMU Counseling Program will only certify graduates for school counseling license/certification or professional licensure and addiction certification who have graduated within the last 7 years.

Registered Student Organization (RSO)

Central Michigan University's Counseling Program is proud to sponsor a campus registered student organization. The "RSO" provides counseling students with the opportunity for extra-curricular involvement than can include but is not limited to scholarship, leadership, professional and community service and advocacy. Students can check with the department and program for current faculty advisors, student officers, and meeting dates & times.

Chi Sigma Iota (CSI)

The Mu Kappa Chapter of CSI is a Registered Student Organization (RSO) for the Central Michigan University Counseling Program, which is a chapter of the international organization. CSI is an international honor society that values academic and professional excellence in counseling. We promote a strong professional identity through members (professional counselors, counselor educators, and students) who contribute to the realization of a healthy society by fostering wellness and human dignity. The mission of CSI is to promote scholarship, research, professionalism, leadership, advocacy, and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the profession of counseling.

Membership in Chi Sigma Iota is extended to eligible students who meet CSI's membership criteria as defined in our Bylaws. Chapter Faculty Advisors review student eligibility criteria and provide a written letter (or email) of invitation to join. If you have not received such a letter, please check with your Chapter Faculty Advisor or your application may not be approved. To become a member, register as a "new member" on the national website: www.csi-net.org. Once you have registered, the Chapter Faculty Advisor will be notified and upon review of your academic performance, the Advisor will confirm acceptance into the chapter/organization. A welcome email will be sent and will show confirmation of your acceptance into the honor society.

Member Type Eligibility:

- Counselor Educator (Faculty members only) - Professors or instructors with a completed doctorate.
- Guest - Not qualified to be a member of CSI but would like to access limited features on our members-only side like webinars for CEU hours. There is no membership fee associated with this member type; however, webinars and other features free for members will incur a charge.
- Student (Currently enrolled) - ALL students applying for a new CSI membership and currently enrolled in a master's, specialist, or doctoral program, regardless of full or part-time work status. Students must have completed one semester of coursework with a GPA of 3.5 or higher (on a 4.0 scale) to be eligible.
- Professional Counselor (Practitioners only) - Completed master's degree and eligibility to work in the counseling field; NOT currently enrolled in a specialist or doctoral program.



- ▶ CSI holds events in the areas of service, advocacy, professional development, social, fundraising, and leadership throughout the semester. Contact the Chapter Faculty Advisor or a member of the CSI Executive Board with further questions.

Professional Associations

Counselor Education students should seek membership in the professional associations of their choice. Three associations are most appropriate for master's counseling students: the [American Counseling Association](#) (ACA), the [American Mental Health Counselors Association](#) (AMHCA), [the National Association of Addiction Professionals](#) (NAADAC) and the [American School Counselor Association](#) (ASCA). Each of these associations also has state and local affiliates you may wish to join. There are many reasons why membership in one or more of these organizations is important. First, membership establishes your identity within a professional field of study. Second, membership facilitates professional development through workshops, seminars, conferences, and professional publications. Third, membership helps professionals network and communicate with one another. Fourth, members benefit from money-saving discounts on things like publications and professional liability insurance. Finally, membership is a statement that you subscribe to the highest ethical standards and practices in your profession. Discounted student memberships are available in most associations. Membership information is available from faculty members.

Financial Assistance

Scholarships from foundations and societies are available to students who have maintained a high undergraduate and graduate scholastic record. More information can be obtained through the [Office of Scholarships and Financial Aid](#). Additionally, a limited number of graduate assistantships through the counseling program and the department are available each year based on funds available. Interested students can inquire through the counseling faculty or the department office staff.

Career Development Center

The Career Development Center coordinates placement in career positions for all colleges. Services include individual discussions with staff members to talk over career plans, employment information, resume preparation, application procedures and job prospects, as well as the opportunity to interview with recruiters representing a variety of employers. The Career Development Center provides information on employers, government positions, schools and colleges, occupational fields, and specific position openings. Students interested in career positions are encouraged to contact the [Career Development Center](#), but especially early in the year of graduation. (240 Ronan Hall)

Faculty Recommendation

Counselor Education faculty members welcome the opportunity to assist students in obtaining employment in a field for which the student is trained and qualified. Students will only be recommended for employment and/or licensure commensurate with their program of study. Most faculty members support students' efforts to obtain employment through writing letters of recommendation. Students are encouraged to approach faculty members to solicit a recommendation, however, faculty members reserve the right to decline a student's request if they feel a student is not adequately trained or qualified for the position they are seeking.



Educational, Vocational, and Personal Counseling Resources

The following is a list of personal counseling options available to students matriculating in Mt. Pleasant, throughout Michigan and throughout the United States.

The CMU Counseling Center

(989) 774-3381, 102 Foust Hall, Mount Pleasant, MI 48859. Email: counsel@cmich.edu -telemental health sessions available

Psychological Training and Consultation Center

(989) 774-3904, Health Professions Building

Community Counseling Associates

(989)773-0222, 500 S. Main St. Suite B, Mount Pleasant, MI 48858

ASCC Therapy Solutions

(989)779-9449, 218 S. Washington, Mt. Pleasant, MI 48858

24 Hour Crisis Line/ CMU Mt. Pleasant

(989) 772-2918

24 Hour Crisis Line/ Grand Rapids, MI – West Michigan Community Mental Health

1-800 992-2061

24 Hour Crisis Line/ Saginaw Michigan; Saginaw County Community Mental Health Authority

(989) 792-9732

24 Hour Crisis Line/ Dearborn, MI – Detroit Wayne County Mental Health Authority

1-800-241-4949

24 Hour Crisis Line/ Southfield, MI – Common Ground

1-800-231-1127

24 Hour National Suicide Crisis Line - 988

Online Student Counseling Referrals

Please also go to www.mhweb.org for a list of counseling options throughout Michigan. Please go to [SAMHSA for a list of counseling services](#) anywhere in the U.S.



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Acknowledgment of CED Student Handbook: Counseling Graduate Program

Please sign and please make two copies of this document, one copy to keep for your own records and one copy is to be turned in to the Counseling Program Executive Secretary by the end of the first week of classes.

I, _____ (please print your name) have read the CMU Counseling Program Graduate Student Handbook in its entirety. Further, I understand that I am required to voluntarily disclose to CMU’s Counseling Program any criminal history including both misdemeanor and felony arrests and/or convictions, excluding traffic violations. Additionally, during the entirety of their matriculation in the program, all students are required to voluntarily report to CMU’s Counseling Program within (72) hours any criminal activity including misdemeanor and felony arrests and/or convictions but excluding traffic violations. Having been convicted of a felony and some misdemeanors may prevent the student from being licensed or from working or doing a practicum or internship in a school or agency. If a student is concerned about this issue, they should contact the state licensing board to seek additional information.

Throughout your matriculation in the CMU Counseling Program, assignments and data may be used for research purposed is an anonymous way. If you would like to opt out of your information being used in any way, please initial here: _____.

My first semester of enrollment in the counseling program: _____

The edition of the CED Student Handbook I reviewed: _____

My Program is (check all that apply):

- Addiction
- Clinical Mental Health
- School

I understand and accept the policies and information contained in the Student Handbook. I have discussed matters that are unclear to me with my advisor (if applicable). I understand that policies and procedures may change through the course of my program of study, and if changes and/or additions to the handbook occur my advisor and/or the Program Director will inform me of that information.

Student Signature: _____ Date: _____

For Office Use Only:

Signed Copy Received (date):

Signed Copy Filed (date):