



**WESTERN
MICHIGAN
UNIVERSITY**

**Counselor Education
Master's Student Handbook**



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Purpose

The purpose of this handbook is to provide students with basic information about curricula, degree requirements, advising, and related professional concerns. While this information is intended to facilitate smooth and orderly progress toward degree completion, the information in this handbook is also subject to periodic revision. It shall not be construed as a contractual or otherwise binding obligation of the department or university. Students should also refer to the online Western Michigan University Graduate Catalog for guidance and direction during their academic careers. Students are strongly advised to attend an orientation session and regularly consult with their advisor to stay abreast of relevant changes in department and university policies.

Introduction

Western Michigan University's (WMU) Master of Arts (MA) counseling program began in 1947 in conjunction with the University of Michigan and was developed specifically to train secondary school counselors. In 1952, the program attained independent status, and six students graduated from WMU at the end of the fall semester.

From this beginning, there is now a doctoral program in Counselor Education (CACREP-Accredited) along with three master's degree program options including Clinical Mental Health Counseling (CACREP-Accredited); Marriage, Couple and Family Counseling (CACREP-Accredited) and School Counseling (CACREP Accredited).

Mission

Our mission is to develop competent, ethical, and culturally sensitive counselors through graduate education and scholarship. To accomplish this mission, we offer doctoral training in counselor education and master's level training in clinical mental health counseling; marriage, couple, and family counseling; and school counseling. We strive to recruit and retain students of diverse racial/ethnic backgrounds from local, state, national, and international locations.

The mission is supported by the pursuit of the following specific goals:

1. Students are expected to demonstrate a critical and scholarly approach to theory, research, and practice.
2. Students are expected to demonstrate competency in clinical/intervention skills.
3. Students are expected to demonstrate a thorough integration of science and practice.
4. Students shall demonstrate competence for work with multicultural and diverse populations.
5. Students are expected to practice within a preventive, developmental, and/or remedial framework across a wide range of psychosocial functions.
6. Students must show a strong knowledge of, and commitment to, the ethics of their profession.
7. Students demonstrate a working knowledge of a variety of activities within their profession, including psychotherapy, assessment, supervision (doctoral only), teaching (doctoral only), consultation, and program evaluation, and they can be employed in a variety of settings.
8. Students are expected to identify, select, and pursue life-long education opportunities.

Objectives/Key Performance Indicators

Master's students are trained with emphasis on the following 11 program objectives or key performance indicators.

1. Master's students can apply the ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
2. Master's students know strategies for identifying and eliminating barriers, prejudices, and processes of

intentional and unintentional oppression and discrimination

3. Master's students appropriately conceptualize the systemic and environmental factors that affect human development, functioning, and behavior when treating clients
4. Master's students know strategies for facilitating client skill development for career, educational, and life-work planning, and management
5. Master's students know essential interviewing, counseling, and case conceptualization skills
6. Master's students know the dynamics associated with group process and development
7. Master's students know how to use assessments for diagnostic and intervention planning purposes
8. Master's students know how to analyze and use data in counseling
9. Clinical Mental Health Counseling master's students understand the fundamentals of the intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
10. Marriage Couple and Family Counseling master's students understand conceptualizing and implementing treatment, planning, and intervention strategies in marriage, couple, and family counseling.
11. School Counseling master's students understand strategies to promote equity in student achievement and college access.

Commitment to Diversity

We recognize the importance of addressing the needs of an increasingly diverse society. To that end, we strive to increase the educational opportunities of diverse student populations and create an atmosphere where the values and concerns of racial/ethnic minorities and diverse populations receive attention and respect. These issues are integrated into courses throughout the curriculum and focused on in specific courses.

Master's Degree Program Overview

Our master's degree programs are designed to prepare entry-level mental health professionals for a range of occupational settings. All programs require completion with a 3.0 or better average GPA. All MA programs are built on a core of 10 counseling core courses (30 hours) that emphasize acquiring knowledge and skills common to all programs. Additionally, all program areas have specific courses related to the unique knowledge needed for that specialty area.

The 10 Counseling Core courses that all MA students must take include:

CECP 6010 Research Methods

CECP 6020 Group Dynamics and Procedures

CECP 6030 Tests and Measurements CE – Counselor Education specific section

CECP 6040 Counseling Techniques

CECP 6050 Professional Issues and Ethics CE – Counselor Education specific section

CECP 6070 Multicultural Counseling and Psychology

CECP 6080 Counseling and Life Span Development

CECP 6110 Theories of Counseling

CECP 6100 Career Development: Theory and Practice

CECP 6220 Psychoeducational Consultation

The two courses for Supervised Clinical Practice

CECP 6120 Counseling Practicum

CECP 6130 Field Practicum (Internship)

The faculty recommend focusing on registering for the following four classes as you begin your MA program:

CECP 6040 Counseling Techniques, CECP 6110 Theories of Counseling, CECP 6070 Multicultural

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Counseling, and CECP 6050 Professional Issues and Ethics (Note: There is a CE specific section for counselor education MA students. You will only be permitted to register for your specific class section.) You are not required to take all four of these classes in the same semester. Simply focus on taking these classes as soon as possible before taking other required classes in your MA program. Also, the following courses are prerequisite courses for CECP 6120 Counseling Practicum: CECP 6020 Group Dynamics and Procedures,

Clinical Mental Health Counseling Overview

The Clinical Mental Health Counseling 60-hour program incorporates specialty coursework in foundations of clinical mental health counseling, psychopathology, substance abuse, family therapy, case conceptualization and treatment planning, and advance appraisal. The program includes a 100-hour practicum and a 600-hour internship in a clinical mental health setting. Graduates of this program are prepared to work in a variety of professional counseling settings. As part of basic degree requirements, this program meets all the educational requirements for the licensed professional counselor credential (LPC) in Michigan and is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). This option is offered face-to-face in Kalamazoo and Grand Rapids.

College Counseling Overview

The College Counseling 48-hour program emphasizes counseling with college students and prepares students for careers as counselors in community colleges, four-year colleges and universities. The program is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). Students are no longer being enrolled at WMU in this program option.

Marriage, Couple and Family Counseling Overview

The Marriage, Couple and Family Counseling 60-hour program is offered in collaboration with the Department of Family and Consumer Sciences. In addition to the core counseling courses, this program emphasizes an understanding of the issues faced by contemporary couples and families and a family systems approach to the conceptualization and treatment of couples and families. The program includes a 100-hour practicum and 600-hour internship in a community setting where students have adequate exposure to couples and families. The program meets the educational requirements for the licensed professional counselor credential (LPC) in Michigan and is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Working with an advisor, this degree can also lead to licensure as a marriage and family therapist. This option is offered face-to-face in Kalamazoo and Grand Rapids.

School Counseling Program Overview

The school counseling program is designed to prepare individuals to function as school counselors at the K-12 level in public and private schools in accordance with the Endorsement Rules and Teacher Certification Code of the State of Michigan, and Public Act 288 r.e. School Counselors. This program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). This option is offered face-to-face in Kalamazoo and Grand Rapids.

K-12 School Counseling (grades K-12). Enables certified teachers to be endorsed as elementary and secondary counselors. 48-hour program.

School Counselor License (grades K-12). Enables individuals without teacher certification to be licensed as school counselors. 59-hour program.

Rehabilitation Counseling Overview

The program promotes quality rehabilitation services for individuals with disabilities by educating personnel who serve as rehabilitation counselors. The rehabilitation counseling program incorporates coursework in small 'n' research design and analysis, services for persons with disabilities, computer technology in rehabilitation, job development and placement, psychosocial aspects of disability, medical & functional aspects of disability, and foundations of rehabilitation counseling. The program includes a 600-hour supervised rehabilitation counseling internship in a vocational rehabilitation employment setting. The program meets the educational requirements for certification as a Rehabilitation Counselor and is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The rehabilitation counseling program (53-credit hours) is also offered in conjunction with the Master of Arts in Rehabilitation Teaching as a dual Master of Arts degree program in rehabilitation counseling specializing in blindness and low vision. The Rehabilitation Counseling/Teaching (RCT) dual degree program is a 76-credit hour program. This option is offered face-to-face in Kalamazoo.

Electives

Counselor Education MA graduate students may want to take electives that can complement their chosen degree program to fulfill career objectives. **If a student desires an elective to be a part of their degree requirements, the student must gain their advisor's approval before taking the class.** Students may select, with advisor approval, among three options for elective study in an area of interest.

- a. Limited Elective Coursework. Students may take a course or two to explore an area.
- b. Concentrated Elective Study. Students may take a collection of courses to gain a more in-depth understanding and knowledge of a particular area.
- c. Elective Study to meet Academic Requirements for a specific professional credential [e.g., Holistic Health Care Certificate; SPADA Certificate/Certified Addictions Counselor; License as a Marriage and Family Therapist (LMFT)]. Consultation with an identified advisor in a particular area of interest is recommended to ensure compliance with current requirements. Programs in Holistic Health and SPADA are offered through the College of Health and Human Services. Students who desire the SPADA Certificate or Holistic Health Certificate must formally apply to the respective program and meet with an SPADA or Holistic Health advisor.

Job Outlook For Graduates

To assess the job outlook for your degree program, please visit [onetonline.org](https://www.onetonline.org) at <https://www.onetonline.org>. In the search area in the top, right-hand corner of that webpage, type in your degree program (clinical mental health counselor, school counselor, etc.) and up to date information will be presented to you. You can also use the Focus system found at <https://wmich.edu/career/focus>, which is free for all WMU students.

Master's Student Assistantships, Scholarships, and Grants

Graduate assistantships are awarded by university departments or units to individual students and include a stipend. They must be applied for separately and usually require 20 hours of work per week (for funding a full assistantship). CECP does not offer graduate assistantships to master's students. However, other departments do offer graduate assistantships to our master's students. You can find and apply for graduate assistantships through WMU campus employment at <https://wmich.edu/career/campus>

Further, students can find CECP department scholarships and awards at <https://wmich.edu/cecp/scholarships>

Additionally, students can find the College of Education and Human Development scholarships at

<https://wmich.edu/education/scholarships/graduate>

Lastly, students can find WMU Graduate College Fellowships and Grants at

<https://wmich.edu/grad/fellowships-grants>

Federal Financial Aid Programs

Financial aid for graduate students is a little different than for undergraduate students. The biggest difference for graduate students is that you are automatically considered independent. So, only your income and assets (and if married, your spouse's) are considered when determining your eligibility for aid.

If you have been offered a WMU graduate assistantship or fellowship, it will not be indicated on your financial aid offer letter until the department has notified the financial aid office. Graduate assistantships and fellowships may reduce the amount or type of aid you have been offered. When your aid is adjusted, you will be notified through your WMU email. Check GoWMU anytime to view the status of your offers.

Please visit <https://wmich.edu/finaid/graduate> for current information on graduate federal financial aid.

Campus Employment for Students

WMU employment opportunities are listed through Handshake, which is located at <https://wmich.edu/career/campus/students>. Many departments post their jobs on their individual websites. Use the University Directory to access these websites, which is located at <https://wmich.edu/directories>.

Information Update

If you change your name, address and/or telephone number, we need you to update that information immediately. For example, we need your current telephone number should we need to contact you if a class session is cancelled. To update your information, log onto your GoWMU account, click on the View/Update My Personal Information link on the left-hand Student Home Tab, and update your information.

Tk20

To help ensure that graduates are prepared to work in their chosen professions, as well as to satisfy assessment related requirements of accrediting bodies, the Counselor Education Unit conducts systematic assessments of students and programs. Several tools are used as part of the student assessment process. One of those tools is Tk20 <https://wmich.edu/cecp/tk20>; a system that allows students, faculty, and supervisors to submit a variety of assessments (course assignments, clinical experience evaluations, observation evaluation, etc.) that are used to help measure student learning and performance. Tk20 is a required instructional resource like textbooks, course packs, and other supplemental instructional materials. TK20 can also encourage communication and connection with students after they graduate so that they can have access to key documents and assessments that may be important to their careers and licensure following graduation such as CECP 6120 counseling practicum summary logs and CECP 6130 field practicum logs and evaluations.

Effective January 2015, all newly admitted and enrolled CECP students are required to have a Tk20 student subscription at the start of their first semester of study. This is paid for out of student fees the first semester in the program. As such, students have a subscription for TK20 automatically upon the first semester of enrollment. The Tk20 subscription is purchased that one time during the first semester of study and is accessible across their entire program of study as well as 7 years following their graduation.

Counseling Services For Students

Students at Western Michigan University are eligible for counseling services as part of your student fees. If at any time during the program you encounter personal concerns or difficulties, you may contact the Sindecuse Health Center-Counseling Services to schedule an appointment at 269-387-1850 or visit <http://www.wmich.edu/healthcenter/counseling>.

Admission

The Department has three different application deadlines for M.A. program admissions during the year: January 15, for taking classes in the following Summer and Fall semesters, May 15, for taking classes in the following Fall semester, and September 15 for taking classes in the following Spring semester. Applicants interested in beginning their graduate master's degree studies in the Fall semester are encouraged to meet the January 15 application deadline so that they have more time to seek assistantships or campus employment beginning in the fall semester.

WMU has an online graduate application system that allows all students (domestic and international) to submit required information into one system. For the latest information on application requirements, including application deadlines, please visit <https://wmich.edu/grad/admissions/landing.php>. To apply, please visit <https://wmich.edu/apply/graduate/application>

Persons interested in applying for graduate studies at WMU should carefully review the admission procedures presented in the current *Graduate Catalog*. General *Graduate Catalog* admission requirements include:

1. Bachelor's degree from an accredited institution, indicated on an official transcript. Exceptions may be granted to students from other institutions that have signed agreements through a Memorandum of Understanding (MOU).
2. An official transcript from the institution from which you received your bachelor's degree is required, as well as a transcript from institution(s) where any graduate level courses or degrees have been taken/completed. Sealed transcripts are considered official if printed on date is within the previous 90 days. Applicants are not required to submit an official transcript of courses taken/completed at WMU. Departments may request additional course information/transcripts as necessary. Please check the requirements listed for your chosen program at wmich.edu/grad/admissions/landing.php.
3. An overall grade point average of at least 3.0 in the last two years of undergraduate work.
4. Evidence of having met any additional admission requirements stipulated by the individual degree program.
5. Acceptance by the academic unit offering the master's program.

In addition to meeting the general admission requirements of WMU's Graduate College, applicants must also meet the following five Departmental and CEU requirements for admission:

1. Three letters of recommendation are required from persons with knowledge of the applicant's professional and academic skills or potential for success in the master's program. The recommendations should attest to the congruency of the applicant's educational and employment goals as they relate to the department description. Please send email requests for such recommendations from within the online system.

2. A resume of the applicant's relevant professional experience and leadership activities must also be submitted to the Department. For your resume, in addition to the standard elements of a resume, be sure you include and clearly label all relevant professional experience and relevant volunteer, practica, and/or internship experience, including starting and ending dates. A cover letter highlighting employment and professional activities may accompany the résumé
3. On no more than two typewritten, double-spaced pages, write an essay discussing your professional goals. Give attention to work with racial or ethnic minorities and diverse populations throughout your essay. Include: a) your reason for wanting to be in a specific program; b) your professional goals as they relate to that program; c) an assessment of your personal assets and liabilities; and d) life experiences that might be useful in your work as a helping professional, including your work with racial/ethnic minorities and diverse populations.
4. Complete the program supplemental application program form and save it using your last name in the document name, and then submit the saved document within the online application. You can find this form at www.wmich.edu/grad/admissions/single.php?id=32

Once the Counselor Education faculty review applications, they decide which applicants will be offered admission into the counselor education programs. Accept and deny recommendations are forwarded to the Department Chairperson. The Department Chairperson is responsible for reviewing the recommendations of the CEU and forwarding admissions decisions to the applicants and The Graduate College.

Applicants who are offered admission must, within 30 days, notify the department of their intent to matriculate. Applicants who fail to notify the department of their intent to enroll within the specified time will be considered to have declined the departmental offer, and the offer of admission will be withdrawn.

Admission by Transfer From Other WMU Graduate Programs

Students seeking to transfer to Counselor Education master's programs from other WMU master's programs (including those in the Department of Counselor Education and Counseling Psychology) will be considered on the same basis as all other applicants seeking admission to the Counselor Education master's program. All other admission requirements and procedures previously described in this section of the *Master's Handbook* will apply.

Admission Status

In accord with Graduate College policies, students are admitted to the department on regular or conditional status. Those individuals who are admitted with an undergraduate grade point average of less than 3.0 on a 4.0 scale may be admitted on conditional status. Students on conditional status must complete 9 semester hours of required courses in the program options with Bs or better and send a letter to the department chairperson requesting regular admission status to be removed from conditional status. The advisor cannot approve a program of study until the student is placed on regular admission.

Academic Degree Program Orientation

The program orientation information is posted on the Department website in the General Information section of the CECP Student Resources page <http://www.wmich.edu/cecp/student-resources/orientation> and listed in the acceptance letter to students.

Academic Advisement

Students are assigned a full-time faculty member as their academic advisor. The academic advisor's name is contained in the admission letter, along with a strong recommendation that an appointment be arranged as soon as the student has completed the online orientation, which is found at <http://www.wmich.edu/cecp/student-resources/orientation>. Contact your advisor via email to determine how best to set up a meeting with that advisor. The role of the academic advisor is to: (1) help develop and approve the program of study; (2) assist in sequencing classes; (3) determine the appropriateness of electives; (4) guide students through their program; (5) approve CECP 6120 and CECP 6130 sites and supervisors; and (6) troubleshoot problems if and when they arise.

Whenever possible, academic advisors are assigned to match the students' program of study. For example, students electing the school counseling option are matched with advisors whose professional interests are in school counseling. Thus, admitted students receive current and relevant advice from professors active in their respective disciplines. The telephone, email, and WebEx may especially be useful ways to address some advisement issues with your advisor. Each advisor may choose to make use of various technologies in different ways. Check with your advisor on how to make the best use of these resources.

Occasionally, students request a change of academic advisor, usually because they change their master's degree program. First, discuss the request to change advisors with your current advisor. After getting your current advisor's approval, get the approval of the desired advisor to take you on as an advisee. Once you have the new advisor's approval, download the form online at <http://www.wmich.edu/cecp/student-resources/forms>, complete the form, and then email it to your first advisor. Once the first advisor and new advisor sign the form, it is returned to the department chairperson, who must authorize all changes of academic advisors.

Permanent Program of Study Form

Completing the permanent program of study form is an essential step in completing the master's degree. It is developed in consultation with your academic advisor. Students must be regularly admitted and off conditional status before a permanent program of study can be approved. A permanent program of study form shall be filed prior to completion of 12 credit hours of coursework. Program of Study forms are available on the department website: <http://www.wmich.edu/cecp/student-resources/forms>. Students are responsible for the accuracy of their program of study and should regularly check with their advisor if they are uncertain about any program requirements. Failure to include all courses required for a particular program of study may result in delayed graduation, license/certification problems, etc.

After the permanent program of study form is reviewed and signed by your academic advisor, the form is submitted to the CECP office. A copy of the form is also sent to the Registrar's Office, which is audited during the semester you apply for graduation. **A signed copy of the permanent program of study form is provided to students. The program of study form can become a part of various licensure and certification applications. Therefore, students should keep their copy. Students are also advised to permanently keep copies of all course syllabi completed as part of their program of study. Licensing boards in different states may request copies of course syllabi when an individual submits a license application. Each student is responsible for retaining copies of each course syllabus and having copies available if requested by a state licensing board.**

After the permanent program of study form is approved by an academic advisor, any changes must be approved by the advisor before enrollment in substitute classes. Program of Study Course Change forms can be obtained at <https://wmich.edu/grad/forms/registrar>.

