



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 four master's degree program options including Clinical Mental Health Counseling (CACREP Accredited); Marriage, Couple and Family Counseling (CACREP Accredited); School Counseling (CACREP Accredited); and Rehabilitation Counseling and Rehabilitation Counseling/Teaching with a concentration in blindness (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; school counseling; and rehabilitation counseling and rehabilitation counseling/teaching (specialization in blindness and low vision). 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/objectives:

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 functioning.
6. Students are expected to demonstrate 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 are able to be employed in a variety of settings.
8. Students are expected to identify, select and pursue life-long education opportunities.

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, as well as focused upon 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 12 courses (38 hours) that emphasize acquiring knowledge and skills common to all programs.

The 12 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
- 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 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.

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). This program option is closed to new students.

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. See an academic advisor for specifics. The program also meets the educational requirements for the licensed professional counselor credential (LPC) in Michigan if additional coursework is taken. 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. These options can lead to eligibility for licensure as a professional counselor if additional coursework is taken. 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

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<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) assist in selecting 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

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<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, 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>

Additional Campuses

The Grand Rapids (downtown) location offers Counselor Education master’s program classes. Register for the Grand Rapids location 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
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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>
Resources for Faculty	Resources for Students
Disability Services for Students	Disability Services for Students

<p>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>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 complete your degree.</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 complete your degree.</p>
	<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
 Updated 8/2021

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

Updated 8/2021

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; 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 disrespects 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 relationship 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 thorough, 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 his or her 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 his or her clients’ diverse changing needs.	Demonstrates a limited ability to adapt & flex to his or her clients’ diverse changing needs.	Not flexible, demonstrates rigidity in work with clients.
	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*

Will a Plan of Action Form be initiated as an intervention for this student (check one)?

Yes – *If yes, the Professional Disposition Plan of Action Form should be completed. (Check “Yes” 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, other).*

No

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

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:

d. 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.*)

c. Time frame for implementation and reassessment:

d. 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:

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>

Updated 8/2021

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 Hours60

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 (18 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):

3

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

Total Semester Hours60

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 Counselor Education Faculty during CECP 6130, Field Practicum.

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

This Program is closed to new students

Counseling Core (30 hours):Semester Hours

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

Program Courses in College Counseling (10 hours):

CECP 6210	Psychopathology: Classification and Treatment	3
***CECP 6230	College Student Development	3
***CECP 6350	Foundations of College Counseling	4

Supervised Clinical Practice (8 hours):

*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.	

Total Semester Hours

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.
- Updated 8/2021

* 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 Counselor Education Faculty 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 group supervision with designated Counselor Education Faculty 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

Program Courses in School Counseling (9 hours):

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

Supervised Counseling Practice (8 hours):

*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 Counselor Education Faculty 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

Electives

1

With consent of their advisor, students may select 1 additional graduate-level elective hour from any college or department within the university.

Total Semester Hours:

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
 <u>Counseling Courses:</u>	
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
 <u>Rehabilitation Teaching Courses:</u>	
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 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

Core Courses Required:

	<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. ****

Total Semester Credit Hours 53

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

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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

All students who plan to take Practicum or Internship during Fall, Spring or Summer semester are **required** to attend a Clinical Orientation meeting facilitated by the Counselor Education Clinical Coordinator the semester prior to enrollment. During this meeting the Counselor Education Clinical handbook will be given and reviewed. Application for admittance into CECP 6120 and CECP 6130 will be discussed in detail during this meeting.

All practicum and internship requirements are the responsibility of you, your university instructor, and your site supervisor. Your advisor can also provide helpful suggestions along the way. The clinical handbook provides a brief overview of the clinical training portion of the counselor education program along with specific forms for use throughout your clinical training.

The Clinical Experience

The counselor education program has two, professional practice components that all students must satisfactorily complete: (1) CECP 6120 Counseling Practicum; and (2) CECP 6130 Field Practicum/Internship. For CECP 6120: Counseling Practicum, there are two options, a hybrid clinic-based placement and a school-based placement. The requirements for CECP 6120: Counseling Practicum are the same regardless of the placement. Both the CECP 6120: Counseling Practicum and CECP 6130: Field Practicum/Internship are supervised experiences that require students to apply theory and other acquired knowledge to counseling services with clients who represent the ethnic and demographic diversity of the local community. The practicum experience consists of 100 hours, during one semester, with 40 hours expected in direct contact with clients. The internship experience consists of 600 hours of on-site work, with 240 hours expected in direct contact with clients.