Transfer Credits

Transfer credits are subject to approval by the faculty advisor and the Graduate College. Only 16 semester credit can be transferred to complete a degree program and must have been earned within the six-year period prior to graduation.. Transfer credit will be recorded on the Western Michigan University transcript as “Credit” (CR) only and will not be calculated into the honor points earned and the graduate grade point average at WMU. Grades and honor points do not transfer, only credit transfers. Transfer credits for graduate students will not appear on the WMU transcript until the time of graduation. Consequently, honor point deficiencies acquired in credits earned at WMU cannot be made up by credits earned at another university. Graduate credit may be transferred from other schools provided:

1. The credits were earned at an institution accredited for graduate study and are of “B” grade (3.0) or better. Moreover, the student’s overall grade point average for all graduate work taken at the other institution must also be “B” (3.0) or better.
2. The credit is earned within the time limit for the student’s WMU degree program (six years for master’s or specialist programs, or seven years for doctoral programs), is represented on an official transcript of the other institution, and is identified as graduate credit.
3. The student’s advisor verifies that the transfer credits contribute to the student’s degree program and includes them in the student’s Permanent Program of Study.
4. The graduate dean approves the inclusion of the transferred credits in the student’s permanent program of study.

Graduate Transfer Credit Evaluation and Course Substitution Forms can be found at <https://wmich.edu/registrar/students/forms>.

Enrolling in Courses

The schedule of upcoming classes may be found on the WMU Course Offerings web page at <https://wmich.edu/classlookup/>. Once on this page, enter the term of interest and under subject, select “Counselor Education/Counseling Psychology.” A listing of all CECP courses across all locations for the term selected will then appear. Please refer to this web site for course reference numbers (CRN), faculty names, and days and times of classes. If you click on the course's full name on this page, you will find information about course prerequisites and a link that takes you to required textbooks for that course.

Department Class Rotation

Not every CECP course is offered every semester, but courses are usually offered one or more semesters on a regular, cyclical 12-month basis. As you plan your schedule of courses, consult the department's class rotation schedule, which can be found at <http://www.wmich.edu/cecp/student-resources/course-planning>. While it is the intent of the department to follow this schedule as closely as possible, the class rotation schedule is always a tentative listing of courses. There is no guarantee that a class will run in a listed semester as circumstances will necessitate changes.

Whether or not a scheduled course will be held during a particular semester depends on two conditions: (1) advanced registration data and (2) the College of Education and Human Development budget. Therefore, it is mandatory that every student participate in the advanced registration process. The number of students who register for a course may determine whether or not the course will be “kept” on that semester's schedule or “dropped.” If a course is dropped due to low enrollment students will be notified as soon as possible.

How to Register for Classes

Please keep in mind that some courses are specific to the Counselor Education programs at WMU. For example,
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CECP 6030 and CECP 6050 have Counselor Education specific program sections. Students must register for these classes with a “- CE” ending to them. Students will not be permitted to register for classes ending in “CP.”

Students can find the calendar that will tell them when they can register for a given semester at <https://wmich.edu/registrar/calendars/registration>. Students can find the instructions for how to register at <https://wmich.edu/registrar/students/registration>. Once registered, the university will mail your tuition bill following the close of registration. Payment is due upon receipt. Payment plan options are available. You can find more information about payment plans at <https://wmich.edu/registrar/students/registration>. Guest students need to call the department or the respective EUP campus to have that office complete the registration process.

Waitlisting for Classes

The department uses the University automated waitlist for most courses. If students try to register for a CECP class and the class is full, students have the option of placing themselves on the automated waitlist for the class. If a student is on the automated waitlist and a seat becomes available, the student will receive an e-mail to their wmich.edu e-mail account letting them know that they can now register for the class through GoWMU. **Please note: students will not be automatically registered for the class.** After receiving the email, students must register themselves through GoWMU within the next 24 hours. If the student does not add the course by the 24-hour deadline, they will automatically be removed from the waitlist and the course will be offered to the next student in the waitlist queue. If a student wishes to be removed from the waitlist, they can do so through GoWMU by going into Add/Drop Course and changing the waitlist status to Drop Course. If students are on the waitlist and do not check their WMU email regularly, they may miss out on the chance to enroll in the course if slots become available. Students can find complete information at <https://wmich.edu/registrar/students-registration-waitlisting>. Guest students need to call the department or the respective EUP campus to have that office complete the registration process. If a class is closed, guest students may request to be placed on a waiting list for the class through the respective campuses. The waiting list process for guest students may differ between campuses, so it is necessary to contact the appropriate office.

Procedure for 6980 Readings in Counselor Education and Counseling Psychology

After making arrangements with the faculty member, the student undertaking an independent reading or project must complete the 6980 Application form available on-line at the CECP forms webpage at <https://wmich.edu/cecp/student-resources/forms>. This form requires a description of the work the student will complete and the signatures of the faculty member, the student, and the department chairperson. The student should keep a copy of the form.

Procedure for 7100 Independent Research

After making arrangements with the faculty member, the student conducting independent research must complete the 7000 Courses Application form available on-line at the CECP forms webpage at <https://wmich.edu/cecp/student-resources/forms>. This form requires a description of the study the student will complete and the signatures of the faculty member, the student, and the department chairperson. The student should keep a copy of the form.

“Hold” on Registration

If there is a hold on your registration, you cannot complete your registration until an outstanding debt to the University is resolved (e.g., parking fines, library fines, outstanding tuition fees, student housing rent). The debt or request must be paid, and deferment received from the registrar for you to register for classes. For more information, please visit <https://wmich.edu/education/advising/registration>

Extended University Program (EUP) Campuses

The Grand Rapids (downtown) location offers Counselor Education master's program classes. This is considered an Extended University Program (EUP) location. Register for EUP classes via the same system as used when registering for Kalamazoo classes.

Guest (Non-Degree Admission) Status

While the Graduate College permits individuals to enroll as Guest students (non-degree) for up to nine hours prior to being admitted into a program, the Department considers requests for permission to take CECP graduate classes on an individual basis. Students who have been admitted to MA Counselor Education programs are given preference for admission to CECP classes.

Student Evaluation of Faculty

Students can evaluate courses and instructors at the end of the semester or session. The evaluations are compiled, reviewed by the Department Chairperson, and returned to faculty members. Evaluations are anonymous, and instructors receive all student comments after final grades have been submitted. Faculty members may use student evaluations and comments to modify course content and instructional methods. The appropriate reviewing bodies may use summary student rating data in performance reviews such as tenure and promotion.

Ethical Standards

Students admitted to or taking courses in the Department are expected to abide by the ethical standards of the professional associations connected to their field of study. All students in Counselor Education MA programs follow the American Counseling Association (ACA) Code of Ethics (www.counseling.org). Each Counselor Education MA program specialty area also has additional codes of ethics that coincide with the ACA Code of Ethics: Clinical Mental Health Counseling - American Mental Health Counselors Association Code of Ethics (www.amhca.org); Marriage, Couple and Family Counseling - International Association of Marriage and Family Counselors Code of Ethics (www.iamfconline.org), School Counseling - American School Counselor Association Code of Ethics (www.schoolcounselor.org) and the unified rehabilitation counselor code (ARCA www.arcaweb.org, NRCA <https://nationalrehabcounselingassociation.wildapricot.org>, and CRCC www.crc certification.com).

Students are responsible for making themselves aware of and understanding the Graduate Catalog's policies and procedures that pertain to Academic Honesty. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse and can be found in the Graduate Catalog located at: <http://catalog.wmich.edu>. If there is reason to believe a student has been involved in academic dishonesty, they will be referred to the Office of Student Conduct (<https://wmich.edu/conduct>). Students are given the opportunity to review the charge(s). Students read the "Student Rights and Responsibilities" section of The Graduate Catalog, which can be found at <http://catalog.wmich.edu>.

Professional Dispositions Plan and Retention Policy for WMU Counselor Education Programs

Recommended by Counselor Education Faculty October 2020
Approved by Department Chair and University Counsel December 2020

Professional Dispositions Definition

The Core Counselor Education Faculty in the Department of Counselor Education and Counseling Psychology (CECP) are responsible through the American Counseling Association (ACA) Code of Ethics and the Council for Accreditation of Counseling and Related Educational Programs (CACREP) Standards for preparing students who have the required knowledge, skills, and *professional dispositions* to become effective counselors. Therefore, your chosen program of study will prepare you to develop and model the knowledge, skills, and professional dispositions expected of excellent counselors. Faculty, supervisors and/or, staff will evaluate your demonstration of these professional dispositions and provide you with feedback about your progress. Professional dispositions include the commitments, characteristics, values, beliefs, interpersonal functioning, and verbal and nonverbal behaviors that influence the student's professional growth and interactions with colleagues, faculty, supervisors, staff, clients, and communities. These professional dispositions support student learning and development through the ideal of fairness, and that unproductive verbal and non-verbal professional disposition behavior should be given an opportunity to be changed. The ACA Code of Ethics, CACREP Standards, and the WMU Student Code of Conduct specifically articulate the characteristics expected for all students in counselor education programs. Professional dispositions are assessed based on students' observable verbal and non-verbal behavior during their time in their CECP counselor education degree program. *Students are expected to disclose any unethical or unlawful activity from the time their application was submitted until the day of graduation.*

Primary Professional Dispositions (Lambie, Mullen, Swank, & Blount, 2014)	Specific Professional Disposition Descriptors
Professional Ethics	Adheres to the ethical guidelines of the ACA, ASCA, CRCC, IAMFC, & NBCC; including practices within competencies as well as adhering to state regulations
Professional Behavior	Behaves in a professional manner towards instructors, staff, supervisors, peers, & clients (includes appropriate dress & attitudes). Able to collaborate with others.
Professional & Personal Boundaries	Maintains appropriate boundaries with instructors, staff, supervisors, peers, & clients.
Knowledge & Adherence to Policies	Demonstrates an understanding & appreciation for <i>all</i> WMU academic and <i>all</i> WMU and outside counseling site policies & procedures.
Task Completion	Completes <i>all</i> weekly tasks correctly & promptly (e.g., case notes, treatment plans, supervisory logs, assignments, quizzes, discussion threads, presentations).
Multicultural Competencies	Demonstrates awareness, appreciation, & respect of cultural difference (e.g., race, ethnicity, spirituality, sexual orientation, disability, SES, gender identity, etc.) with instructors, staff, supervisors, peers, & clients
Emotional Stability & Self-control	Demonstrates emotional stability (i.e., congruence between mood & affect) & self-control (i.e., impulse control) in relationships with instructors, staff, supervisors, peers, & clients
Motivated to Learn & Grow / Initiative	Demonstrates engagement in learning & development of his or her counseling competencies.
Openness to Feedback	Responds non-defensively & alters behavior in accordance with feedback.

Flexibility & Adaptability	Demonstrates the ability to flex to changing circumstances, unexpected events, & new situations.
Congruence & Genuineness	Demonstrates the ability to be present and “be true to oneself”

Points of Assessment Overview

Professional dispositions for counselor education students will be assessed at three points by using the **Counseling Dispositions & Behaviors Form** (found later in this document). Additionally, faculty, supervisors, and staff may assess, mentor, and remediate student professional dispositions at any point in the program. If necessary, faculty members may complete the **Counseling Dispositions & Behaviors Form** and the **Meeting with Student Form** (found later in this document) when a problem has not been resolved informally.

Masters Counseling Students Points of Assessment	Rater
CECP 6020 - Group Dynamics and Procedures	6020 Professor
CECP 6040: Counseling Techniques	6040 Professor
CECP 6120 - Counseling Practicum	6120 Professor
Any time if concerns are identified before the student’s graduation, or as required by the department	Faculty, Supervisor, Staff

What Happens When a Rating of “Needs Improvement” is Received?

In keeping with the values articulated in the ACA Code of Ethics, CACREP Standards and the WMU Student Code of Conduct, professional dispositional expectations for students are foundational for our programs. The majority of students demonstrate knowledge, effectiveness, and a commitment to transforming lives by making a highly effective and ethical impact on faculty, clients, supervisors, and peers. Occasionally there is a need to remediate students on the professional dispositional requirements of the counseling profession. These procedures outline the process for tracking student dispositions during their course of study.

Students may receive a rating of “Needs Improvement” in *one of two ways*:

1. In one of the three classes mentioned above for their degree program (Masters or Doctoral)

When a student receives a rating of “Needs Improvement” in any area during one of the three classes where a measurement is automatically taken, the student will receive notice from their class professor stating that this has occurred and that at least one rating of “needs improvement” has been recorded for the student. It is expected that course instructors will be diligent in discussing, mentoring, and remediating students on professional dispositions. The Counseling Dispositions & Behaviors Form results may be reviewed by class professors, supervisors, advisors/chairs, program coordinators, unit directors, core Counselor Education Faculty, department chairs, the Dean’s office, the Office of Student Conduct, or the Provost’s Office.

If the nature of the “needs improvement” area suggests that further intervention is warranted, any of these faculty and administrators may request a meeting with the student to directly discuss the issue OR initiate a **Professional Disposition Plan of Action** OR both. If a faculty member concludes that the concern requires formal documentation, **the Counseling Dispositions & Behaviors Form and Meeting with Student Form** (found later in this document) should be completed. If a school/agency on-site supervisor indicates a dispositional issue, that school/agency on-site supervisor may be asked to provide additional details to allow all parties to understand the articulated concern fully. The faculty member may complete the documentation for the

dispositional concern expressed by the on-site supervisor. Students will receive a copy of all completed disposition assessment forms.

2. OUTSIDE of one of the three classes mentioned above for their degree program (Masters or Doctoral)

When a student receives a rating of “Needs Improvement” OUTSIDE of one of the three classes where a measurement is automatically taken, the student will receive notice from that faculty, supervisor, or staff member stating that this has occurred and that at least one rating of “needs improvement” has been recorded for the student. It is expected that the faculty, supervisor, or staff member will be diligent in discussing, mentoring, and remediating the student on those professional dispositions. The faculty, supervisor, or staff member or the student may request assistance from the advisor/chair, supervisor, program coordinator, unit director, or other core Counselor Education Faculty.

If the nature of the “needs improvement” area suggests that further intervention is warranted, any of these faculty, staff, supervisors, and administrators may request a meeting with the student to directly discuss the issue OR initiate a **Professional Disposition Plan of Action** OR both. If a faculty member concludes that the concern requires formal documentation, the **Counseling Dispositions & Behaviors Form and Meeting with Student Form** should be completed. If a school/agency on-site supervisor indicates a dispositional issue, that school/agency on-site supervisor may be asked to provide additional details to allow all parties to understand the articulated concern fully. The faculty member may complete the documentation for the dispositional concern expressed by the on-site supervisor. Students will receive a copy of all completed disposition assessment forms.

Formulating a Professional Dispositions Plan of Action

In many cases, making the student aware of the professional disposition(s) concern may be all the remediation needed to correct the behavior. In other cases, the dispositional remediation process may include additional activities/strategies as are appropriate to the situation. In such cases, a **Professional Disposition Plan of Action** (found later in this document) should be developed and used to outline any strategies or activities that may be required of the student in addressing the professional disposition concern(s). *This includes any professional disposition issue that is ongoing and does not appear to be resolved with a single meeting with the student.* The Professional Disposition Plan of Action will include the student’s expected behavioral changes and responsibilities and outline any additional supports needed.

The Professional Disposition Plan of Action may require the faculty member to periodically follow-up with the student until the remediation process is complete. All parties will sign to indicate an understanding of and adherence to the mentoring and remediation activities indicated in the plan. Students will receive a copy of all completed disposition assessment forms. The faculty member will provide the department with a copy of all disposition assessment forms for the student’s file. The faculty member or the student may request assistance from the advisor/chair, supervisor, program coordinator, unit director, or other core Counselor Education Faculty member in formulating the Plan of Action and/or meeting with the student.

What Happens If Multiple Professional Disposition Assessments Indicate Ongoing Problems for a Student?

First Review – Core Counselor Education Faculty Level

Periodically, the CACREP liaison and/or program coordinators will review the professional dispositions database to monitor student professional disposition incidents. Also, faculty, supervisors, advisors/chairs, program coordinators, unit directors, core Counselor Education Faculty, department chairs, the Dean’s office, the Office of Student Conduct, or the Provost’s Office may also review dispositional incidents and forms at any time. *If two or more negative assessment incidents are recorded for a student, the Core Counselor Education*

Faculty will review the situation. The Core Counselor Education Faculty may alter the Professional Disposition Plan of Action. *In special circumstances, dispositions infractions deemed serious or egregious may result in the convening of the Core Counselor Education Faculty before two assessments are recorded.*

The purpose of the review by the Core Counselor Education Faculty is to determine the seriousness of the professional disposition concerns and make decisions regarding the student's advancement in the program. Notice of review by the Core Counselor Education Faculty will be provided to the student, and the student will be provided an opportunity to speak on his/her own behalf (the student may choose not to speak). The review by the Core Counselor Education Faculty has three options for action:

- a. Allow the student to progress in the program without additional conditions;
- b. Allow the student to progress in the program with conditions (this may include a new or more intensive remediation plan for the student to complete before moving forward in the program); or
- c. Recommend that the student be denied advancement in the program.

If Options a or b are selected, oversight of the student's professional disposition progress stays at the department level. Email notification of the Core Counselor Education Faculty decision to the student will be sent outlining any additional steps for action on the part of the student as appropriate. A copy of this email will be put in the student's file. Additional negative professional disposition reports may result in a re-convening of the Core Counselor Education Faculty.

If Option c is selected by the Core Counselor Education Faculty, the recommendation for denial of advancement is referred to the department chair. Email notification of the Core Counselor Education Faculty decision to the student will be sent. A copy of this email will be put in the student's file. All students have a right to appeal the decision through the **WMU Course Grade and Program Dismissal Appeals Form**.

Second Review – Student's Right of Appeal

A student denied progression in the program or recommended for removal from the program may file an appeal through the **WMU Ombudsman**. If students do not formally appeal within 20 days, the Core Counselor Education Faculty decision becomes the final decision. Students can find appeal information and forms at <https://wmich.edu/ombudsman/appeals>

Who Monitors Student Professional Disposition Assessments?

Periodically, the CACREP liaison and/or program coordinators will review the professional dispositions database to monitor student professional disposition assessments. In addition, faculty, supervisors, advisors/chairs, program coordinators, unit directors, core Counselor Education Faculty, department chairs, the Dean's office, the Office of Student Conduct, or the Provost's Office may also review professional disposition forms at any time.

Mentoring Model

This discussion takes place in a synchronous (in-person, WebEx, phone) format. Try to be in a private space without interruptions.

1. Step 1—Accepting that a problem exists. The professor/supervisor needs to have a specific description of the problem behavior that is going to be discussed. For example, if tardiness is an issue, the professor needs to have data on how often, how many minutes late as well as the norms of the class where 2-3 minutes late may be acceptable. The student needs to accept that the behavior is a problem. There are two ways to convince a person of problematic behavior:
 - a. If the student understands the impact of their behavior on others

- b. If the student understands the consequences to himself or herself if there is no change in their behavior
- 2. Step 2—Discuss alternative solutions. The professor/supervisor and student together need to identify as many alternative solutions as may be necessary to solve the problem. The goal is to identify what the student can do differently so that his or her behavior is acceptable.
- 3. Step 3—Agree on action(s) to be taken to solve the problem. The student needs to determine which action(s) he or she plans to take. The role of the professor/supervisor is to help the student make a concrete plan that includes what they will do and when they will do it.
- 4. Step 4—Follow up to ensure that agreed-upon action(s) has/have been taken. Set specific dates on more than one occasion for follow-up. Change may occur in small steps; the student needs to get continuous feedback on performance.
- 5. Step 5—Reinforce any achievement. Reinforcement of any improvement is critical to sustaining improvement.

Adapted from: Fournies, F. (2000). *Coaching for improved work performance*. New York: McGraw Hill.