Hybrid Clinic-Based Model: CECP 6120: Counseling Practicum takes place for most students in one of the state-of-the-art Centers for Counseling and Psychological Services in Kalamazoo or Grand Rapids (CCPS-KZ or CCPS-GR). Students must apply for CECP 6120 after completing a series of entry-level courses and other pre-requisites. CECP 6120: Counseling Practicum is a hybrid model in which students work in state-of-the-art clinics and complete a 25-hour “bridging experience” at a field-based site approved by the faculty advisor. All 25 hours at the bridging site are direct-service hours, at least 10 of which must consist of providing group counseling. Students complete the bridging experience concurrently with CECP 6120: Counseling Practicum clinic-based experience. The 25-hour bridging experience, plus additional direct service hours that are obtained in one of our clinics during CECP 6120, make up the minimum 40 direct-hour requirement.

School-Based Model: The Washington Writer's Academy CECP 6120: Counseling Practicum experience has been in existence for over fifteen years and is a collaborative partnership with the Kalamazoo Public Schools, Western Michigan University College of Education and Human Development, and the Department of Counselor Education and Counseling Psychology. Students may apply to complete their CECP 6120: Counseling Practicum requirements at Washington Writer's Academy in Kalamazoo. The practicum experience at Washington Writers Academy provides an opportunity for students to provide supervised counseling services to a racially diverse and underserved children.

CECP 6130: Field Practicum/Internship: is the capstone experience unique to the student's program area.

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Students are required to apply for CECP 6130: Field Practicum/Internship.

Beginning in the fall 2021, CECP 6130: Field Practicum/Internship application requirements were revised to shift clinical experience placement approval to the clinical coordinator. More specifically, you are required to seek approval from the counselor education clinical coordinator for the CECP 6130: Field Practicum/Internship site placement as part of the application process.

Procedure for Progression to Clinical Placement

Placement in a clinical site represents the culmination of successful completion of the necessary academic work and the achievement of the basic skills needed to work with clients. The following criteria must be met in order to move forward:

1. 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**

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 applications. 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.

2. Students must see their advisors early in the course of their graduate studies to complete their Permanent 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.
3. Display of appropriate disposition(s) is evaluated throughout the program.

For **CECP 6130 Field Practicum** placement:

1. Completion of
 - a. CECP 6120 Practicum
2. Display of appropriate disposition(s) as evaluated throughout the program.

Procedures for Registering for Clinical Courses

1. Attend the Practicum/Internship Clinical meeting during the fourth week of Fall or Spring semester prior to enrollment(day and time TBA).
2. An electronic copy of the Counselor Education Masters Clinical Handbook which includes all the required forms will be made available to all students.
3. Students **must** have Liability Insurance from either ACA, ASCA or AMHCA during the time they are taking Practicum and Internship. Students must join either ACA, ASCA or AMHCA to receive liability insurance. It is recommended this be done as soon as possible. Forms are available through ACA website (www.counseling.org) and ASCA (www.schoolcounseling.org).
4. A current list of community and school counseling sites will be distributed electronically to counselor education students who attend the Practicum/ Internship Clinical Meeting.
5. Once a site has been determined, students must contact and meet with the designated site supervisor. At this meeting, the, site information, Supervisor Contract must be completed.
6. Complete 6120 Practicum (Bridging only) or 6130 Field Experience Application and attach the required documents (ex. Site information supervisor contract, copy of your liability insurance) in the TK 20 portal. The Counselor Education Clinical Coordinator will notify you if you have been approved for practicum or internship.

For more comprehensive information concerning the clinical experience and registering for CECP 6120 and CECP 6130 see the Clinical Handbook (located on the CECP department web page).

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.

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.

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

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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 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 evidenced 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

The State of Michigan credentials many different master's level mental health practitioners. Counselor Education MA degree programs are designed to meet licensure/certification requirements appropriate to their corresponding profession. The licensure/certification boards rely on educational institutions to verify that licensure/certification applicants have met the necessary educational requirements. The department certifies eligibility for licensure/certification based on program requirements as outlined in the MA program of study for each degree program. 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.

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Licensed Professional Counselor

The following information refers to the licensing laws and rules in Michigan only. 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 professional counselor licensure boards may be found on the CECIP 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.

Licensure is not an automatic procedure. 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 in psychopathology (diagnosis), case conceptualization and treatment planning (treatment of mental and emotional disorders), lifespan development (human growth and development), research (research and program evaluation), career development, professional counseling issues and ACA code of ethics (professional orientation and ethical practice), multicultural counseling (social and cultural diversity), counseling techniques (helping relationships), group counseling (group work), assessment, a practicum that is a supervised counseling experience that totals a minimum of 100 clock hours (including 40 clock hours of direct service with actual clients that contributes to the development of counseling skills) over a full academic term that is a minimum of 10 weeks, and an internship that is a supervised counseling experience that totals a minimum of 600 clock hours (including 240 clock hours of direct service with actual clients that contributes to the development of counseling skills) of supervised counseling internship in roles and settings with clients relevant to their specialty area.

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 that are outlined on the *Certification of Counseling Education* form. Send the completed *Certification of Counseling Education* form to coe-certification@wmich.edu.

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/>.

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 is designed to meet the academic guidelines for Licensure as a Professional Counselor (LPC) in Michigan. The curriculum is also designed to 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 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

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.crccertification.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.

Updated 8/2021

- 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 CECP 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)

P.O. Box 82526

Rochester, MI 48308

michigancounselingassociation@gmail.com

<https://www.micounseling.org/>

Updated 8/2021

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 (MAM FT)

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 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 ADKISON-JOHNSON, Ph.D. joined the CECP faculty in 2003. She earned her Ph.D. in Counseling and Human Development at Kent State University in 1996. Dr. Adkison-Johnson is the Interim Department Chair for CECP. She has taught courses in Writing for Publication, Psychopathology and Counseling Ethics. Dr. Adkison-Johnson has published extensively in the areas of child discipline, culturally competent mental health counseling, and African American child-rearing practices. She is co-principal investigator on a Health Resources and Services Administration (HRSA) \$1.9 million dollar grant funded project focused on a culturally competent behavioral health workforce. She is the author of *Child Discipline in African American families: Culturally Responsive Policies* and Editor-in-Chief of the *Journal of Multicultural Counseling and Development*. Dr. Adkison-Johnson has served as a child discipline expert witness in civil and criminal courts. In 2017, she received the WMU College of Education and Human Development Distinguished Scholar Award. She is a past member of the Board of Directors for the Council for Counseling and Educational Related Programs (CACREP) and served as chair of CACREP's Training Committee. Throughout her tenure, Dr. Adkison-Johnson has maintained involvement with the American Counseling Association, Association of Multicultural Counseling and Development, Chi Sigma Iota, Association for Counselor Education and Supervision, International Association of Marriage and Family Counselors and other counseling associations.

COUNSELOR EDUCATION UNIT FACULTY

GARY H. BISCHOF, Ph.D., Purdue University; M.S., Virginia Tech; B.A., Bethany College (WV) has been at WMU since 1999. 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. Dr. Bischof typically teaches the following courses: Counseling Practicum, Couple Therapy, Family Therapy, and Sex Therapy. Previously served in WMU administrative roles as chair of the Department of Family and Consumer Sciences and dean of the Lee Honors College. Was instrumental in WMU becoming a JED Campus, a 4-year program of the JED Foundation that advocates for college student mental health, and in WMU being one of 18 colleges and universities to pilot the Equity in Mental Health Framework to promote positive mental health and well-being for students of color. He is a member of AAMFT, ACA, and IAMFC. Dr. Bischof will be on sabbatical in Fall, 2021 to focus on scholarship related to couples with a transgender partner.