Resources for Mentoring and Remediation of Student Professional Dispositions

Resources for Faculty	Resources for Students
<p>Office of Student Conduct https://wmich.edu/conduct</p> <p>The Office of Student Conduct services include:</p> <ol style="list-style-type: none"> 1. Coordinating the student conduct processes described in the Student Code. 2. Acting as a resource for students, faculty and staff on matters related to student conduct. 3. Coordinating and advising conduct panels and the University Appeals Board. 4. Facilitating the procedures necessary to support the student academic conduct process. 	<p>Office of Student Conduct https://wmich.edu/conduct</p> <p>The Office of Student Conduct services include:</p> <ol style="list-style-type: none"> 1. Coordinating the student conduct processes described in the Student Code. 2. Acting as a resource for students, faculty and staff on matters related to student conduct. 3. Coordinating and advising conduct panels and the University Appeals Board. 4. Facilitating the procedures necessary to support the student academic conduct process.

<p>Office of Faculty Development https://wmich.edu/teachingresources/centers/facultydevelopment</p> <p>The Office of Faculty Development works with faculty to promote student success, faculty growth, and institutional excellence. The Office of Faculty Development provides leadership and support for innovation in teaching, ensure growth of faculty across the career span and disciplines, and develop leadership capacity for the University. For more information contact the Office of Faculty Development or call 269-387-0732.</p>	<p>Sindecuse Health Center https://wmich.edu/healthcenter</p> <p>Sindecuse Health Center offers convenient, cost-saving services with an experienced, multidisciplinary staff dedicated to maintaining and improving patient health. We provide evaluation and treatment for a variety of illnesses and injuries, preventive health check-ups, periodic health monitoring, as well as health promotion opportunities that enhance individual and community health.</p>
<p>Student Concern Form https://wmich.edu/studentaffairs/concern</p> <p>There may be times when faculty, staff or students at Western Michigan University find themselves concerned about a student’s welfare or observe uncharacteristic behavioral changes. Exhibits erratic or sudden changes in classroom performance. Exhibits uncharacteristic behavioral, mood, attitude or appearance changes. Is uncharacteristically inattentive, unresponsive, angry, argumentative or aggressive. Discloses mental health concerns and indicates a need for assistance</p>	<p>Sindecuse Counseling Services https://wmich.edu/healthcenter/counseling</p> <p>We offer short-term individual, couples and group counseling for a diverse student population. The counseling process can help students learn skills to cope with problems and develop new ways of thinking, which may lead to a healthier and more fulfilling lifestyle. Your time at Western Michigan University may include stress, complicated decisions or challenging situations. Counselors help students identify challenges and make changes to manage the emotional and social difficulties that might complicate college life.</p>
<p>Resources for Faculty</p>	<p>Resources for Students</p>
<p>Disability Services for Students https://wmich.edu/disabilityservices http://ds.uncc.edu/</p> <p>The mission of Disability Services for Students at Western Michigan University is to make education accessible. A student is a student, regardless of the issues, challenges or conditions faced. DSS advocates for the student to be provided with the appropriate tools to allow that person the opportunity to reach goals and potential. Those tools, academic accommodation or adjustment, facilitate learning while maintaining the integrity of course content and outcomes.</p>	<p>Disability Services for Students https://wmich.edu/disabilityservices</p> <p>The mission of Disability Services for Students at Western Michigan University is to make education accessible. A student is a student, regardless of the issues, challenges or conditions faced. DSS advocates for the student to be provided with the appropriate tools to allow that person the opportunity to reach goals and potential. Those tools, academic accommodation or adjustment, facilitate learning while maintaining the integrity of course content and outcomes.</p>

<p>International Admissions and Services https://wmich.edu/internationaladmissions</p> <p>The Office of International Admissions and Services recruits and facilitates the admission and enrollment of students from around the world who would like to obtain an education at Western Michigan University. International Admissions staff provide assistance and support to international students on campus to help them achieve their educational goals, while maintaining a positive living and learning experience. International Admissions also serves as a liaison between international students and various University departments. Services provided enhance multicultural understanding and facilitate interactions among international students and the University, as well as regional communities.</p>	<p>International Admissions and Services https://wmich.edu/internationaladmissions</p> <p>The Office of International Admissions and Services recruits and facilitates the admission and enrollment of students from around the world who would like to obtain an education at Western Michigan University. International Admissions staff provide assistance and support to international students on campus to help them achieve their educational goals, while maintaining a positive living and learning experience. International Admissions also serves as a liaison between international students and various University departments. Services provided enhance multicultural understanding and facilitate interactions among international students and the University, as well as regional communities.</p>
<p>WMU Public Safety https://wmudps.wmich.edu</p> <p>Western Michigan University Public Safety’s mission is to provide a safe, secure, healthy, and sustainable environment through engagement, education, and enforcement so that all members of the University community can accomplish their learning, teaching, research, and public service goals.</p>	<p>Center for Academic Success Programs https://wmich.edu/academicsuccess</p> <p>The Center for Academic Success Programs offers the following programs and services:</p> <ul style="list-style-type: none"> Academic Resource Center Alpha Program Career Counseling Exploratory Advising Intellectual Skills Development Military and Veterans Affairs Reclaim the W Service-Learning TRiO SSP Writing Center
<p>Resources for Faculty</p>	<p>Resources for Students</p>
<p>Graduate College https://wmich.edu/grad</p> <p>The Graduate College, as the institution’s primary advocate for graduate study, promotes academic excellence by taking the lead in shaping graduate policy, assisting faculty in guiding and mentoring graduate students, and integrating services that support students in becoming accomplished and ethical scholars, researchers and professionals. Graduate College staff members are available to answer your questions, connect you with current graduate students, and provide you with the technical support and intellectual guidance you need to</p>	<p>Graduate College https://wmich.edu/grad</p> <p>The Graduate College, as the institution’s primary advocate for graduate study, promotes academic excellence by taking the lead in shaping graduate policy, assisting faculty in guiding and mentoring graduate students, and integrating services that support students in becoming accomplished and ethical scholars, researchers and professionals. Graduate College staff members are available to answer your questions, connect you with current graduate students, and provide you with the technical support and intellectual guidance you need</p>

complete your degree.	to complete your degree.
	<p>Office of Multicultural Affairs for Students https://wmich.edu/multicultural</p> <p>Multicultural Affairs for Students strives to ensure that students are given the full opportunity to discover and develop their talents, interests, and unique potential. Our focus is to provide a learning-centered environment that presents the context for intellectual, cultural, professional, and personal growth during the college experience. Multicultural Affairs for Students fosters community development and leadership as well as promotes a campus climate that respects and appreciates the history, culture, and traditions of all students.</p>
	<p>Career and Student Employment Services https://wmich.edu/career</p> <p>Career and Student Employment Services at Western Michigan University offers comprehensive career development and engagement between students and employers for internships and jobs. We provide career advising, assistance with resumes, cover letters, interviewing, salary negotiation, job search strategies, job fairs, campus employment. We also deliver workshops and presentations, and report on WMU graduates' career outcomes.</p>

Professional Dispositions Readings

Christensen, J. K., Dickerman, C. A., & Dorn-Medeiros, C. (2018). *Building a consensus of the professional dispositions of counseling students*. *The Journal of Counselor Preparation and Supervision, 11*(1). Retrieved from <https://repository.wcsu.edu/jcps/vol11/iss1/2>

Professional dispositions expected of counseling students has been a contested area within the counseling profession, and students challenging dismissal decisions have put counseling programs at risk of litigation. To better guide counseling programs' evaluation and remediation efforts, the authors used a content analysis to investigate the most recurring professional dispositions of master's level counseling students listed within student retention policies, evaluations and rubrics of CACREP accredited counseling programs (n=224). The most common dispositional themes included Openness to Growth, Awareness of Self and Others, Emotional Stability, Integrity, Flexibility, Compassion, and Personal Style. Implications for how the disposition themes can assist in student evaluation and remediation with specific regards to multicultural competence are discussed.

Garner, C. M., Freeman, B. J., & Lee, L. (2016). *Assessment of student dispositions: The development and psychometric properties of the professional disposition competence assessment*. VISTAS 2016. Retrieved from <https://www.counseling.org/knowledge-center/vistas>

The purpose of this study was to investigate the development and psychometric properties of the Professional Disposition Competence Assessment (PDCA), a rubric based on the inclusion approach and designed to aid counselor educators in admissions processes, conducting mid-program progress reviews, and monitoring student dispositions throughout the academic program. The authors describe the development, piloting, and revision of the PDCA and report on the establishment of content validity, inter-rater reliability between assessors, and construct validity

Miller, S., Larwin, K., Kautzman-East, M., Williams, J., Evans, W., Williams, D., Abramski, A., & Miller, K. (2020) *A Proposed Definition and Structure of Counselor Dispositions*, *Measurement and Evaluation in Counseling and Development*, 53(2), 117-130, doi:10.1080/07481756.2019.1640618

Dispositions have been identified as critical elements of counselor development and competency. Although there is currently no professional agreement regarding the definition or structure of counselor dispositions, the Council for Accreditation of Counseling and Related Educational Programs (CACREP 2016) accreditation standards require counselor educators to assess students' professional dispositions. We endorse the need for a disposition measure that yields reliable and valid scores for use in admissions and gatekeeping processes. We present results of a confirmatory factor analysis of the Professional Dispositions Scale–Counseling Student Version (PDS–CSV), which revealed that counselor dispositions are best understood as a single higher order factor made up of 9 subfactors addressing personal and professional considerations. Based on these findings, we propose a definition of counselor dispositions for consideration by professional colleagues.

Sabella, S. A., Landon, T. J., McKnight-Lizotte, M., & Bernacchio, C. P. (2020). *How do supervisors assess and develop professional dispositions among counselors in vocational rehabilitation agencies? A qualitative inquiry*. *Clinical Supervisor*, 39(1), 106-127. doi:10.1080/07325223.2020.1729919

Evolving accreditation standards have prompted interest in the role of professional dispositions (PDs) in rehabilitation counselor education and practice. The purpose of this study was to explore (a) how rehabilitation counselor supervisors assess counselor PDs in field settings, (b) how supervisors facilitate the development of necessary PDs, and (c) which PDs supervisors perceive as difficult to influence. A qualitative thematic analysis was conducted using transcripts from interviews of 14 experienced supervisors. Supervisor response themes included the sources of evaluation data (informal/formal), evaluation uses, PDs-related supervision strategies, dynamics affecting PDs development, and the identification of PDs that are resistant to change.

Sabella, S. A., Bernacchio, C. P. , Boland, E. A. , & Schultz, J. C. (2019). *The conceptualization and assessment of professional dispositions in rehabilitation counselor education*. *Rehabilitation Research, Policy, & Education*, 33, 198–211. doi:10.1891/2168-6653.33.3.198

Newly adopted accreditation standards within rehabilitation counselor education require the assessment of knowledge, skills, and a set of characteristics known as professional dispositions (PDs). PDs may be regarded as individual characteristics like values, beliefs, attitudes, or interpersonal ways of being that influence professional behavior. Yet, this remains an abstract construct that eludes simple definition and measurement. The purpose of this article is to review existing literature related to PDs in order to assist rehabilitation counselor educators in understanding (a) the conceptualization and identification of PDs, (b) the assessment of PDs within a program evaluation process, and (c) contextual dynamics that may influence the assessment of PDs. To this end, the article explores existing PD definitions; common factors related to counseling outcomes; Updated 8/2023

and the guiding philosophies, codes, and values for the field of rehabilitation counseling. Additionally, the role of PDs is discussed in relation to accreditation standards, the development of standardized instruments, student assessment, and program evaluation. Finally, the assessment of PDs is considered in relation to multicultural dynamics, students with disabilities, and distance education.

Spurgeon, S.L., Gibbons, M.M. and Cochran, J.L. (2012), *Creating Personal Dispositions for a Professional Counseling Program*. *Counseling and Values*, 57: 96-108. doi:10.1002/j.2161-007X.2012.00011.x

The Council for Accreditation of Counseling and Related Educational Programs requires counselor training programs to undergo systematic evaluation of trainees. This evaluation can be challenging at times. The authors posit the use of dispositions as a tool for ongoing assessment of student development by detailing the process used to establish dispositions in a counselor training program. Using an N = 1 intensive case study approach, they provide information about the relevance of dispositions in counselor training, the origin of dispositions for the program, and ongoing efforts to evaluate the dispositions in terms of their relevance to student growth. Implications for counselor training and curriculum development are discussed.

Swank, J. M., Lambie, G. W., & Witta, E. L. (2012). *An exploratory investigation of the counseling competencies scale: A measure of counseling skills, dispositions, and behaviors*. *Counselor Education and Supervision*, 51(3), 189-206. doi:10.1002/j.1556-6978.2012.00014.x

The authors examined the psychometric properties of the Counseling Competencies Scale (CCS; University of Central Florida Counselor Education Faculty, 2009), an instrument designed to assess trainee competencies as measured in their counseling skills, dispositions, and behaviors. There was strong internal consistency for the 4-factor model for midterm data (.927) and the 5-factor model for final data (.933). Interrater reliability for the total CCS score was .570, and criterion-related validity (correlation between the total score on the final CCS and semester grade) yielded a moderate correlation ($r=.407$, $p < .01$). Thus, the results provide initial support for using the CCS to assess counseling students' professional competencies.

Counseling Dispositions & Behaviors Form (Lambie, Mullen, & Swank, & Blount, 2014)

Score (5 each)	Primary Professional Dispositions	Specific Professional Disposition Descriptors	Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing Towards Competencies (3)	Below Expectations / Unacceptable (2)	Harmful (1)
	Professional Ethics	Adheres to the ethical guidelines of the ACA, ASCA, CRCC, IAMFC, & NBCC; including practices within competencies as well as adhering to state regulations	Demonstrates consistent & advanced (<i>i.e., exploration & deliberation</i>) ethical/legal behavior & judgments.	Demonstrates consistent ethical/legal behavior & judgments.	Demonstrates ethical behavior & judgments, but on a concrete level with a basic ethical/legal decision-making process.	Demonstrates limited ethical behavior & judgment, and a limited ethical/legal decision-making process.	Repeatedly violates the ethical codes, laws &/or makes poor decisions
	Professional Behavior	Behaves in a professional manner towards instructors, staff, supervisors, peers, & clients (includes appropriate dress & attitudes). Able to collaborate with others.	Demonstrates consistent & advanced respectfulness and thoughtfulness, & appropriate within <i>all</i> professional interactions.	Demonstrates consistent respectfulness and thoughtfulness, & appropriate within <i>all</i> professional interactions.	Demonstrates inconsistent respectfulness and thoughtfulness, & appropriate within professional interactions.	Demonstrates limited respectfulness and thoughtfulness & acts inappropriate within some professional interactions.	Dresses inappropriately after discussed &/or repeatedly disrespectful of others.
	Professional & Personal Boundaries	Maintains appropriate boundaries with instructors, staff, supervisors, peers, & clients.	Demonstrates consistent & strong appropriate boundaries.	Demonstrates consistent appropriate boundaries.	Demonstrates appropriate boundaries inconsistently.	Demonstrates inappropriate boundaries.	Harmful relationships with others
	Knowledge & Adherence to Policies	Demonstrates an understanding & appreciation for <i>all</i> WMU academic and <i>all</i> WMU and outside counseling site policies & procedures.	Demonstrates consistent adherence to <i>all</i> WMU academic and <i>all</i> WMU and outside counseling site policies & procedures, including strong attendance and engagement.	Demonstrates adherence to most WMU academic and WMU and outside counseling site policies & procedures, including strong attendance and engagement.	Demonstrates inconsistent adherence to WMU academic and WMU and outside counseling site policies & procedures, including attendance and engagement.	Demonstrates limited adherence to WMU academic and WMU and outside counseling site policies & procedures, including attendance and engagement.	Failure to adhere to policies after discussion with instructor/supervisor.
	Task Completion	Completes <i>all</i> weekly tasks correctly & promptly (e.g., case notes, treatment plans, supervisory logs, assignments, quizzes, discussion threads, presentations).	Completes <i>all</i> required weekly tasks in a through, timely, & comprehensive fashion.	Completes <i>all</i> required weekly tasks in a competent & timely fashion.	Completes <i>all</i> required weekly tasks, but in an inconsistent & questionable fashion.	Completes required weekly tasks inconsistently & in a poor fashion.	Failure to complete weekly tasks by specified deadline.

Score	Primary Professional Dispositions	Specific Professional Disposition Descriptors	Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Insufficient / Unacceptable (2)	Harmful (1)
	Multicultural Competencies	Demonstrates awareness, appreciation, & respect of cultural difference (e.g., race, ethnicity, spirituality, sexual orientation, disability, SES, gender identity, etc.) with instructors, staff, supervisors, peers, & clients	Demonstrates consistent & advanced multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with instructors, staff, supervisors, peers, & clients	Demonstrates multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with instructors, staff, supervisors, peers, & clients	Demonstrates inconsistent multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with instructors, staff, supervisors, peers, & clients	Demonstrates limited multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with instructors, staff, supervisors, peers, & clients.	Not accepting worldviews of others
	Emotional Stability & Self-control	Demonstrates emotional stability (i.e., congruence between mood & affect) & self-control (i.e., impulse control) in relationships with instructors, staff, supervisors, peers, & clients	Demonstrates consistent emotional resiliency & appropriateness in interpersonal interactions with instructors, staff, supervisors, peers, & clients.	Demonstrates emotional stability & appropriateness in interpersonal interactions with instructors, staff, supervisors, peers, & clients	Demonstrates inconsistent emotional stability & appropriateness in interpersonal interactions with instructors, staff, supervisors, peers, & clients.	Demonstrates limited emotional stability & appropriateness in interpersonal interactions with instructors, staff, supervisors, peers, & clients	Inappropriate interactions with others continuously, high levels of emotional reactants with instructors, staff, supervisors, peers, & clients
	Motivated to Learn & Grow / Initiative	Demonstrates engagement in learning & development of his or her counseling competencies.	Demonstrates consistent and strong engagement in promoting his or her professional and personal growth & development.	Demonstrates consistent engagement in promoting his or her professional and personal growth & development.	Demonstrates inconsistent engagement in promoting his or her professional and personal growth & development.	Demonstrates limited engagement in promoting his or her professional and personal growth & development.	Expresses lack appreciation for the profession &/or is apathetic in promoting their professional and personal growth & development.
	Openness to Feedback	Responds non-defensively & alters behavior in accordance with feedback.	Demonstrates consistent and strong openness to feedback & implements suggested changes.	Demonstrates consistent openness to feedback & implements suggested changes.	Demonstrates openness to feedback; however, does <i>not</i> implement suggested changes.	Demonstrates a lack of openness to feedback & does <i>not</i> implement suggested changes.	Defensive &/or disrespectful when given feedback.
	Flexibility & Adaptability	Demonstrates ability to flex changing circumstances, unexpected events, & new situations.	Demonstrates consistent and strong ability to adapt & “reads-&-flexes” appropriately.	Demonstrates consistent ability to adapt & “reads-&-flexes” appropriately.	Demonstrated an inconsistent ability to adapt & flex to changing needs.	Demonstrates a limited ability to adapt & flex to changing needs.	Not flexible, demonstrates rigidity.
	Congruence & Genuineness	Demonstrates ability to be present and “be true to oneself”	Demonstrates consistent and strong ability to be genuine & accepting of self & others.	Demonstrates consistent ability to be genuine & accepting of self & others.	Demonstrates inconsistent ability to be genuine & accepting of self & others.	Demonstrates a limited ability to be genuine & accepting of self & others (incongruent).	Incongruent and <i>not</i> genuine

_____ : Total Score (out of a possible 55 points)

Please note the counselor’s or trainee’s areas of strength, which you have observed:

Please note the counselor’s or trainee’s areas that warrant improvement, which you have observed:

Please comment on the counselor’s or trainee’s general performance during this time:

Counselor’s or Trainee’s Name (print) *Date*

Faculty/Supervisor’s Name (print) *Date*

Date form was reviewed with the student – _____

Counselor’s or Trainee’s Signature *Date*

Faculty/Supervisor’s Signature *Date*

Meeting with Student Form

Date of meeting: _____ Student Name: _____
Program _____

Faculty/Others present at meeting: _

Directions: If a student receives a rating of “Needs Improvement” in any area on the Counseling Dispositions & Behaviors Form, the faculty, supervisor, or staff member(s) will meet with the student to discuss the concern(s) and provide guidance for improvement. *A copy of this documentation should be provided to the student as well as placed in the student’s file once the meeting is completed.*

1. Description of behavior that is of concern: *Using measurable and observable terms to describe the behavior, include date(s), setting(s), and full description of the occurrence(s) where possible.*

2. Expected behavior changes: *What will the student be expected to do differently in the future?*

3. Consequences of unchanged behavior: *For all students: Additional professional disposition assessments that indicate a concern may result in a Core Counselor Education Faculty review.*

Professional Dispositions Plan of Action Form

Date of meeting: _____ **Student Name:** _____
Program _____

Faculty/Others present at meeting: _

Directions: A faculty member(s) will complete the *Professional Dispositions Plan of Action Form*. If a student receives a rating of “Needs Improvement” in any area on the Counseling Dispositions & Behaviors Form, the faculty member(s) will meet with the student to discuss the concern and provide guidance for improvement via the Meeting with Student Form. If any interventions are planned that are beyond the scope of the single meeting or require long-term monitoring/follow-up by faculty (examples: required readings, required workshops), the Professional Dispositions Plan of Action Form should also be completed. *A copy of this documentation should be provided to the student as well as placed in the student’s file once the meeting is completed.*

Plan of Action

a. Student actions and responsibilities:

b. Resources:

c. Consequences of unchanged behavior: (Should incorporate what is on the original Meeting with Student Form. *Additional needs improvement professional disposition assessments may result in a new review by the Core Counselor Education Faculty.*)

d. Time frame for implementation and reassessment:

e. Date and time for the follow-up meeting to evaluate student completion of the plan: *The student will be responsible for confirming the follow-up meeting at least one-week in advance, according to the faculty member's preferred method of communication.*

Signatures indicate attendance at the meeting detailed above.

Counselor's or Trainee's Signature Date

Faculty/Supervisor's Signature Date

Faculty/Supervisor's Signature Date

Faculty/Supervisor's Signature Date

Faculty/Supervisor's Signature Date

Faculty/Supervisor's Signature Date

Faculty/Supervisor's Signature Date

Criminal Background Checks for Students Admitted Prior to Spring 2015

The CECP department requires that a criminal background check be conducted on each student prior to entry into their first counseling practicum experience in the program (i.e., CECP 6120, CECP 6930 or CECP 6950) in the department's training clinic, i.e., the Center for Counseling and Psychological Services in Kalamazoo (CCPS-KZOO) or the Center for Counseling and Psychological Services in Grand Rapids (CCPS-GR). In the unique situation of a student completing their first program counseling practicum as a field practicum experience, i.e., CECP 6130 Field Practicum or CECP 7120 Professional Field Experience, prior to completing their first practicum in CCPS-KZOO or CCPS-GR, the background check will be completed prior to the first field practicum. Suppose a CECP graduate student is selected for a department graduate assistantship/associateship, with an assignment to CCPS-KZOO or CCPS-GR, and a program background check has not been previously completed. In that case, the background check will be conducted prior to beginning the CCPS graduate assistantship/associateship assignment.

Master's students typically complete 30 credit hours or more of course work before being ready to begin their first counseling practicum. Students may request that their criminal background check be reviewed by faculty earlier in the program if they have a conviction(s) that may prevent practicum placement. The option of completing an earlier background check can help avoid the possible situation in which a student with a conviction history completes a very large number of credit hours only to learn very late in the program that their conviction history prevents placement in practicum and, therefore, prevents program completion.

CastleBranch conducts the criminal background check for all students. Students must go online to <https://portal.castlebranch.com/wc70> to order and pay the fee for their background check. Students must complete their background check prior to January 15 for requested enrollment in their first counseling practicum during the summer session(s), prior to May 15 for requested enrollment in their first counseling practicum during the fall semester, and prior to September 15 for requested enrollment in their first counseling practicum during the spring semester.

If a student has a history of criminal conviction(s) a group of program faculty will review and assess the student's status in the program after the program background check is completed. Students will be provided notice of any criminal conviction that appears on their record and be offered an opportunity to respond and address that conviction. The faculty will then decide whether the student may continue in the program and enter their initial practicum. As part of the faculty review, students with a history of conviction(s) will have the opportunity to talk to faculty to discuss the conviction history and provide any information or documentation the student may wish faculty to consider. Students will be requested to provide copies of the Judgment of Sentence or Register of Action or Case History obtained from the court where the student was convicted/fined.

Once the program background check is completed, students are required to immediately self-report any subsequent arrests or convictions to the CECP department chair. Failure to do so may result in dismissal from the program.

In addition to the Department's required background check, external training and internship sites may require their own separate criminal background checks and procedures. Students also need to follow those procedures if applying /accepted for training at a site with additional background check requirements. Students with a history of conviction should understand that external training and internship sites may vary in their background check requirements, procedures, and standards for accepting candidates into their respective professional settings. Students with a history of conviction, who are continuing in the program and entering their initial practicum within the department, should understand that this decision does not guarantee subsequent external training placement sites will accept the student for training at their respective site.

The professional licensing board determines eventual eligibility for professional licensure in the relevant jurisdiction. Professional licensing laws and regulations vary from state to state, and questions concerning eventual eligibility for professional licensure should be directed to the appropriate professional licensing board in the relevant jurisdiction.

Students who are interested in additional information on the possible implications of a history of criminal convictions and employment, contracting, and clinical privileges in certain public health care, mental health care, and educational settings in Michigan may review the information included in the Public Health Code, Mental Health Code and information related to criminal convictions and certification by the Michigan Department of Education.

In the State of Michigan, please know that you may request a preliminary determination from the Department concerning whether any court judgments against you would likely result in a denial of a LLPC or LPC license for failing to meet the good moral character requirement. More information about requesting a preliminary determination can be found at www.michigan.gov/healthlicense.

Links to relevant excerpts on information related to this topic are below:

An excerpt from section 20173a(1) of the Michigan Public Health Code may be found at <http://legislature.mi.gov/doc.aspx?mcl-333-20173a>

An excerpt from section 134a of the Michigan Mental Health Code may be found at <http://legislature.mi.gov/doc.aspx?mcl-330-1134a>

Information related to Conviction and Certification by the Michigan Department of Education may be found at <https://wmich.edu/teachercertification/conviction>

Criminal Background Checks for Students Admitted for and After Spring 2015

Students admitted to CECP programs during and after spring 2015 will complete the background check procedures established by the CECP department after being accepted and prior to the conclusion of their first semester in the program. If the CECP department's established background check procedures are not completed prior to completion of the first semester after admission, the student may not continue to take courses until the background check is completed.

CastleBranch conducts the criminal background check for all students. Students must go online to <https://portal.castlebranch.com/wc70> to order and pay the fee for their background check. To complete the background check process, students accepted for admission and enrolling for the first time:

- for a fall semester must request and start their background check by October 1.
- for a spring semester must request and start their background check by February 1.
- for a summer I session must request and start their background check by June 1.
- for a Summer II session must request and start their background check by October 1.

A program registration hold will be placed on a student's account if the appropriate deadline for starting the background check process is not met.

If a student has a history of criminal conviction(s), program faculty will review and assess the student's status in the program after the program background check is completed. Students will be provided notice of any criminal conviction that appears on their record and be offered an opportunity to respond and address that conviction. As part of the review, students with a history of conviction(s) will have the opportunity to talk to faculty to discuss

the conviction history and to provide any additional information the student may wish to be considered. Students will be requested to provide copies of the Judgment of Sentence or Register of Action or Case History obtained from the court where the student was convicted/fined.

If a student's background check indicates that the student has not provided accurate information and/or has not disclosed a history of criminal conviction in their answers on their application, the student may be dismissed from the program.

Once admitted, a student must self-report any subsequent arrests or convictions immediately to the CECP department chair. Failure to do so may result in dismissal from the program.

External training and/or internship placement sites vary in their background check requirements, procedures, and standards for accepting candidates into their respective professional settings. External sites may require their own separate criminal background checks and procedures.

Students should understand that if they have a history of being convicted of a felony or misdemeanor, these incidents may make it difficult to obtain the required experiences to complete CECP 6120 and CECP 6130. If unable to complete CECP 6120 or CECP 6130, a student will not be able to complete their program of study and graduate.

Students should be further aware that if they have been convicted of a felony or misdemeanor, they may not be eligible for licensure or certification by the State of Michigan or by other jurisdictions. The Michigan Board of Counseling has indicated on their web pages that applicants who have been convicted of a felony or misdemeanor will be "reviewed on an individual basis," and that they "take into consideration the type of conviction, the age that you were when the incident occurred and the time that has elapsed since the conviction."

Eventual eligibility for professional licensure is determined by the professional licensing board in the relevant jurisdiction. Professional licensing laws and regulations vary from state to state, and questions concerning eventual eligibility for professional licensure should be directed to the appropriate professional licensing board in the relevant jurisdiction.

Students who are interested in additional information on the possible implications of a history of criminal convictions and employment, contracting, and clinical privileges in certain public health care, mental health care, and educational settings in Michigan may review the information included in the Public Health Code, Mental Health Code and information related to criminal convictions and certification by the Michigan Department of Education.

In the State of Michigan, please know that you may request a preliminary determination from the Department concerning whether any court judgments against you would likely result in a denial of a LLPC or LPC license for failing to meet the good moral character requirement. More information about requesting a preliminary determination can be found at www.michigan.gov/healthlicense.

Links to relevant excerpts on information related to this topic are below:

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An excerpt from section 134a of the Michigan Mental Health Code may be found at <http://legislature.mi.gov/doc.aspx?mcl-330-1134a>

Updated 8/2023

Information related to Conviction and Certification by the Michigan Department of Education may be found at <https://wmich.edu/teachercertification/conviction>

Student Rights and Responsibilities

All graduate students are expected to read and be familiar with the Student Rights and Responsibilities section of the Graduate College Catalog, which is available online at <https://wmich.edu/registrar/catalogs>. Once in the Graduate Catalog, students will want to click on the link for the Academic Policies page and then click on the Student Rights and Responsibilities link. Basic information on University and Graduate College policies is provided concerning: Students' Basic Rights; Academic Rights; Student Academic Conduct including Academic Honesty, Cheating, Fabrication, Falsification and Forgery, Multiple Submission, Plagiarism, Complicity, Computer Misuse; Conduct in Research; Research Board Requirements; Charges of Violations of Academic Honesty and Conduct in Research; Course Grade and Program Dismissal Appeals; Dissertation/Thesis/Project Appeals Procedure; The Family Educational Rights and Privacy Act; Policy on Sexual Harassment and Sexism; President's Statement on Racial and Ethnic Harmony; Discrimination: Complaints and Grievance Procedure; Western Michigan University Student Code; Western Michigan University Expectations for Good Practice in Graduate Education; and Western Michigan University Adjudication of Situations Involving Graduate Students' Rights and Responsibilities.

Grade Appeals

The Course Grade Appeal applies when a Western Michigan University student wants to appeal a final grade that has been recorded by the registrar on the student's academic record. This process is facilitated by the Office of the Ombudsman, and students should call (269) 387-0718 to meet with the ombudsman to begin the process. Specific criteria must be met prior to engaging in the Grade Appeal process, and one of the following bases for appeal must be proven:

1. Grades were calculated in a manner inconsistent with University policy, the syllabus, or changes to the syllabus.
2. The grade or grades was or were erroneously calculated.
3. Grading or performance standards were arbitrarily or unequally applied.
4. The instructor failed to assign or remove an Incomplete or to initiate a grade change as agreed upon with the student.

A grade appeal cannot be made in response to a grade penalty assessed as a result of an official finding of responsibility for academic integrity violations. Such a finding will have been made through the procedures provided in the academic integrity policy.

In situations involving Nos. 1 through 4 above, there are three steps to the appeal process:

1. Informal meeting with the instructor: A student is encouraged to begin the appeal process by meeting with the instructor who assigned the grade. Such meetings often help students to understand the grading practices of instructors and often lead to resolution of differences over grades.
2. Written appeal and conference with the academic unit chair or director: A student must submit a letter requesting an appeal to the academic unit chair or director. This letter must be received by the academic unit chair or director within 20 business days of the last day of the semester or session in which the grade was recorded on a student's record. The ombudsman or designate may grant an extension should a genuine hardship arise (e.g., illness, death in the immediate family). The letter must identify the basis of

the appeal and must state in detail why the student believes that the grade should be changed.

While a chair or director may not change any grade without permission of the instructor, the chair or director can serve as an intermediary to help the student either halt the appeal process (if there seems no legitimate basis) or proceed to the next step of the process (step 3 below or action outside the Grade Appeal and Program Dismissal Appeal Committee process).

Following a conference with the student, the chair or director must respond in writing to the student with a copy to both the instructor and the Grade Appeal and Program Dismissal Appeal Committee coordinator within 20 business days. In this letter, the chair or director should confirm the meeting with the student, recap their discussion, and state whether the student has an appeal that meets the established criteria (1, 2, 3, or 4 above). The chair or director cannot change the student's grade without the instructor's agreement.

Note: Grade appeals or other complaints based on charges of discrimination or sexual harassment should be taken to the Office of Institutional Equity or other office, pursuant to other University policies and procedures.

3. Appeal to committee: After the chair or director has completed the response to the student's appeal, and regardless of the outcome of step 2, the student may appeal to the Grade Appeal and Program Dismissal Appeal Committee. This appeal must be initiated within 20 business days of the completion of step 2. If the student has requested a meeting with the academic unit chair or director and has not been granted such a meeting within 15 business days of the student's request, the student may then initiate an appeal to the Grade Appeal and Program Dismissal Appeal Committee. The student will initiate an appeal through the Office of the Ombudsman. The ombudsman will schedule a meeting of the Grade Appeal and Program Dismissal Appeal Committee using procedures determined by the Professional Concerns Committee of the Faculty Senate. The Grade Appeal and Program Dismissal Appeal Committee will consist of at least three members drawn from a panel of faculty established for this purpose.

In a grade appeal, both the student and the instructor should provide a written statement describing the situation under consideration. An appearance to provide additional information at the appeal by either the instructor or the student may be requested by the appeals committee. Students making an appeal must complete the appeals form as well as the student information form. The ombudsman will contact the instructor to have him or her complete the instructor information form. The Grade Appeal and Program Dismissal Appeal Committee can effectuate a grade change by majority vote. The decision of the hearing panel is final and not subject to appeal.

**Clinical Mental Health Counseling Program of Study Curriculum Guide Effective for Students Admitted
Fall 2009 to Summer 2019**

Counseling Core (30 hours)

CECP 6010	Research Methods	3
CECP 6020	Group Dynamics & Procedures	3
CECP 6030	Tests and Measurements - CE	3
CECP 6040	Counseling Techniques	3
CECP 6050	Professional Issues and Ethics - CE	3
CECP 6070	Multicultural Counseling	3
CECP 6080	Counseling & Lifespan Development	3
CECP 6100	Career Development: Theory & Practice	3
CECP 6110	Theories of Counseling	3
CECP 6220	Psycho-educational Consultation	3

Program Courses in Clinical Mental Health Counseling (18 hours)

CECP 6280	Foundations of Clinical Mental Health	3
CECP 6210	Psychopathology: Classification & Treatment	3
CECP 6750	Advanced Theories of Counseling	3
CECP 6610	Foundations of Systemic Family Therapy	3
CECP 6340	Causes of Substance Abuse	3
CECP 6360	Recovery Oriented Systems of Care	3

Supervised Clinical Practice (8 hours)

CECP 6120*	Counseling Practicum	4
CECP 6130**	Field Practicum	4

Electives (4 hours):

Students must select 4 credit hours of graduate level electives, all of which must be approved by students' faculty advisor.

Total Semester Hours

60

This master's degree option also includes the following requirements:

- * Membership in a group for a minimum of 10 hours prior to CECP 6120, counseling Practicum.
- * The student must present written verification of group membership with the CECP 6120, Counseling Practicum application.
- * 25 additional hours of field experience during CECP 6120, Counseling Practicum (including 10 hours of group leadership)
- ** Weekly 1.5 hours group supervision with designated CECP staff during CECP 6130, Field Practicum.

**Clinical Mental Health Counseling Program of Study Curriculum Guide Effective for Students Admitted
Fall 2018 and After**

Counseling Core (30 hours)

CECP 6010	Research Methods	3
CECP 6020	Group Dynamics & Procedures	3
CECP 6030	Tests and Measurements - CE	3
CECP 6040	Counseling Techniques	3
CECP 6050	Professional Issues and Ethics - CE	3
CECP 6070	Multicultural Counseling	3
CECP 6080	Counseling & Lifespan Development	3
CECP 6100	Career Development: Theory & Practice	3
CECP 6110	Theories of Counseling	3
CECP 6220	Psycho-educational Consultation	3

Program Courses in Clinical Mental Health Counseling (19 hours)

CECP 6280	Foundations of Clinical Mental Health Counseling	3
CECP 6210	Psychopathology: Classification & Treatment	3
CECP 6610	Foundations of Systemic Family Therapy	3
CECP 6390	Co-Occurring Disorders and Addictions	3
CECP 6530	Advanced Appraisal for Counselors	4
CECP 6520	Case Conceptualization, Treatment Planning, Integrative Health Care	3

Supervised Clinical Practice (8 hours)

CECP 6120*	Counseling Practicum	4
CECP 6130**	Field Practicum	4

Electives (3 hours):

Students must select 3 credit hours of graduate level electives, all of which must be approved by students' faculty advisor.

Total Semester Hours

60

This master's degree option also includes the following requirements:

- * Membership in a group for a minimum of 10 hours prior to CECP 6120, counseling Practicum.
- * The student must present written verification of group membership with the CECP 6120, Counseling Practicum application.
- * 25 hours of field experience during CECP 6120, Counseling Practicum (including 10 hours of group leadership)
- ** Weekly 1.5 hours group supervision with designated CECP staff during CECP 6130, Field Practicum.

**College Counseling Program of Study Curriculum Guide
Effective for Students Admitted Fall 2007 and After**

Students are no longer being enrolled at WMU in this program option.

<u>Counseling Core (30 hours):</u>	<u>Semester Hours</u>
CECP 6010 Research Methods	3
CECP 6020 Group Dynamics and Procedures	3
CECP 6030 Tests and Measurement - CE	3
CECP 6040 Counseling Techniques	3
CECP 6050 Professional Issues and Ethics - CE	3
CECP 6070 Multicultural Counseling and Psychology	3
CECP 6080 Counseling and Lifespan Development	3
CECP 6100 Career Development: Theory and Practice	3
CECP 6110 Theories of Counseling	3
CECP 6220 Psychoeducational Consultation	3
<u>Program Courses in College Counseling (10 hours):</u>	
CECP 6210 Psychopathology: Classification and Treatment	3
***CECP 6230 College Student Development	3
***CECP 6350 Foundations of College Counseling	4
<u>Supervised Clinical Practice (8 hours):</u>	
*CECP 6120 Counseling Practicum - Approved application required.	4
**CECP 6130 Field Practicum	4
A minimum of 600 clock hours at an approved site.	
Credit/No Credit basis.	
Approved application required.	
<u>Total Semester Hours</u>	48

This master's degree option also includes the following requirements:

- * Membership in a group for a minimum of 10 hours prior to CECP 6120, Counseling Practicum.
- * The student must present written verification of group membership with the CECP 6120, Counseling Practicum application.
- * 25 hours of field experience during CECP 6120, Counseling Practicum (including 10 hours of group leadership)
- ** Weekly 1.5 hours group supervision with designated CECP staff during CECP 6130, Field Practicum.
- *** These courses should be taken as early in the program as possible. It is suggested that they be the first courses taken.