STEPHANIE T. BURNS, Ph.D., Kent State University, LPC, NCC, joined the CECP faculty in 2012. She is an Associate Professor and the Faculty Advisor for the Chi Sigma Iota Mu Beta chapter. She has taught Advanced Appraisal, Foundations of Clinical Mental Health Counseling, and Tests and Measurement. She has published in the areas of trauma and stress responses, guilt and shame responses, mental health assessment, counselor professional identity, ethical decision making, the psychometrics of career interest inventories, adult career development, neurofeedback, counseling outcomes, program evaluation, and supervision. Some professional memberships include ACA, CSI, ACES, MMHCA, and AARC. She was co-chair of the CSI Professional Advocacy Committee for six years and was the inaugural Edwin L. Herr Fellow for Excellence in Counseling Leadership and Scholarship. Her article, "Evaluating Independently Licensed Counselors' Articulation of Professional Identity Using Structural Coding," won The Professional Counselor's 2017 Research category of the Outstanding Scholar Award. From 2017-2020, her article "Education Level, Occupational Classification, and Perceptions of Differences for Blacks in the US" was one of JEC's top 20 downloaded articles. During 2018-2020 her article "Impact of Ethical Information Resources on Independently Licensed Counselors" was one of CV's top 20 downloaded articles.

STEPHEN E. CRAIG, Ph.D., University of North Texas; M.S., Texas A&M University at Commerce; B.A., Texas Tech University has been at WMU since 1999. Professor. Licensed Professional Counselor. Professional

interests: training of counselors and allied health professionals in SBIRT for people with problematic substance use; Adlerian psychology and construct of social interest; clinical supervision. Dr. Craig teaches Practicum, Doctoral Practicum, Theories of Counseling, Professional Issues and Ethics, and Case Conceptualization and Treatment Planning. He served as unit director for the counselor education program from 2007-2020. As the primary author of two self-studies for accreditation, Dr. Craig helped the counselor education program at WMU maintain its legacy as the oldest CACREP-accredited program in Michigan. He has served as co-principal investigator or project director on over \$1 million dollars in grants from the Substance Abuse and Mental Health Services Administration, the Department of Energy, Labor, and Economic Growth, and Michigan Rehabilitation Services. Dr. Craig recently completed his term on the Michigan Board of Counseling where he served as Vice Chair from 2020-2021. He was the 2019 recipient of the Mary L. Dawson Teaching Excellence Award, given by the College of Education and Human Development at WMU. He is a member of ACA, ACES, and NCACES.

JENNIFER M. FOSTER, Ph.D., University of Central Florida; M.S., Palm Beach Atlantic; B.A. Cedarville University, has been at WMU since 2011. Foster is an Associate Professor and coordinator of school counseling. She is a licensed mental health counselor and professional school counselor. Professional interests include: prevention of abuse and neglect locally and abroad, school-based trauma-informed practices, and culturally competent practices for diverse children in schools. Dr. Foster teaches Counseling Techniques, Counseling Theories, Sex Therapy, Counseling Children and Adolescents, consultation, family therapy, and school counseling courses. Foster is a member of the WMU Institutional Review Board and editorial review board member for *Counseling and Values*. Foster served the Michigan School Counselor Association (MSCA) Board (2012-2014) and was secretary for the North Central Association for Counselor Education and Supervision (2016-2017). In 2018, Foster was the recipient of the College of Education Esprit de Corps Award and in 2019 the Multicultural Advocate Award for Global Engagement. Foster received the Research Article of the Year Award from the Association for Specialists in Group Work in 2019. Foster has received multiple internal grants to further her research in the U.S. and India and is widely published in the area of childhood trauma. She is a member of ACA, ACES, NCACES, ASERVIC, and CSI.

PHILLIP D. JOHNSON, Ph.D., M.A., New York University; B.A., Virginia Union University has been at WMU since 2001. Dr. Johnson is a tenured Associate Professor in the Department of CECP at Western Michigan University. He has a Ph.D. in Counseling Psychology from New York University and a private practice that focuses on individual, group, and family concerns. He is a Licensed Professional Counselor with more than thirty years of clinical experience. Dr. Johnson's research centers on the African American experience, and spiritual, philosophical, theoretical issues in counseling and psychology. His work has been presented nationally and internationally at annual meetings of the American Educational Research Association and American Counseling Association. Dr. Johnson's current research explores the meaning of "Somebodiness" in the lives of African American men. Presently, he is enrolled in the Dominican Center at Marywood's three-year education and formation program to become a Spiritual Director. Dr. Johnson is the recipient of the Metropolitan Kalamazoo Branch NAACP 2016 Humanitarian Award. He is a member of ACA, ASERVIC, AHC and AMCD.