Marriage, Couple and Family Counseling Program of Study Curriculum Guide

<u>Counseling Core (30 hours):</u>	<u>Semester Hours</u>
CECP 6010 Research Methods	3
CECP 6020 Group Dynamics & Procedures	3
CECP 6030 Tests and Measurements – CE	3
CECP 6040 Counseling Techniques	3
CECP 6050 Professional Issues and Ethics - CE	3
CECP 6070 Multicultural Counseling	3
CECP 6080 Counseling & Lifespan Development	3
CECP 6100 Career Development: Theory & Practice	3
CECP 6110 Theories of Counseling	3
CECP 6220 Psycho-educational Consultation	3
<u>Program Courses in Marriage, Couple and Family Counseling (21 hours):</u>	
CECP 6210 Psychopathology: Classification & Treatment	3
CECP 6610 Foundations of Systemic Family Therapy	3
CECP 6620 Couple Interaction & Therapy	3
CECP 6630 Family Interaction & Therapy	3
CECP 6650 Sex Therapy	3
<u>Choose two of the following (6 hours)</u>	6
CECP 6640 Seminar on Families and Family Therapy	
FCS 5680 Gender, Culture, and Families	
FCS 6550 Adult/Child Relationships	
FCS 6600 Studies in Family Relationships	
<u>Supervised Clinical Practice (8 hours):</u>	
CECP 6120* Counseling Practicum	4
CECP 6130**Field Practicum	4
<u>Elective (1 hour):</u>	1
Appropriate elective approved by the academic advisor	
To meet the educational requirements for the LMFT in Michigan, this elective should be a family studies related course.	
<u>Total Semester Credit Hours</u>	60

This master's degree option includes the following requirements:

*Membership in a group for a minimum of 10 hours prior to CECP 6120 Counseling Practicum.

*The student must present written verification of group membership with the application for CECP 6120.

*25 hours of field experience during CECP 6120 Counseling Practicum; a minimum of 10 of the 25 hours must be in group leadership.

**CECP 6130 is a 600-clock hour supervised placement in a field setting.

**Weekly 1.5 hours of group supervision with designated CECP staff during CECP 6130: Field Practicum.

School Counseling K-12 Program of Study Curriculum Guide for Students without a valid Michigan Teaching Certificate Effective for Students Admitted for and After Fall 2014

<u>Counseling Core (30 hours):</u>	<u>Semester Hours</u>
CECP 6010 Research Methods	3
CECP 6020 Group Dynamics and Procedures	3
CECP 6030 Tests and Measurement - CE	3
CECP 6040 Counseling Techniques	3
CECP 6050 Professional Issues and Ethics - CE	3
CECP 6070 Multicultural Counseling and Psychology	3
CECP 6080 Counseling and Life Span Development	3
CECP 6100 Career Development: Theory and Practice	3
CECP 6110 Theories of Counseling	3
CECP 6220 Psycho-educational Consultation	3
<u>Program Courses in School Counseling (9 hours):</u>	
CECP 6370 Organization & Principles of Comprehensive School Counseling Program	3
CECP 6380 School Counseling for Post-Secondary and College and Career Readiness	3
SPED 5300 Introduction to Special Education	3
<u>Supervised Counseling Practice (8 hours):</u>	
*CECP 6120 Counseling Practicum - Approved application required.	4
**CECP 6130 Counseling Practicum	4

Electives (12 hours): 12

In order to be recommended for a school counselor license (SCL), candidates must complete 3 credit hours from each of the following four categories with a grade of “B” or better.

School Culture

ED 6700, Authority and Autonomy in Schooling
 ES 6030, Social and Philosophical Foundations
 ES 6340, Culture and Politics of Educational Institutions
 ES 6730, Class, Ethnicity and Gender in Education

Methods and Practice of Teaching

LS 6180, Literacy Acquisition and Reading Instruction
 LS 6170, Reading in the Content Areas
 ED 6360, The Art and Science of Teaching
 ED 6760, Learning in Social Contexts
 CTE 6460, Leadership Development in Career and Technical Education

Curriculum Development

ED 6020, School Curriculum
 ED 6060, Early Childhood Education Methods and Materials
 ED 6140, Parent Education for Teachers of Young Children
 ED 6280, Curriculum Theory
 EDT 6410, Instructional Technology for School Leaders

Psychological Development

CECP 6860, Counseling Children & Adolescents

ED 6110, Assessment in Early childhood Inclusive Educational
ED 6150, Play and Young Children's Learning
ED 6160, Piaget and Young Children
ED 6040, Psychological Foundations of Education
ES 6330, Human Nature and Diversity
PSY 5170, Psychology in the Schools

Total Semester Hours

59

This master's degree option also includes the following requirements:

- * Membership in a group for a minimum of 10 hours prior to CECP 6120, Counseling Practicum
- * You must present written verification of group membership with the CECP 6120, Counseling Practicum application
- * 25 hours of field experience during CECP 6120, Counseling Practicum (including 10 hours of group leadership)
- ** Weekly 1.5 hours group supervision with designated CECP staff during CECP 6130, Field Practicum.
- ** Must complete CECP 6130 (600 clock hours) at the elementary and secondary levels. It is recommended that students complete a minimum of 200 clock hours at each of these levels

School Counseling K-12 Program of Study Curriculum Guide for Students holding a valid Michigan Teaching Certificate

<u>Departmental Core Courses Required:</u>	<u>Semester Hours</u>
CECP 6010 Research Methods	3
CECP 6020 Group Dynamics & Procedures	3
CECP 6030 Tests and Measurements - CE	3
CECP 6040 Counseling Techniques	3
CECP 6050 Professional Issues and Ethics - CE	3
CECP 6070 Multicultural Counseling and Psychology	3
CECP 6080 Counseling and Life Span Development	3
<u>Program Courses Required:</u>	
CECP 6100 Career Development: Theory and Practice	3
CECP 6110 Theories of Counseling	3
*CECP 6120 Counseling Practicum – Approved application required	4
**CECP 6130 Field Practicum	4
CECP 6220 Psychoeducational Consultation	3
<u>Concentration:</u>	
CECP 6370 Organization & Principles of Comprehensive School Counseling Program	3
CECP 6380 School Counseling for Postsecondary Career and College Readiness	3
SPED 5300 Introduction to Special Education	3
<u>Electives</u>	1
With consent of their advisor, students may select 1 additional graduate-level elective hour from any college or department within the university.	
<u>Total Semester Hours:</u>	48

This master's degree option also includes the following requirements:

- * Membership in a group for a minimum of 10 hours prior to CECP 6120, Counseling Practicum
- * You must present written verification of group membership with the CECP 6120, Counseling Practicum application
- * 25 hours of field experience during CECP 6120, Counseling Practicum (including 10 hours of group leadership)
- ** Weekly 1.5 hours group supervision with designated CECP staff during CECP 6130, Field Practicum.
- ** Must complete CECP 6130 (600 clock hours) at the elementary and secondary levels. It is recommended that students complete a minimum of 200 clock hours at each of these levels.

Rehabilitation Counseling/Teaching (RCTM): Specialization in Blindness and Low Vision Program of Study Curriculum Guide

<u>Core Courses:</u>	<u>Semester Hours</u>
BLS 5770 Services for Persons Who are Blind or Have Other Disabilities	2
BLS 5840 Computer Technology in Rehabilitation	3
BLS 5880 Psycho-Social Aspects of Disability	2
BLS 5890 Medical & Functional Aspects of Rehabilitation	2
BLS 6010 Small 'N' Research: Design and Analysis	3
BLS 6100 Assisted Research	2

Counseling Courses:

BLS 5860 Job Development and Placement	3
CECP 5200 Foundations of Rehabilitation Counseling	3
CECP 6020 Group Dynamics and Procedures*	3
CECP 6030 Tests and Measurement - CE	3
CECP 6040 Counseling Techniques	3
CECP 6050 Professional Issues and Ethics - CE	3
CECP 6070 Multicultural Counseling and Psychology	3
CECP 6080 Counseling Across the Life Span	3
CECP 6100 Career Development: Theory and Practice	3
CECP 6110 Theories of Counseling	3
CECP 6120 Practicum in Rehabilitation Counseling – Approved Application Required ** ***	4
CECP 6220 Psycho-educational Consultation	3

Rehabilitation Teaching Courses:

BLS 5900 Physiology and Function of the Eye	2
BLS 5910 Braille and Tactual Communication Systems	2
BLS 5930 Methods of Teaching Adaptive Communications	2
BLS 5970 Principles & Practices of Low Vision	2
BLS 6020 Gerontology in O&M and RT	2
BLS 6050 Practice in Low Vision	1
BLS 6640 Principles of Rehabilitation Teaching	3
BLS 6910 Practicum in Rehabilitation Teaching (1-2 hrs. repeatable)	3
FCS 6360 Teaching for Independent Living	4

Internship/Field Experience Courses:

BLS 7120 Professional Field Experience	2
CECP 6130****Field Practicum - Approved application required	2

A minimum total of 600 clock hours supervised placement in a rehabilitation counseling field setting. Credit/No Credit basis.

Total Semester Credit Hours: 76

The Rehabilitation Counseling master's degree option also includes the following requirements:

* Participation in a group for a minimum of 10 hours prior to CECP 6120: Counseling Practicum

** Students must present written verification of group membership with the CECP 6120: Counseling Practicum application

*** 25 hours of community "bridging" experience during CECP 6120, Counseling Practicum (including 10

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hours of group leadership)

**** Weekly 2 hours CRC supervision with designated site supervisor during CECP 6130: Field Practicum.

Rehabilitation Counseling (CERM) Program of Study Curriculum Guide

<u>Core Courses Required:</u>		<u>Semester Hours</u>
BLS 6010	Small 'N' Research: Design and Analysis	3
CECP 6020	Group Dynamics and Procedures*	3
CECP 6030	Tests and Measurement - CE	3
CECP 6040	Counseling Techniques	3
CECP 6050	Professional Issues and Ethics - CE	3
CECP 6070	Multicultural Counseling and Psychology	3
CECP 6080	Counseling Across the Life Span	3

Program Courses Required:

BLS 5770	Services for Persons Who are Blind or Have Other Disabilities	2
BLS 5840	Computer Technology in Rehabilitation	3
BLS 5860	Job Development and Placement	3
BLS 5880	Psycho-Social Aspects of Disability	2
BLS 5890	Medical & Functional Aspects of Rehabilitation	2
CECP 5200	Foundations of Rehabilitation Counseling	3
CECP 6100	Career Development: Theory and Practice	3
CECP 6110	Theories of Counseling	3
CECP 6220	Psycho-educational Consultation	3
CECP 6120	Practicum in Rehabilitation Counseling – Approved Application required** ***	4
CECP 6130	Field Practicum - Approved application required.	4

A minimum total of 600 clock hours supervised placement in a rehabilitation counseling field setting. Credit/No Credit basis. ****

<u>Total Semester Credit Hours</u>	53
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The Rehabilitation Counseling master's degree option also includes the following requirements:

* Participation in a group for a minimum of 10 hours prior to CECP 6120: Counseling Practicum

** Students must present written verification of group membership/participation with the CECP 6120:

Counseling Practicum application

*** 25 hours of community "bridging" experience during CECP 6120, Counseling Practicum (including 10 hours of group leadership)

**** Weekly 2 hours individual CRC supervision with designated site supervisor during CECP 6130: Field Practicum.

Changing Degree Programs

Requests to change to a different counselor education degree program following admission are subject to review by the respective program admission faculty and the Department Chairperson. Forms to request a change in degree program are available online at <http://www.wmich.edu/cecp/student-resources/forms>

Deadlines for submitting a change in master's degree program option request are January 15, May 15 and September 15 and require a meeting with the student's current advisor.

CECP 6120 and CECP 6130

Educators realize that professional preparation requires an appropriate mix of classroom work and “hands-on” experience. Thus, the curriculum has been developed to provide a balance between theory and applied practice and working with clients. Many courses offer opportunities to apply concepts in practical ways. For example, students studying assessments may complete, score, and interpret results on assessment instruments. The techniques of counseling course makes extensive use of simulation activities. Toward the end of the program, students move from simulation exercises and applied casework to counseling clients by participating in CECP 6120 and 6130. Enrollment in these classes requires prerequisites and an application initiated by the student.

Center for Counseling and Psychological Services

The Center for Counseling and Psychological Services (CCPS) provides service to the community as well as practical training and research opportunities for master’s students, doctoral students, and faculty. The Kalamazoo center on main campus is on the third floor of Sangren Hall in room 3341. The Grand Rapids center is located downtown at 200 Ionia, SW. CCPS provides low-fee counseling for persons living in West Michigan and for university students on referral from Sindecuse Health Center Counseling Services. The Counseling Practicum (CECP 6120) is conducted in the Center. CCPS has audio and video-equipped individual and group counseling rooms, which enhance practical training opportunities.

CECP 6120 and CECP 6130 Individual Liability Insurance Requirement

After completing your required coursework, your learning has only just begun. Working under supervision is essential to earning your license and/or certification. Counselors and counselors-in-training (CIT), like other health professionals, are not immune to ordinary mistakes. However, some mistakes may reflect negligence and thus may open the provider to the potential for a lawsuit. Intern malpractice coverage is the only way to be fully protected from the financial and professional costs of allegations. It is a requirement that all students enrolled in CECP 6120 and CECP 6130 purchase individual professional liability insurance. You would not want to compromise your career before it even begins, and professional liability insurance guarantees that you are covered while you are still in the process of learning.

Master’s students receive free professional liability insurance when they join any one of the following counseling associations:

The American Counseling Association www.counseling.org

The American Mental Health Counselors Association www.amhca.org

The American School Counselor Association www.schoolcounselor.org

In order to obtain individual professional liability insurance coverage as a master’s student, you need to follow three steps.

Step 1 – Become a member of any one of the three associations listed above

Step 2 – Obtain your free proof of professional liability insurance coverage from that counseling association

Step 3 – Provide proof of coverage along with your CECP 6120 and CECP 6130 applications

Registering for CECP 6120 Counseling Practicum

Below are the steps to follow to enroll in CECP 6120.

Step 1 It is best for students to begin CECP 6120 the semester immediately before they will begin CECP 6130. **Additionally, it is important for students to meet with their advisor at least 8 months in advance of taking**

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CECP 6120 to have ample time to secure site and site supervisor approval before submitting the 6120 application.

Step 2 Discuss with your CECP academic advisor the nature and requirements of the CECP 6120 counseling practicum in your specific CECP degree program option. This will include what license/certification is required to be eligible to be your CECP 6130 site supervisor. Site supervisors must have a masters degree in counseling or related field, appropriate credentials/licenses, at least two years of experience in their professional area, relevant training in supervision, and be orientated to our program.

Bridging Experience

Students must complete a bridging experience during their enrollment in CECP 6120 Counseling Practicum. This consists of providing 25 hours of direct counseling to clients and is conducted in a field-based site consistent with the students' vocational goal, e.g., school counselor candidates do their bridging experience in schools. To obtain a bridging experience site, students should work closely with their assigned academic advisor (not the CECP 6120 instructor). **The academic advisor must approve the bridging experience site and the on-site supervisor.**

In obtaining the site, which is the student's responsibility, attention should be paid to the opportunity to lead or co-lead a small-group experience. Students must document a minimum of 10 hours in small group leadership as well as 15 additional hours in direct client services appropriate to the setting.

You might also want to identify some potential sites to discuss with your advisor, but at this point DO NOT make a formal application to any site until you have received your advisor's approval. A list of potential sites is available through CCPS in Kalamazoo (KZ, 3341 Sangren) or Grand Rapids (GR, Room 2100, The Graduate Center – Downtown).

Step 3 Begin by calling or writing to site practicum/internship coordinators to determine if the sites are accepting interns for the semester in which you plan to complete your CECP 6120 class. A recommended approach is to ask about their application procedures and requested information (e.g., cover letter, resume), as well as specific information about intern activities and site expectations. Site policies and requirements can vary extensively. Inquire about them upfront, and be prepared to comply with them if you ultimately elect to go to that site. You might also want to share with the site coordinator specific requirements you have as part of your program; see the CECP 6130 Field Practicum Guideline (further down in this manual) for your degree program option.

Send application materials to your prospective sites. A letter to the site should be specific and brief, addressed to the site internship coordinator, and indicate your interest in placement there. You might want to consult with your advisor about format and content when you meet. Follow up after a reasonable time (about a week or two) with a telephone contact to be sure your materials were received, much as you would in searching for new employment.

NOTE: It would be in your best interest to apply to multiple sites rather than one at a time to increase your chances of obtaining a placement. Be sure to alert all other sites that you have found a placement once you have settled on one site so that they can consider other interns; **do not withdraw from a site once you have made a commitment.**

Step 4 When you have been accepted by a site/sites and know exactly who your site supervisor will be at that location, contact your advisor to obtain final approval for the site and supervisor.

Step 5 Students must see their advisors early in the course of their graduate studies to complete their Permanent
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Program of Study. The advisor will sign the completed form and the form should then be submitted to the CECP Department office for submission to the Registrar's Office. The Permanent Program of Study must be completed prior to applying for CECP 6120 and a copy needs to be attached to the CECP 6120 application.

Step 6 Students must have completed the following prerequisites before they enroll in CECP 6120:

CECP 6020 Group Dynamics and Procedures
 CECP 6030 Tests and Measurements - CE
 CECP 6040 Counseling Techniques
 CECP 6050 Professional Ethics/Issues - CE
 CECP 6110 Theories of Counseling
 CECP 6100 Career Development
 CECP 6070 Multicultural Counseling and Psychology
 CECP 6370 Organization & Principles of Comprehensive School Counseling Program**

Step 7 Students must complete a minimum of 10 hours of group experience as a member of a group before enrolling in CECP 6120 Counseling Practicum. Discuss this requirement with your academic advisor. Students are responsible for securing an appropriate small group experience. Examples of this small-group experience include a counseling group, a psychoeducational group, or a personal growth and development group.

To be assured admission to CECP 6120, students are urged to begin their group membership any time prior to submitting their 6120 application. Students may be assisted in securing small group experiences through two regular offerings in the department: 1) during CECP 6020, Group Dynamics and Procedures, instructors often provide opportunity for students to be members of ongoing groups; and 2) during certain (but not all) semesters doctoral students enrolled in Group Practicum may invite master's students to be members of their groups.

Students may also fulfill the small group experience through membership in personal growth, support, or counseling/therapy groups outside the department, provided those groups occur during their tenure as students and their participation is documented in writing by the group leader.

Staple documentation of your group experience to your 6120 application; include your name, location name, dates, and the leader's signature.

Step 8 Complete the 6120 application form. The application is titled "Application for Permission to Elect CECP 6120, Counseling Practicum" and may be obtained online from the CECP forms page at <https://wmich.edu/cecp/student-resources/forms>. <http://www.wmich.edu/cecp/student-resources/forms> If students meet the prerequisites, applications are ranked in order of the number of hours completed in their degree program.

Step 9 Submit the application on time. *Provide proof of individual insurance coverage along with your CECP 6120 application form.* CECP 6120 requires that students complete an application in the semester prior to the semester of enrollment for 6120. For the fall semester: apply May 1 through June 1. For the spring semester: apply Sept. 1 through Oct. 1. For the summer I session: apply Jan. 1 through Feb. 1.

Step 10 Notice of acceptance (or non-acceptance) for enrollment in CECP 6120 will be emailed to all applicants. Students accepted for enrollment will be registered for the specific section to which the CECP 6120 coordinator assigns the student. These are closed sections limited to 5 to 6 students each.

Requirements During CECP 6120 Practicum

Supervision.

Each student must participate in one additional hour of supervision outside of CECP 6120 class time every week the CECP 6120 practicum meets. These supervision hours are arranged with the CECP 6120 instructor at the beginning of the semester. The syllabus serves as the supervision contract and clearly delineates the roles and responsibilities of students and supervisors.

Bridging Experience.

The academic advisor must approve the bridging experience site and the on-site supervisor. **The practicum instructor will provide supervision of the bridging experience during your regularly scheduled weekly supervision appointments.**

The student will receive two evaluation forms that are required at the end of the experience. First, the site supervisor must submit documentation of successful completion of 25 hours of direct service to clients. Second, the student must evaluate the bridging experience, site, and supervisor. Completed forms must be submitted to the practicum instructor by the end of the semester. Satisfactory completion of the bridging experience is required for credit for CECP 6120.

All students in CECP 6120 are evaluated along two dimensions: the number of completed hours and their overall skill or competence in several areas.

Registering for CECP 6130 Field Practicum (Internship)

Kalamazoo and Grand Rapids students should complete the following steps at the Center for Counseling and Psychological Services (CCPS) where they completed CECP 6120. Students must participate in one hour of individual supervision and 1.5 hours of group supervision per week for the duration of CECP 6130. These hours will count toward the 600 required clock hours and are provided at CCPS- Kalamazoo or CCPS-Grand Rapids.

Note: Clinical Supervision is a critical aspect of the successful completion of CECP 6130. Please pay careful attention to supervision requirements described in the Field Practicum Guidelines (found below in this handbook) for your program area.

STEP 1: It is important for students to meet with their advisor at least 8 months in advance of taking CECP 6130 to have ample time to secure site and site supervisor approval before submitting the 6130 application. NOTE: students in school counseling who wish to start their internships in the fall should have everything in place the previous spring semester before school personnel are away for the summer.

STEP 2: Discuss with your CECP academic advisor the nature and requirements of the CECP 6130 field practicum in your specific CECP degree program option. This will include what license/certification is required to be eligible to be your CECP 6130 site supervisor. Site supervisors must have a masters degree in counseling or related field, appropriate credentials/licenses, at least two years of experience in their professional area, relevant training in supervision, and be orientated to our program.

You might also want to identify some potential sites to discuss with your advisor, but at this point DO NOT make a formal application to any site until you have received your advisor's approval. A list of potential sites is available through CCPS in Kalamazoo (KZ, 3341 Sangren) or Grand Rapids (GR, Room 2100, The Graduate

Center – Downtown).

With advisor approval, students taking CECP 6130 in one semester can take *either* (a) a 1 to 3 credit-hour elective *OR* (b) CECP 6220 Psychoeducational Consultation at the same time as CECP 6130 for a total of no more than 7 credit hours in that semester. With advisor approval, students taking CECP 6130 over two semesters can take (a) a 1 to 3 credit-hour elective during one semester and (b) CECP 6220 Psychoeducational Consultation in the other semester with no more than 5 credit hours total in any given semester. If you have questions about this, discuss those questions with your advisor.

Be sure you also discuss with your advisor the number of credit hours for which you will need to register for 6130. This is typically completed by either full-time work (40 hours per week) in one semester where the student is registered for 4 credit hours in that semester. Students can also complete CECP 6130 part-time (minimum of 20 hours per week) across two semesters and registered for 2 credit hours each semester. Discuss any need for exceptions with your academic advisor. You will identify the total number of credit hours of 6130 that you will be taking and the total number of semesters of internship on the 6130 Site Information Form that you will complete and your advisor will need to sign.

If you have elected a specialty area (e.g., SPADA, Holistic Health, Marriage and Family), discuss these matters with your specialty area advisor as well.

STEP 3: Begin by calling or writing to site internship coordinators to determine if the sites are accepting interns for the semester(s) in which you plan to complete your internship. A recommended approach is to ask about their application procedures and requested information (e.g., cover letter, resume), as well as specific information about intern activities and site expectations. Site policies and requirements can vary extensively; inquire about them upfront and be prepared to comply with them if you ultimately elect to go to a site. You might also want to share with the site coordinator specific requirements you have as part of your program; see the CECP 6130 Field Practicum Guideline (further down in this manual) for your degree program option.

Send application materials to your prospective sites. A letter to the site should be specific and brief, addressed to the site internship coordinator, and indicate your interest in placement there. You might want to consult with your advisor about format and content when you meet. Follow up after a reasonable time (about a week or two) with a telephone contact to be sure your materials were received, much as you would in searching for new employment.

NOTE: It would be in your best interest to apply to multiple sites rather than one at a time to increase your chances of obtaining a placement. Be sure to alert all other sites that you have found a placement once you have settled on one site so that they can consider other interns; **do not withdraw from a site once you have made a commitment.**

STEP 4: When you have been accepted by a site/sites and know exactly who your site supervisor will be at that location, contact your advisor to obtain final approval.

STEP 5: After receiving final approval from your advisor, complete a 6130 Site Information Form. You can find the 6130 Site Information Form at <https://wmich.edu/cecp/student-resources/forms>. On the form, you will provide information about you, your internship site(s) (e.g., name, contact person, site supervisor), and 6130 class registration preferences.

If you are at one site to complete CECP 6130, you only need to fill out that form. If you are at two sites to complete CECP 6130, you will also need to fill out the 6130 Additional Site Information Form for the second site. You can find this form in the same location as the first form. Make sure to sign and date the form(s). Then

give the completed form(s) to your advisor for their signature. **6130 Site Information Form(s) must be signed by your advisor and need to be completed fully, accurately, and legibly.** Incomplete or incorrect information may delay the placement process and CECP 6130 internship registration.

STEP 6: Once your advisor has signed the form(s), you will submit it/them to the CECP Internship Coordinator. *Provide proof of individual insurance coverage along with your CECP 6130 application form.*

Application deadlines for CECP 6130

For fall semester: July 15

For spring semester: Nov. 15

For summer I and summer II sessions: March 15

STEP 7: Once your 6130 Site Information Form is received, the CECP Internship Coordinator will complete the necessary paperwork on behalf of the department and send it to your site(s) to obtain written confirmation of your acceptance as an intern. Included in the paperwork will be a cover letter, copy of your program option CECP 6130 Field Practicum Guideline Sheet, and the Site Acceptance Form.

STEP 8: After all of your sites have returned a Site Acceptance Form, you will be registered for CECP 6130 by the CECP Internship Coordinator. You will be notified of the CECP 6130 section to which you have been assigned, which will consist of 1.5 hours of weekly group supervision on campus. Group supervision time assignments for Grand Rapids and Kalamazoo are handled differently:

In **Kalamazoo**, the supervision time is typically Wednesdays 4:30-7:30 p.m. Your supervision section will be one of the 1.5 hour portions of that block of time (i.e., 4:30-6:00 p.m. or 6:00-7:30 p.m.). You may indicate a preference for a particular section; **however**, you need to reserve the entire block of time (4:30 – 7:30 p.m.) and be available for either supervision assignment.

In **Grand Rapids**, all 6130 students are required to attend an orientation session that typically meets at 5:00 p.m. on the first Monday of each semester, in The Graduate Center – Downtown. At that meeting, students will be assigned to their on-campus group supervision time. These sessions are commonly from 3:30-5:00 p.m. or 5:00 - 6:30 p.m.

NOTE: Once you have been registered for 6130 by the CECP Internship Coordinator, you MUST keep your commitment to an internship site. Under no circumstances should you discontinue your arrangement or leave a site without notifying (a) your advisor and (b) the Counselor Education Clinical Coordinator and discussing the situation with those two individuals.

STEP 9: Attend weekly group supervision starting with the first Wednesday of the semester in Kalamazoo and the first Monday of the semester in Grand Rapids in which you begin internship and continue until you have completed ALL of your internship hours.

You can begin working at your internship site(s) starting with the first official day of the semester in which you are enrolled, but NOT before. If a site wants you to begin orientation (or other non-clientele contact activities) before the first official day of the semester in which you are enrolled (and you are available to do so), you must **FIRST** contact (a) your academic advisor and (b) Counselor Education Clinical Coordinator for approval before agreeing to such an arrangement.

STEP 10: Meet internship site expectations and complete internship paperwork as required. Goals: At the beginning of the internship, meet with your site supervisor(s) and establish written goals for the internship. Your CECP 6130 class group supervisor on campus (Instructor of Record with whom you are registered) will have

information about how to complete the goals and an example form. By the 3rd week of the semester, provide your goals form (one per site) to the CECP 6130 instructor on campus. Once completed, keep a copy of your goals for your own records.

The following four (4) documents will need to be completed and turned in at the conclusion of your internship to get credit for CECP 6130: Log Summary Form, Weekly Log Summary (weekly tracking of hours), Certificate of Completion Form, and Student Evaluation of Site Form. The contents of your Log Summary Form and Weekly Log Summary documents represent an accounting of your time spent on internship and the activities in which you are engaged. The Certificate of Completion is your site supervisor's evaluation of your work in the field placement; your supervisor may attach additional sheets, including the site-specific evaluation form. The fourth form is your own evaluation of the field placement site. Your CECP 6130 instructor on campus (Instructor of Record) will provide information on how to complete these forms.

Each of these four forms (Log Summary, Weekly Log Summary, Certificate of Completion and Student Evaluation) should be completed for each internship site. These forms will eventually become part of your experiential file kept in the department, but you should keep a copy of these forms for your own records. **It is good practice and is strongly recommended that you keep copies of all of these types of important forms that document your work throughout your professional career (including after graduation) for reference as part of future licensing applications.**

Return the completed forms to your CECP 6130 Instructor of Record (group supervisor on campus with whom you are registered) for CECP 6130 at:

For Kalamazoo:

“Instructor name”
Western Michigan University
1903 W Michigan Ave.
Kalamazoo, MI 49008

For Grand Rapids:

“Instructor name”
WMU Graduate Center – Downtown CECP – 5226
200 Ionia Street, SW
Grand Rapids, MI 49503

NOTE: If you complete your internship over more than one semester AND you are registered with two different on campus supervisors, it is YOUR responsibility to stay in contact with the supervisors and arrange to get your final paperwork to them for review. Do not rely on the group supervisor you finish with to pass the paperwork on to another group supervisor.

Clinical Mental Health Counseling CECP 6130 Field Practicum Guidelines for Students and Supervisors

The field practicum site for Clinical Mental Health Counseling students must have an organized mental health care program. Examples of appropriate placement sites include the following: Community mental health centers, substance abuse treatment facilities, child counseling clinics, family counseling centers, non-profit mental health facilities, hospitals, or other human service-related settings approved by the student's advisor. Student experiences during the field practicum should include counseling individuals, couples, families, and groups. It is preferable if there is a mix of crisis intervention as well as brief, intermediate, and long-term counseling approaches. The field practicum should allow for experiences where students assess, diagnose, and treat mental and emotional disorders. The field practicum should include opportunities for students to demonstrate the appropriate use of assessment tools and diagnostic tools, including the current edition of the DSM, along with the ability to accurately diagnose and discuss the differential diagnosis with collaborating mental health professionals. Students should expand their capacity to differentiate between diagnosis and developmentally appropriate reactions to crises, disasters, and other trauma-causing events during the internship. Students should use assessments, and an appropriate diagnosis to case conceptualize and select appropriate evidence-based treatment interventions. This program leads to licensure as a Licensed Professional Counselor (LPC).

The on-site supervisor must hold at least a master's degree in counseling or related field, have at least two years of related experience, have appropriate licenses and certifications, and have relevant training in counseling supervision. In exceptional cases where a Licensed Professional Counselor may not be available, students must work closely with their faculty advisor to make alternative supervision arrangements.

A minimum of six hundred (600) clock hours are required to complete the field practicum. A minimum of 240 of those 600 clock hours must be in direct counseling services to clients. Hours accrued that do not qualify as direct service should be documented as indirect service. As indicated by CACREP, direct and indirect service hours are distinguished as follows:

Direct Service is the supervised use of counseling, consultation, or related professional skills with actual clients (can be individuals, couples, families, or groups) for the purpose of fostering social, cognitive, behavioral, and/or affective change. These activities must involve interaction with others and may include: (1) assessment, (2) counseling, (3) psycho-educational activities, and (4) consultation. The following would not be considered direct service: (1) observing others providing counseling or related services, (2) record-keeping, (3) administrative duties, (4) clinical and/or administrative supervision.

A minimum of 1 hour of individual/triadic supervision per week is required for students throughout the field practicum and is provided by the site supervisor. In addition, a minimum of one and one-half hours of weekly group supervision are also required for the duration of your internship and is provided at CCPS-Kalamazoo or CCPS-Grand Rapids. Time spent in supervision counts toward the total 600 hours and is categorized as indirect hours. Contact the CCPS secretary to sign up for CECP 6130 group supervision. By the end of the third 6130 class session, students are encouraged to file a list of approved goals and objectives with their 6130 group supervisor on campus. Those approved goals and objectives for the field practicum are jointly created, formally documented in writing, and signed on that document by the student and the site supervisor. Students shall maintain a log of field practicum activities, including time spent in each activity. A summary of activities and time spent in each activity is recorded in a log and signed by the site supervisor. This is in addition to the site supervisor's final CECP 6130 evaluation. Site supervisors are required to evaluate students in TK20. The evaluation forms are specific to the student's program area and will be provided to the site supervisor at the beginning of the semester. At a minimum, site supervisors must submit at least a final evaluation on each intern using the TK20 electronic form at the completion of the 600 hours. The CECP Department encourages site supervisors also to complete a midterm evaluation using the same form. Students can obtain copies of logs and evaluation forms for their specific MA degree program in Tk20 by clicking on "Document Room," then "Public Documents," and then click on the "+" next to CECP 6130 Field Practicum Folder Student Forms. Students are required to evaluate their field practicum site and supervisor upon completion of CECP 6130 in Tk20. These evaluations occur upon completion of 600 clock hours.

If students or supervisors have questions regarding any aspect of the field practicum, please contact the 6130 Faculty Instructor or the Clinical Coordinator for Counselor Education at 616-742-5069. If questions arise regarding placement or evaluation documentation, the Site Placement Administrator can be reached at 269-387-5105.

College Counseling CECP 6130 Field Practicum Guidelines for Students and Supervisors

The site for the practicum can be a community college, a college, or a university. The site must have an organized counseling program in order to provide students supervised experience in a variety of activities that a regularly employed staff member in the setting would be expected to perform.

The on-site supervisor must hold at least a master's degree in counseling or related field, have at least two years of related experience, have appropriate licenses and certifications, and have relevant training in counseling

supervision. In exceptional cases where a Licensed Professional Counselor may not be available, students must work closely with their faculty advisor to make alternative supervision arrangements.

A minimum of six hundred (600) clock hours are required to complete the field practicum. A minimum of 240 of those 600 clock hours must be in direct services to students, parents, instructors, and others appropriate to the program and the setting. Hours accrued that do not qualify as direct service should be documented as indirect service. As indicated by CACREP, direct and indirect service hours are distinguished as follows:

Direct Service is the supervised use of counseling, consultation, or related professional skills with actual clients (can be individuals, couples, families, or groups) for the purpose of fostering social, cognitive, behavioral, and/or affective change. These activities must involve interaction with others and may include: (1) assessment, (2) counseling, (3) psycho-educational activities, and (4) consultation. The following would not be considered direct service: (1) observing others providing counseling or related services, (2) record-keeping, (3) administrative duties, (4) clinical and/or administrative supervision.

A minimum of 1 hour of individual/triadic supervision per week is required for students throughout the field practicum and is provided by the site supervisor. In addition, a minimum of one and one-half hours of weekly group supervision are also required for the duration of your internship and is provided at CCPS-Kalamazoo or CCPS-Grand Rapids. Time spent in supervision counts toward the total 600 hours and is categorized as indirect hours. Contact the CCPS secretary to sign up for group supervision. By the end of the third 6130 class session, students are encouraged to file a list of approved goals and objectives with their 6130 group supervisor on campus. Those approved goals and objectives for the field practicum are jointly created, formally documented in writing, and signed on that document by the student and the site supervisor. Students shall maintain a log of field practicum activities, including time spent in each activity. A summary of activities and time spent in each activity signed by the site supervisor must accompany the site supervisor's evaluation. Site supervisors are required to evaluate students on the TK20 electronic form provided by the Department. The evaluation forms are specific to the student's program area and will be provided to the site supervisor at the beginning of the semester. At a minimum, site supervisors must submit at least a final evaluation on each intern using the TK20 electronic form at the completion of the 600 hours. The CECP Department encourages site supervisors also to complete a midterm evaluation using the same form. Students can obtain copies of logs and evaluation forms for their specific MA degree program in Tk20 by clicking on "Document Room," then "Public Documents," and then click on the "+" next to CECP 6130 Field Practicum Folder Student Forms. Students are required to evaluate their field practicum site and supervisor upon completion of CECP 6130 in Tk20. These evaluations occur upon completion of 600 clock hours.

If students or supervisors have questions regarding any aspect of the field practicum, please contact the 6130 Faculty Instructor or the Clinical Coordinator for Counselor Education at 616-742-5069. If questions arise regarding placement or evaluation documentation, the Site Placement Administrator can be reached at 269-387-5105.

Marriage, Couple & Family Counseling CECP 6130 Field Practicum Guidelines for Students and Supervisors

The field practicum site for Marriage, Couple & Family Counseling students must be an organized mental health care program. Appropriate placement sites include community settings in which students have adequate exposure to couple and family cases as approved by the student's advisor. Sites can include community mental health centers, substance abuse treatment facilities, family counseling centers, and pastoral counseling settings. Student experiences during the field practicum should include the application of appropriate individual, couple, family, group, and systems modalities for counseling. The field practicum should allow for experiences in the understanding of the issues faced by contemporary couples and families and a family systems approach to the

conceptualization and treatment of couples and families.

The field practicum should also include opportunities for students to demonstrate the ability to apply family systems theory, assessment, and therapy to a range of presenting issues and to modify counseling systems, theories, techniques, interventions, and preventive practices to make them culturally appropriate for diverse couples and families.

It is recommended that students seek placements where there are opportunities for interdisciplinary collaboration among other mental health professionals. This program leads to licensure as a professional counselor, and students may also choose to pursue licensure as a marriage and family therapist by meeting specific 6130 requirements listed below.

A minimum of six hundred (600) clock hours are required to complete the field practicum. A minimum of 240 of those 600 clock hours must be in direct services to students, parents, instructors, and others appropriate to the program and the setting. Hours accrued that do not qualify as direct service should be documented as indirect service. As indicated by CACREP, direct and indirect service hours are distinguished as follows:

Direct Service is the supervised use of counseling, consultation, or related professional skills with actual clients (can be individuals, couples, families, or groups) for the purpose of fostering social, cognitive, behavioral, and/or affective change. These activities must involve interaction with others and may include: (1) assessment, (2) counseling, (3) psycho-educational activities, and (4) consultation. The following would not be considered direct service: (1) observing others providing counseling or related services, (2) record-keeping, (3) administrative duties, (4) clinical and/or administrative supervision.

A minimum of 1 hour of individual/triadic supervision per week is required for students throughout the field practicum and is provided by the site supervisor. In addition, a minimum of one and one-half hours of weekly group supervision are also required for the duration of your internship and is provided at CCPS-Kalamazoo or CCPS-Grand Rapids. Time spent in supervision counts toward the total 600 hours and is categorized as indirect hours. Contact the CCPS administrative staff to sign up for group supervision. By the end of the third 6130 class session, students are encouraged to file a list of approved goals and objectives with their 6130 group supervisor on campus. Those approved goals and objectives for the field practicum are jointly created, formally documented in writing, and signed on that document by the student and the site supervisor. Students shall maintain a log of field practicum activities, including time spent in each activity. A summary of activities and time spent in each activity signed by the site supervisor must accompany the site supervisor's evaluation. Site supervisors are required to evaluate students on the TK20 electronic form provided by the Department. The evaluation forms are specific to the student's program area and will be provided to the site supervisor at the beginning of the semester. At a minimum, site supervisors must submit at least a final evaluation on each intern using the TK20 electronic form at the completion of the 600 hours. The CECP Department encourages site supervisors also to complete a midterm evaluation using the same form. Students can obtain copies of logs and evaluation forms for their specific MA degree program in Tk20 by clicking on "Document Room," then "Public Documents," and then click on the "+" next to CECP 6130 Field Practicum Folder Student Forms. Students are required to evaluate their field practicum site and supervisor upon completion of CECP 6130 in Tk20. These evaluations occur upon completion of 600 clock hours.

Students who are planning to seek licensure as a marriage and family therapist in Michigan must do the internship over at least 8 consecutive months, accrue at least 300 direct client contact hours, of which half (150 hours) must be with couples or families, or subsystems of families and receive a minimum of one hour of supervision (on-site) plus weekly group supervision provided by WMU, for every five hours of direct client contact. The supervisor(s) must hold a full license as either an LMFT, LPC, LP or LMSW.

If students or supervisors have questions regarding any aspect of the field practicum during the time of assignment, please contact the 6130 Faculty Instructor or the Clinical Coordinator for Counselor Education at 616-742-5069. If questions arise regarding placement or evaluation documentation, the Site Placement Administrator can be reached at 269-387-5105.

School Counseling, K-12 CECP 6130 Field Practicum Guidelines for Students and Supervisors

The school must have an organized school guidance and counseling program in order to provide the student supervised experiences in a variety of activities that a regularly employed staff member in the setting would be expected to perform. CECP 6130 (600 clock hours) must be completed at the elementary and secondary levels. It is recommended that students complete a minimum of 200 clock hours at each of these levels.

A minimum of six hundred (600) clock hours are required to complete the field practicum. A minimum of 240 of the 600 clock hours must be in direct service to students, parents, teachers, and others appropriate to the program and the setting. Hours accrued that do not qualify as direct service should be documented as indirect service. As indicated by CACREP, direct and indirect service hours are distinguished as follows:

Direct Service is the supervised use of counseling, consultation, or related professional skills with actual clients (can be individuals, couples, families, or groups) for the purpose of fostering social, cognitive, behavioral, and/or affective change. These activities must involve interaction with others and may include: (1) assessment, (2) counseling, (3) psycho-educational activities, and (4) consultation. The following would not be considered direct service: (1) observing others providing counseling or related services, (2) record-keeping, (3) administrative duties, (4) clinical and/or administrative supervision.

A minimum of 1 hour of individual/triadic supervision per week is required for students throughout the field practicum and is provided by the site supervisor. In addition, a minimum of one and one-half hours of weekly group supervision are also required for the duration of your internship and is provided at CCPS-Kalamazoo or CCPS-Grand Rapids. Time spent in supervision counts toward the total 600 hours and is categorized as indirect hours. Contact the CCPS secretary to sign up for group supervision. By the end of the third 6130 class session, students are encouraged to file a list of approved goals and objectives with their 6130 group supervisor on campus. Those approved goals and objectives for the field practicum are jointly created, formally documented in writing, and signed on that document by the student and the site supervisor. Students shall maintain a log of field practicum activities, including time spent in each activity. A summary of activities and time spent in each activity signed by the site supervisor must accompany the site supervisor's evaluation. Site supervisors are required to evaluate students on the TK20 electronic form provided by the Department. The evaluation forms are specific to the student's program area and will be provided to the site supervisor at the beginning of the semester. At a minimum, site supervisors must submit at least a final evaluation on each intern using the TK20 electronic form at the completion of the 600 hours. The CECP Department encourages site supervisors also to complete a midterm evaluation using the same form. Students can obtain copies of logs and evaluation forms for their specific MA degree program in Tk20 by clicking on "Document Room," then "Public Documents," and then click on the "+" next to CECP 6130 Field Practicum Folder Student Forms. Students are required to evaluate their field practicum site and supervisor upon completion of CECP 6130 in Tk20. These evaluations occur upon completion of 600 clock hours.

Rehabilitation Counseling/Teaching CECP 6130/BLS 7120 Field Practicum Guidelines for Students and Supervisors

The student engaged in the Rehabilitation Counseling/Teaching Internship is enrolled concurrently in CECP 6130 (Field Experience in Rehabilitation Counseling) and BLS 7120 (Field Experience in Rehabilitation Teaching). The student must meet the requirements of both courses.

Updated 8/2023

The internship student is expected to spend 600 hours at a rehabilitation facility or agency and participate in the provision of the full range of rehabilitation counseling and teaching services, including intake, assessment, individual and group counseling, program planning, caseload management, skill training, employer contracts, job placement, and post-employment services. The student should also have the experience of participating in physician consultations and client staffing. When possible, the student should have the opportunity to observe other counselors and teachers and visit community agencies.

The Rehabilitation Counseling/Teaching Internship is an experience that integrates the services provided by a vocational rehabilitation counselor and a rehabilitation teacher. The internship, therefore, requires experiences in both areas of service. During the internship, the student is required to keep a weekly log, which identifies the breakdown of experiences into direct counseling contact, direct teaching contact, administrative activities, and observations. Among the 600 clock hours, it is expected that the student will accumulate a minimum of 240 hours of direct contact counseling hours and 240 direct teaching hours. Hours accrued dedicated to professional activities that do not qualify as direct service should be documented as indirect service. As indicated by CACREP, direct and indirect service hours are distinguished as follows:

Direct Service is the supervised use of counseling, consultation, or related professional skills with actual clients (can be individuals, couples, families, or groups) for the purpose of fostering social, cognitive, behavioral, and/or affective change. These activities must involve interaction with others and may include: (1) assessment, (2) counseling, (3) psycho-educational activities, and (4) consultation. The following would not be considered direct service: (1) observing others providing counseling or related services, (2) record-keeping, (3) administrative duties, (4) clinical and/or administrative supervision.

While the separation of the internship into counseling and teaching areas may seem arbitrary, it is necessary for purposes of documenting hours for certification and licensure. It is expected however, that much of the services provided in each area will overlap between counseling and teaching.

Students will work a full 40-hour workweek for the 16 weeks of the academic semester, inclusive of finals week. The student is expected to assume the regular schedule and responsibilities of a full-time employee of the facility. The student will have a limit of three sick leave days, beyond which missed hours will have to be made up. The student will abide by the internal, administrative, and/or fiscal matters of the facility. The student will outline a list of learning objectives to be shared with the agency supervisor during the first week of the internship. During the second week, the university supervisor will communicate with the student and the agency supervisor to review the plan and the responsibilities of both the student and the supervisor. A document will be developed and signed by both parties that will state the activities in which the student will be involved, including the time allocated for each activity. The activities should reflect the competencies expected of both the rehabilitation counselor and the rehabilitation teacher. Competencies for both practitioners are presented below:

It is expected that one supervisory meeting will be provided each week in both rehabilitation counseling and rehabilitation teaching. When the supervisor is dually prepared in both areas, one supervisory meeting per week will suffice. Rehabilitation Counseling site supervisors must have a master's degree in rehabilitation counseling or a related field, have a minimum of two years of related experience, be certified as a rehabilitation counselor (CRC), and be licensed (where available). A university faculty supervisor will be available to consult with the faculty field supervisor during the internship. Rehabilitation teaching supervision is provided by an experienced rehabilitation teacher (3 years of experience) who has a master's degree in rehabilitation teaching and is double AA certified in rehabilitation teaching by the Association for Education and Rehabilitation of the Blind and Visually Impaired (AER). A minimum of 2 hours of individual/triadic supervision per week is required for students throughout the duration of the field practicum and is provided by the site supervisor. In addition, a minimum of one and one-half hours of weekly group supervision are required for the duration of the internship

and is provided by the 6130 Faculty Instructor.

Specialty Program in Alcohol and Drug Abuse (SPADA) CECP 6130 Field Practicum

Supervision for the field experience must meet all the requirements of the CECP 6130 Field Practicum Guidelines for Students and Supervisors for their program of study. Please refer to the CECP 6130 Field Practicum Guideline Sheet for the student's master's degree program.

In addition to meeting the basic requirements of the CECP 6130 experience for their MA degree program, students integrating SPADA as elective study into their program would need to meet the following requirements as part of their CECP 6130 experience.

Students must be enrolled in the SPADA program and have approval to enroll in the field practicum from their SPADA advisor and their CECP advisor. The site selected must provide counseling services as part of a substance abuse treatment program and must be licensed by the State of Michigan's Center for Substance Abuse Services.

By the end of the third class session, students are required to file a list of approved goals and objectives with their CECP 6130 instructor and their SPADA advisor.

Specialty Program in Holistic Health Care CECP 6130 Field Practicum

Supervision for the field experience must meet all the requirements of the CECP 6130 Field Practicum Guidelines for Students and Supervisors for their program of study. Please refer to the CECP 6130 Field Practicum Guideline Sheet for the student's master's degree program.

In addition to meeting the basic requirements of the CECP 6130 experience for their MA degree program, students integrating Holistic Health Care as elective study into their program would need to meet the following requirements as part of their CECP 6130 experience.

Students must be enrolled in the Holistic Health Care program and have approval to enroll in the field practicum from their Holistic Health Care advisor and CECP advisor. The Holistic Health Care program requires students to enroll in HOL 6700 (Professional Field Experience) for one credit hour. Students are required to complete 180 hours of their internship integrating a holistic perspective. Please contact the Holistic Health Care field practicum advisor for further information.

By the end of the third class session, students are required to file a list of approved goals and objectives with their CECP 6130 instructor and their Holistic Health Care field practicum advisor.

Applying for Graduation

Students must be aware that they may need to apply for graduation up to 10 months in advance, depending upon their semester of graduation. Students can find important information about deadlines, the application process, and fees at <https://wmich.edu/registrar/graduation-masters>.

Annual Awards Reception

An Awards Reception is held in April of each year. The afternoon provides a time to enjoy socializing and a chance to honor colleagues for their accomplishments. Following is a brief description of each of the master's awards and their criteria.

Updated 8/2023

The CECP Alumni/Alumnae Scholarship

The Department of Counselor Education and Counseling Psychology awards scholarships to two Counselor Education and Counseling Psychology students annually. One award is granted to a master's level student, and the other is granted to a doctoral level student. Recipients are selected based on demonstrated performance goals, community service, and financial need. Recipients must also hold and maintain a minimum GPA of 3.0. These scholarships are made possible by generous donations from department alumni/alumnae and faculty.

Eligibility: All currently enrolled master's and doctoral students.

Form of Recognition: Monetary award.

Dr. James M. Croteau Memorial Scholarship

Dr. James Croteau served as a faculty member in the Department of Counselor Education Counseling Psychology from 1990 to 2016. He was recognized by colleagues and students as an excellent professor, mentor and scholar. His scholarship reflected a long-term career focus and emphasis on issues critical to lesbian, gay, bisexual and transgender (LGBT) people; and made a significant difference in the counseling profession by enhancing research and understanding for this population. Dr. Croteau was a Fellow of the American Psychological Association (APA) and the recipient of several national awards from APA for his contributions to LGBT studies and services. In 2010, Dr. Croteau was recognized as the nation's most productive scholar in counseling psychology in the area of LGBT studies. The Dr. James M. Croteau Memorial Scholarship is intended help continue his legacy by recognizing and supporting students who have a demonstrated commitment to LGBT studies and/or issues related to sexual orientation, race, diversity, inclusion and social justice. Annual award recipients are incoming or current master's or doctoral students in Counselor Education or Counseling Psychology at Western Michigan University.

Eligibility: All currently enrolled master's and doctoral students.

Dr. Lonnie Earl Duncan Memorial Scholarship Award

The Dr. Lonnie Earl Duncan Memorial Scholarship Award celebrates the legacy of Dr. Duncan, a native of Flint, Michigan, and associate professor of counselor education and counseling psychology at Western Michigan University who passed away on January 1, 2014. Dr. Duncan was Co-Training Director of the counseling psychology doctoral program. He was known for his passion for social justice, diversity and inclusion, issues related to African American males, and literacy. A faculty member at WMU since 2000, Dr. Duncan was licensed as a psychologist in Michigan and, in addition to teaching, worked as a psychological supervisor for professionals in the community. He was highly regarded in the profession and the recipient of numerous prestigious awards, including the Griselda Daniel Award by WMU's Graduate Students of Color for his commitment to diversity and inclusion in 2009, the Trailblazer Award from the College of Education and Human Development in 2011, and the Excellence in Diversity Award in 2013 for the work he did to strengthen and enhance the department's focus on multiculturalism and recruitment of students from historically black colleges and universities to WMU's graduate programs.

Furthermore, Dr. Duncan received national recognition for his work in mental health treatment with racial minorities, including on such topics as help-seeking, assessment, treatment, training and supervision. The Dr. Lonnie Earl Duncan Memorial Scholarship Award supports a student pursuing a graduate degree in Counselor Education/Counseling Psychology. Dr. Duncan's wife, Yolanda, and family are proud to honor his legacy with this award.

Updated 8/2023

Eligibility: All currently enrolled master's and doctoral students.

***Alan and Kristin Hovestadt Outstanding Student in Marriage and Family Therapy Award**

The Alan and Kristin Hovestadt Outstanding Student in Marriage and Family Therapy Award recognizes and honors an outstanding student in marriage, couple and family counseling. The recipient will have demonstrated potential for excellence in the profession and practice of marriage, couple and family counseling and be someone who seeks to expand delivery of culturally competent clinical services to underserved populations. Dr. Hovestadt was been employed by Western Michigan University from 1985-2019 and was been instrumental in developing the academic program in marriage, couple and family counseling and served as department chair. He is nationally and internationally recognized for his long-standing contributions to the advancement of marriage and family therapy receiving awards from his peers in the American Counseling Association, International Association for Marriage and Family Counselors and American Association for Marriage and Family Therapy.

Eligibility: Current students admitted to the Marriage, Couple and Family Counseling Program.

***The Arthur and Margaret Manske Outstanding Master's Student in School Counseling Award**

The Arthur and Margaret Manske Outstanding Master's Student in School Counseling Award is given to recognize and honor outstanding master's degree students in school counseling who have demonstrated potential for excellence in the profession. Dr. Arthur Manske was the first counselor educator to be hired in the College of Education. He served as the coordinator of the counselor education program from 1943 until 1964, and was very active in the field of school counseling and guidance. This endowed award was first given in 1975 upon the occasion of Dr. Manske's retirement. His friends and colleagues established the award to recognize Dr. Manske's significant leadership in school counseling.

Eligibility: All currently enrolled school counseling students and persons who have completed their degree within the last calendar year.

Form of Recognition: Plaque and monetary award.

Outstanding Alumni Award

The Outstanding Alumni Award is given to recognize and honor outstanding alumni/alumnae who have distinguished themselves in the private sector or through public service. The importance of impacting the world outside the university has been valued in the department since its inception. The first Board appointed Head of Counselor Education, William D. Martinson, exemplified this perspective by his professional contributions to the Peace Corps, Upward Bound, and his innovative approach to delivering guidance services to rural areas. Recipients of the Outstanding Alumni Award will have made significant contributions to human services through organizational and/or professional association leadership, scholarship, research, teaching or direct service to client populations.

Eligibility: All departmental alumni.

Form of Recognition: Plaque.

Outstanding Master's Student in Counselor Education and Counseling Psychology Award

The Outstanding Master's Student in Counselor Education and Counseling Psychology Award is given to recognize and honor outstanding CECP master's degree students. Over the years, this award has been given in the names of George Hilliard, Marcia and Gil Mazer, and Lynn Becker. Dr. George Hilliard served WMU for 36 years in a variety of roles, including Director of the Student Counseling Bureau, Head of the Education

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Department, and Director of the Division of Personnel and Guidance. Dr. Gil Mazer served WMU as a faculty member for 22 years. His wife Marcia was well known in the department as one of those rare individuals that everyone found easy to talk to and confide in. Dr. Mazer and many of Marcia's friends wished to honor her memory by encouraging and supporting students who mirror her caring concern for others. Lynn Becker was one of the early non-traditional female doctoral students in the department. She was valued for her active involvement in the department as well as her work as a psychologist at the VA Hospital in Battle Creek. Friends and colleagues wished to honor her memory by encouraging and supporting non-traditional female students interested in women's issues.

In the spirit of Dr. Hillard, the Outstanding Master's Student in Counselor Education and Counseling Psychology award is intended to honor a promising new professional in the field of counselor education and counseling psychology. Recipients of this award may demonstrate excellence or professional promise in a variety of ways including scholarship, practice and public service activities. In honor of Lynn Becker and Marcia Mazer, we also seek opportunities to recognize non-traditional female students and students who exemplify "compassion, altruism and helpfulness" toward others.

Eligibility: All currently enrolled master's students and persons who have completed their degree within the last calendar year.

Form of Recognition: Plaque and monetary award.

William R. Wiener Outstanding Student in Rehabilitation Counseling/Teaching and Rehabilitation Counseling Award

The William R. Wiener Outstanding Student in Rehabilitation Counseling/Teaching and Rehabilitation Counseling Award recognizes and honors an outstanding student in the Rehabilitation Counseling/Teaching and Rehabilitation Counseling programs. The recipient will have demonstrated a commitment to advancing employment outcomes of persons with blindness and low vision or other disabilities; and the practice of rehabilitation counseling.

During Dr. Wiener's tenure at Western Michigan University as Chairperson in the Department of Blindness and Low Vision Studies and as the Dean of the Graduate College, Dr. Wiener was instrumental in developing the joint rehabilitation counseling/teaching program in conjunction with the Department of Counselor Education and Counseling Psychology. He has demonstrated a lifelong commitment to preparing blindness and low vision services personnel as evidence by over 50 publications and two edited books, one of which includes the noteworthy *Foundations of Orientation and Mobility* textbook. Dr. Wiener has also served as Dean of the Graduate School and Vice Provost for Research at Marquette University and as Dean of the Graduate School at the University of North Carolina at Greensboro. His many contributions and accomplishments are nationally recognized through the Lawrence E. Blaha Award and the Newcomer-Hill Award from the Orientation and Mobility Division of the Association for Education and Rehabilitation of the Blind and Visually Impaired. He has also received the Migel Award from the American Foundation for the Blind. Dr. Wiener currently serves as the Brenda Brodie Endowed Chair and Professor at the North Carolina Central University training program in Visual Impairment.

Eligibility: All currently enrolled rehabilitation counseling or teaching and rehabilitation counseling students.

*These awards are endowed awards.

Licensing/Credentialing Overview

At this time, all U.S. states and most territories regulate the practice of counseling through licensure and certification. Definitions of counseling, educational requirements for licensure and certification, examination requirements for licensure and certification, and experience requirements for licensure and certification varies widely from state to state.

The State of Michigan credentials many different master's level mental health practitioners. Each counselor education degree program prepares counselors to enter the field of counseling in the area for which their track trained them and provided CECP 6120 and CECP 6130 experiences with clients. Counselor Education MA degree programs are designed to meet licensure/certification requirements appropriate to their corresponding profession. For example, graduates of the Clinical Mental Health Counseling and Marriage and Family Counseling Programs will be formally endorsed by recommending them for licensure as professional counselors and employment as professional counselors in a mental health setting consistent with their training. Graduates of the School Counseling Program will be formally endorsed by recommending them for state certification and employment as school counselors. In addition, graduates of all counselor education programs are endorsed for national certification through the National Board of Certified Counselors (NBCC).

Licensure/certification boards rely on educational institutions to verify that licensure/certification applicants have met the necessary educational requirements. The faculty will endorse a student for only those professional certifications, licenses, and placements for which the student has been adequately trained and there is a basis of evidence of demonstrated proficiency in the area for which endorsement is sought. The Department will not certify individuals for licensure/certification if requirements have not been met.

The department does not encourage dual licensure. Consult with an advisor to obtain more specific department certification/licensure endorsement policies.

Licensed Professional Counselor

Licensure is not an automatic procedure. The following information refers to the licensing laws and rules in Michigan only. Changes to the licensure requirements in Michigan can change at any time. Completing the equivalent of the CACREP clinical mental health counseling degree program is recommend to meet LPC licensure requirements.

Students wishing to be licensed in other states should understand the licensing laws and rules in those states. A link to the American Counseling Association (ACA) web page containing links to each of the state professional counselor licensure boards may be found on the CECP Student Resources web page:

<http://www.wmich.edu/cecp/student-resources/licensure-certification>. Information concerning the exact requirements for a professional license in a specific state should be obtained directly from the state's licensing board and carefully reviewed.

To prepare for applying for licensure/certification after graduation, we strongly recommend that each student assemble a file containing all course syllabi, independent study or readings contracts, field placement activity logs, names and addresses of field placement supervisors, program descriptions, and course catalogs.

Licensing boards update their requirements periodically. Each student is responsible for obtaining copies of the current counselor licensing law and regulations in the state in which they wish to practice and to understand and follow their contents.

To qualify for licensure in Michigan, each student must complete an application for licensure. As part of the process, they must provide evidence of having good moral character; pay a fee; and certify that they have taken CACREP equivalent courses as outlined by the Michigan Board of Counseling.

To become an LPC, graduates must complete an additional post-master's experience, which must last for at least 2 years. During this time, graduates become a Limited Licensed Professional Counselor (LLPC), accruing 3,000 hours of counseling experience where they work under the supervision of an LPC who has training in supervision. Students can apply for the LLPC at the Michigan Counseling Board's website at https://www.michigan.gov/lara/0,4601,7-154-89334_72600_72603_27529_27536---,00.html. To receive the LLPC, a student must submit a *Certification of Counseling Education* form (https://www.michigan.gov/documents/lara/Counseling_Examination_456368_7.pdf). Forms will only be completed if the student has met all of the requirements. Send the completed *Certification of Counseling Education* form to the CECP Department Chair.

Passage of the National Counselor Examination (NCE) **OR** the Commission on Rehabilitation Counselor Certification (CRCC) Examination is also required for independent licensure as an LPC. The NCE is administered by National Board for Certified Counselors (NBCC), 3 Terrace Way, Greensboro, NC 27403; www.nbcc.org. After taking the examination, the examinee must request the scores be sent to the Michigan Board of Counseling. Persons who pass the National Counselor Examination (and graduate from a CACREP accredited program) are eligible to become National Certified Counselors.

You may register for the Commission on Rehabilitation Counselor Certification (CRCC) Examination at <http://crccertification.com/crc-certification>. You must request score reports be sent to the Michigan Board of Counseling for the CRCC Examination from the CRCC at <https://www.crccertification.com/>.

Questions about individual qualifications or applications of the law should be addressed to: Bureau of Professional Licensing, PO Box 30670, Lansing, MI 48909, Telephone: (517) 335-0918, www.michigan.gov/bpl BPLHelp@michigan.gov

Licensed Marriage and Family Therapist

The following information refers to the licensing laws and rules in Michigan only. Licenses/certificates are granted by the State of Michigan, and applications must be initiated by each student. Students wishing to be licensed in other states should understand the licensing laws and rules in those states. The Marriage, Couple, and Family Counseling degree program curriculum can meet the academic guidelines for Licensure as a Marriage and Family Therapist (LMFT) in Michigan. An LMFT internship requires the student to complete CECP 6130 over at least 8 months. The LMFT internship requires 300 direct client contact hours, with half (150 hours) of those hours counseling couples, families, or subsystems of families. Students must receive a minimum of one hour of supervision on-site for every 5 hours of direct client contact plus weekly group supervision provided by WMU for a minimum total of 60 hours of supervision. The supervisor must hold a full license as either an LMFT, LPC, LP or LMSW.

Additional post-degree requirements for licensure as a marriage and family therapist include passage of the LMFT exam and post-master's supervised experience of 1,000 clinical direct client contact hours (500 of which must be with couples or families) under the supervision of an LMFT.

Credentialing of Michigan School Counselors

The following information refers to the licensing laws and rules in Michigan only. Licenses/certificates are Updated 8/2023

granted by the State of Michigan, and applications must be initiated by each student. Students wishing to be licensed in other states should understand the licensing laws and rules in those states. A link to the American Counseling Association (ACA) webpage that contains links to each of the state school counselor certification/licensure agencies may be found on the CECP Student Resources webpage at <http://www.wmich.edu/cecp/student-resources/licensure-certification>. Information concerning the exact requirements for a professional license in a specific state should be obtained directly from the state's licensing board and carefully reviewed.

There are two routes available to becoming a Michigan public school counselor.

1. Endorsement on a current, valid Michigan Teaching Certificate. This route has been in existence since 1971 and follows the Endorsement of Teachers as Counselors rules adopted by the Michigan State Board of Education (elementary [K-8], secondary [6-12], or K-12 levels of endorsement).

A. Most Michigan colleges and universities require completion of a master's degree (or equivalent) in school counseling.

B. Out-of-state institutions may have programs that are less than a master's degree.

2. School Counselor License (K-12 only). This route became available in 2000 as a result of the passage of Public Act (P.A.) 288. It was designed for those persons who do not hold Michigan Teaching Certificates.

A. A master's degree (or its equivalent) in school counseling is mandatory. Most Michigan colleges and universities are requiring a master's degree PLUS additional related course work in education.

B. This credential is also available to persons who have been employed as school counselors in states other than Michigan for 5 of the previous 7 years.

In addition to the requirements listed above, all persons who seek to become school counselors in the public schools of Michigan must (a) pass the Michigan Test for Teacher Certification (MTTC Test #51, Guidance Counselor), (b) be recommended by a sponsoring institution of higher education, and (c) pass a criminal background check. Continuing education is mandatory to maintain these credentials.

A Preliminary Employment Authorization to work as a School Counselor credential is also available for those persons nearing the end of their master's (or equivalent) degree. This credential permits school counselors to be employed before the completion of all required course work. Students must complete all required courses except the field practicum to be recommended for preliminary authorization for employment. Students can find more information about this at

https://www.michigan.gov/documents/mde/Preliminary_School_Counselor_Employment_Authorization_55709_2_7.PDF

School counseling options in the CECP Department meet academic requirements for (1) endorsement as a school counselor at the K-12 level, or (2) the school counselor license at the K-12 level. Following the completion of a master's degree, school counselor candidates must complete the Request for School Counselor Credential form and submit it to the WMU CEHD Teacher Certification and Administrator Office. Request for School Counselor Credential forms are available on-line at www.wmich.edu/teachercertification. Students seeking school counselor licensure should consult their advisors for procedures. Passage of the Michigan Test for Teacher Certification (MTTC Test #51, Guidance Counselor) is required. Registration material and additional information about the MTTC subject test are available at

http://www.mttc.nesinc.com/TestView.aspx?f=HTML_FRAG/MI051_TestPage.html

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Questions related to the certification process may be directed to the Teacher and Administrator Certification Office 2421 Sangren Hall, Kalamazoo, MI 49008, (269) 387-3473, coe-certification@wmich.edu

Questions related to the certification process may be directed to the Michigan Department of Education, P.O. Box 3008, Lansing, Michigan 48909. Support desk email: MOECSSupport@michigan.gov Support desk phone number: 517-373-3310

Credentialing of Rehabilitation Counselors

CRCC Exam information can be found on the Commission on Rehabilitation Counselor Certification (CRCC) website at: <https://www.crc certification.com/>. Please visit the Academy for Certification of Vision Rehabilitation & Education Professionals (ACVREP) website at <http://acvrep.org/> to learn about certification requirements in VRT.

Faculty Recommendation Policy

In most cases, faculty will write letters of recommendation for their students, but faculty also have the right to decline requests for letters or to serve as a reference. Please see the individual faculty member regarding their specific policy. Please keep in mind that just as you have the right to request a recommendation from faculty, they have the right to refuse your request. Before assuming a faculty member will write the letter or serve as a reference for you, you must secure their permission.

A faculty member's recommendation is usually based on personal knowledge of a student's development and academic performance in the program. It is also based upon the "goodness of fit" anticipated between the student and the future job, award, or Ph.D. program. Students should choose a faculty member who has first-hand knowledge of their performance. Please give the faculty or staff member adequate time to draft the letter or review your materials, typically a minimum of two weeks. When asking for a letter of recommendation or to be a reference, please provide the following:

- The name or title of the position, degree or award you are applying for.
- Required and preferred qualifications for the position/award/degree program.
- Contact information associated with the position/award/degree program.
- Your current résumé or curriculum vita.
- The response deadline date

Professional Organizations

The Counselor Education faculty encourages students to obtain membership or affiliation in appropriate professional associations available at the national, state, and local levels. Affiliation with these groups can enhance one's professional development as well as provide important information and networking possibilities. Links to professional organizations may be found on the CECF Professional Organizations webpage at <https://wmich.edu/cecp/student-resources/professional>.

National Organizations

American Counseling Association (ACA)

5999 Stevenson Avenue
Alexandria, VA 22304-3300

(800) 347-6647 or (703) 823-9800
www.counseling.org

Student membership includes subscriptions to the *Journal of Counseling and Development* and *Counseling Today*, competitive insurance programs and rates as well as discounts on publications, video, and audiotapes, and conferences that are offered.

The American Counseling Association is the national organization for those holding interest in counseling and human development. Divisions are available for counselors with special interests, e.g., group work, school counseling, multicultural counseling, college counseling, etc.

American Rehabilitation Counseling Association (ARCA)

5999 Stevenson Ave.
 Alexandria, VA 22304
 (703) 620-4404
www.arcaweb.org

ARCA, a division of the American Counseling Association, is an organization of professional rehabilitation counselors and others concerned with improving the lives of persons with disabilities.

Association for Multicultural Counseling and Development (AMCD)

www.multiculturalcounselingdevelopment.org

The Association for Multicultural Counseling and Development seeks to develop programs specifically to improve ethnic and racial empathy and understanding. Its activities are designed to advance and sustain personal growth and improve educational opportunities for members from diverse cultural backgrounds.

AMCD is charged with the responsibility of defending human and civil rights as prescribed by law. It encourages changing attitude and enhancing understanding of cultural diversity. Provisions are made for in-service and pre-service training for members and for others in the profession. Efforts are made to strengthen members professionally and enhance their ability to serve as behavioral change agents. Operationalization of Multicultural Counseling Competencies by AMCD represents a benchmark for the counseling profession and the American Counseling Association.

Society for Sexual, Affectional, Intersex, and Gender Expansive Identities (SAIGE)

www.saigecounseling.org

The mission of SAIGE includes the recognition of both individual and social contexts presenting the confluence of race, ethnicity, class, gender, sexual orientation, ability, age, spiritual or religious belief system, and indigenous heritage.

Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC)

www.aservic.org

ASERVIC is a division of the American Counseling Association, and our mission is to help counselors, supervisors, counselor educators, and counseling students competently integrate spiritual, ethical, and religious values into our work with clients. ASERVIC is committed to providing a professional forum dedicated to the exploration, discussion, and research of these important topics that counselors and clients face in their daily lives.

National Association of Rehabilitation Counseling (NARCA)

PO Box 4480
 Manassas, VA 22110-4719
 (703) 361-2077
<https://nationalrehabcounselingassociation.wildapricot.org/>

NARCA, a division of the National Rehabilitation Association, is an organization of professional rehabilitation counselors and others concerned with improving the lives of persons with disabilities.

American Association for Marriage and Family Therapy (AAMFT)

112 South Alfred Street, Alexandria, VA 22314.
 (703) 838-9808
www.aamft.org

Affiliate membership is available for members of allied professions or for those who are interested in the field of marriage and family therapy. Members receive the Journal of Marital and Family Therapy, the newspaper, Family Therapy News, and discounts on conferences, videotapes, books, and audiotapes.

International Association of Marriage and Family Counselors (IAMFC)

<http://www.iamfconline.com>

IAMFC, a division of ACA, is an organization that promotes excellence in the practice of couples and family counseling by creating and disseminating first-class publications (e.g., The Family Journal) and media products, providing a forum for exploration of family-related issues, involving a diverse group of dedicated professionals in our activities, and emphasizing collaborative efforts.

State Organizations

Michigan Counseling Association (MCA)

PO Box 930422
 Wixom, MI 48393
michigancounselingassociation@gmail.com
<https://www.micounseling.org/>

The Michigan Counseling Association is a not-for-profit, professional and educational organization that is dedicated to the growth and enhancement of the counseling profession. Founded in 1965, MCA is the state's largest association exclusively representing professional counselors in various practice settings. By providing leadership training, publications, continuing education opportunities, and advocacy services for all members, MCA helps counseling professionals develop their skills and expand their knowledge base.

Michigan Association for Marriage and Family Therapy (MAMFT)

33228 W. 12 Mile Rd, #206
 Farmington Hills, MI 48334
 Phone: (248) 763-6537
mamftmi@yahoo.com
<https://www.michiganfamilytherapy.org/>

This division of AAMFT offers networking opportunities for marriage and family therapists and counselors, and
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coordinates legislative and advocacy efforts in Michigan.

Michigan AER (MAER)

michiganaer@gmail.com

<https://aerbvi.org/about/chapters/michigan/>

A state chapter of the Association for Education and Rehabilitation of the Blind and Visually Impaired (AER).

Michigan School Counselor Association (MSCA)

Email: msca1964@gmail.com

<http://www.michiganschoolcounselor.org/>

The Michigan School Counselor Association seeks to promote academic excellence in professional school counseling by strengthening the identity and competencies of professional school counselors so that they may more effectively serve their constituents.

Chi Sigma Iota

We have a chapter of Chi Sigma Iota (CSI), which is an international honor society that values academic and professional excellence in counseling. CSI promotes 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 Mu Beta Chapter was founded in November 2003 by members of the Counselor Education faculty and two Counselor Education doctoral students.

CSI is one of the largest associations of professional counselors in the world. CSI's annual active membership is made up of both professional and student members. Practicing counselors in all settings and specialties of counseling, as well as counselor educators and supervisors, are represented within CSI's professional members. Currently, the Mu Beta chapter at Western Michigan University has about 100 members and inducts students annually. Students can be elected to serve as President, Secretary/Treasurer, or as Chair of one of several committees. A Counselor Education faculty member serves as faculty advisor.

Faculty

Visit <https://wmich.edu/cecp/directory> for more information about the faculty listed here.

INTERIM DEPARTMENT CHAIR

CARLA R. ADKISON-JOHNSON, Ph.D., Kent State University; M.S., University of Dayton; B.S., University of Akron. Professor. Licensed Professional Counselor. Professional interests: Clinical Counseling, Faculty Development, Child Rearing Practices and Parenting, African American Women and Mental Health.

COUNSELOR EDUCATION UNIT FACULTY

GARY H. BISCHOF, Ph.D., Purdue University; M.S., Virginia Tech; BA, Bethany College (WV). Professor and Coordinator of the Marriage, Couple and Family Counseling Program. Licensed Marriage and Family Therapist. Professional interests: Couple and family therapy, couples with a transgender partner, college student mental health particularly for students of color, and brief solution-oriented therapy.

STEPHANIE T. BURNS, Ph.D., & M.Ed., Kent State University; BFA, University of Akron. Associate Professor, Counselor Education Unit Director, Coordinator of the Clinical Mental Health Counseling Program,

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Faculty Advisor for Mu Beta. Licensed Professional Counselor, National Certified Counselor. Professional interests: trauma and stress responses, guilt and shame responses, mental health assessment and diagnosis of adolescents and adults, student learning outcomes, counselor professional identity, ethical decision making in the counseling profession, the psychometrics of career interest inventories, adult career development, neurofeedback, counseling outcomes, program evaluation, and supervision

DREW CLAY, Ph.D. Western Michigan University. Faculty Specialist II – Professional Specialist. Licensed Professional Counselor. Professional Interests: grief and loss, interpersonal wellness, meaning and spirituality, identity issues during critical transitions, child sexual abuse, and screening, brief intervention and referral to treatment (SBIRT).

STEPHEN E. CRAIG, Ph.D., University of North Texas; M.S., Texas A&M University at Commerce; B.A., Texas Tech University. Professor. Licensed Professional Counselor. Professional interests: Adlerian psychology and its application to clinical supervision, contributing factors to child/adolescent social interest development, doctoral preparation in counselor education and the role of the advisory working alliance.

JENNIFER M. FOSTER, PhD. University of Central Florida. Associate Professor. Licensed Mental Health Counselor, Professional School Counselor, Professional Interests: the developmental impact of childhood trauma, children's mental health, counselor training, wellness and spirituality.

PHILLIP D. JOHNSON, Ph.D., M.A., New York University; B.A., Virginia Union University. Associate Professor and Coordinator of College Counseling. Licensed Professional Counselor. Professional interests: Humanistic theory and the African American experience, oppression and liberation, spiritual transformation, and philosophical approaches to psychology and psychotherapy.

GLINDA RAWLS, Ph.D. Western Michigan University. Associate Professor, Licensed Professional Counselor, National Certified Counselor, Approved Clinical Supervisor, School Counselor License (K- 12). Master Career Counselor. Professional interest: college student development and multicultural issues, school counseling, college counseling, career development and multi-cultural counseling.

JENNIPHER WIEBOLD, Ph.D., University of Wisconsin-Madison; M.S., B.A., Minnesota State University-Mankato. Associate Professor, Rehabilitation Counseling/Teaching (RCT) Program Coordinator for Departments of Counselor Education and Counseling Psychology and Blindness and Low Vision Studies, and Certified Rehabilitation Counselor. Professional interests: rehabilitation counseling and psychology, vocational rehabilitation specializing in blindness and low vision studies, and experiential curriculum development in rehabilitation counseling personnel preparation programs.

COUNSELING PSYCHOLOGY FACULTY

MARY Z. ANDERSON, Ph.D., M.S., B.S., University of Illinois. Professor. Licensed Psychologist. Professional interests: counseling process and outcome, counselor development, career development, measurement and assessment.

SAMUEL BEASLEY, Ph.D. (University of Texas Austin). Assistant Professor. Professional interests: Men of color in health service psychology, Men in health service psychology, Academic outcomes for Black students, psychosociocultural influences on academic outcomes for historically marginalized college students, multicultural counseling and training, critical and systemic approaches to psychology, and ethics in psychology

KELLY A. MCDONNELL, Ph.D., M.S., Indiana University; B. A., Franklin and Marshall

College. Professor and Director of the Center for Counseling and Psychological Services-Kalamazoo. Professional interests: counseling process and outcome, group work and group leader development, supervision and domestic violence issues.

JOSEPH R. MORRIS, Ph.D., M.A., University of Michigan; B.A., Central State University (Ohio). Professor, Licensed Psychologist, Licensed Professional Counselor. Professional interests: consultation, assessment, multicultural counseling, and supervision.

TANGELA S. ROBERTS, Ph.D. (University of Massachusetts Boston). Assistant professor. Professional interests: Lesbian, gay, bisexual, transgender, queer (LGBTQ) professional issues, LGBTQ resiliency, intersectionality, activism and mental health, community psychology, and counselor development.

ERIC M. SAUER, Ph.D., Michigan State University; M.A., Ball State University; B.S., Michigan State University. Professor and Director of the Center for Counseling and Psychological Services--Grand Rapids. Licensed Psychologist. Professional interests: counseling psychology, counseling process and outcome, attachment theory, and supervision and training.

MARK ST. MARTIN, Ph.D., Western Michigan University; M.A., West Virginia University. Associate Professor, Licensed Psychologist, Licensed Professional Counselor, National Certified Counselor, and Master Career Counselor. Professional interests: Career, exercise and sports psychology, and holistic health.

Appendix – List of Forms for Enrolled Students

CastleBranch Criminal Background Check Form <https://portal.castlebranch.com/wc70>

Permanent Program of Study Form: <http://www.wmich.edu/cecp/student-resources/forms>

Program of Study Course Change Form: <https://wmich.edu/grad/forms/registrar>

Graduate Transfer Credit Evaluation and Course Substitution Form: <https://wmich.edu/registrar/students/forms>

6980 Readings in Counselor Education and Counseling Psychology Form: <https://wmich.edu/cecp/student-resources/forms>

7100 Independent Research Form: <https://wmich.edu/cecp/student-resources/forms>

6120 Application Form: <https://wmich.edu/cecp/student-resources/forms>

6130 Application Form: <https://wmich.edu/cecp/student-resources/forms>

Graduation Application Form: <https://wmich.edu/registrar/graduation-masters>

Changing Degree Programs Form: <http://www.wmich.edu/cecp/student-resources/forms>

Change of Advisor Form: <http://www.wmich.edu/cecp/student-resources/forms>