SOJEONG NAM, Ph.D. is a new assistant professor joining the CECP faculty in Fall 2021. She earned her Ph.D. in Counselor Education and Supervision at The University of Iowa in 2021, her MA and M.Ed. in Counseling Psychology – Mental Health Counseling Track at Columbia University in 2015, and her BA in Psychology and International Studies with a minor in Spanish at The University of Iowa in 2012. Sojeong has taught Research Methods and Data Analysis in Psychology, Advanced Practicum in Clinical Mental Health Counseling, Assessment and Appraisal, Applied Microcounseling, Pre-Practicum and Case Management in Counseling, and Trauma Across the Lifespan. Her professional interests include multicultural and social justice counselor education, mental health disparities, stigma and mental health literacy, depression and suicidality in youth, and psychometric properties of assessment tools in counseling and counselor education. Sojeong has

participated in funded projects developing culturally sensitive assessment and interventions for underrepresented populations and received internal and external research grants to evaluate current multicultural counselor education. She has also been involved in service for the counseling profession and educational institutions as an ad-hoc reviewer for peer-reviewed journals, a reviewer for grants and conference proposals, and a board member of student advisory boards. She is a member of the American Counseling Association, Association of Multicultural Counseling and Development, Association for Counselor Education and Supervision, Association for Assessment and Research in Counseling, American Educational Research Association, North Central Association for Counselor Education and Supervision, Korean Counseling Association, and Chi Sigma Iota.

OLIVIA T. NGADJUI, Ph.D., NCC, LPC (Idaho), joined the CECP faculty as an Assistant Professor in 2021. Dr. Ngadjui received her Ph.D. in Counselor Education from Idaho State University, and holds a Master of Arts degree from The George Washington University in Clinical Mental Health Counseling. She currently serves as the 2021-2022 Parliamentarian for the Association for Adult Development and Aging and served as the 2020-2021 Parliamentarian for the Association for Multicultural Counseling and Development. She is the recipient of the Rocky Mountain Association for Counselor Education and Supervision's 2020 Multiculturalism and Social Justice Advocacy Award, the American Counseling Association's 2021 Glen E. Hubele National Graduate Student Award and the Association for Multicultural Counseling and Development's 2021 Kim Lee Hughes Womanista "Wings" Award. Her professional interests include a) expanding culturally responsive practice for teaching, counseling, supervising, research/scholarship, and leadership/advocacy in counselor education, (b) culturally responsive strategies for informing the work of teachers and practitioners working with students of color in P-12 school environments and, (c) preventive wellness practices in counselor education for beginning counselors.

GLINDA RAWLS, Ph.D. joined the faculty in 2013. She earned her doctorate in Counselor Education and Supervision from Western Michigan University. She is a licensed professional counselor and holds a school counseling license (K-12) in the state of Michigan. She is a nationally certified counselor and has an approved clinical supervisor credential. She teaches several courses within the department including Counseling Practicum, Field Practicum/Internship, Psycho-educational Consultation, Case Conceptualization, Treatment, and Integrative Health Care, counseling core and school counseling courses. Dr. Rawls has published articles on the experiences of African American college students, foster care youth, college students and students of color within counselor education. In addition to engaging in her own scholarly activities, Dr. Rawls serves as a reviewer for the *Journal of Adult Development*. She also serves as a national council member of the American Association of University Professors (AAUP) and is very involved with the WMU-Chapter of AAUP. Dr. Rawls has held other professional leadership positions including the president of the Michigan College Counseling Association (2010-11), secretary of the Michigan Association of Counselor Education and Supervision (2011), president of the Kalamazoo Counseling Association (2008-10), secretary and graduate student representative of the Michigan Career Development Association (2007) and graduate student representative of the North Central Association of Counselor Education and Supervision (2005). Dr. Rawls also received the Outstanding Alumni Award (2020) and Outstanding Supervisor Award (2017) from the MuBeta Chapter of Chi Sigma Iota at Western Michigan University. Additionally, she was recognized as the Thelma Urbick Outstanding Doctoral Student (2006) at Western Michigan University. Dr. Rawls holds professional memberships in the American Counseling Association, Association of Humanistic Counseling, Chi Sigma Iota, Phi Kappa Phi, and the American Association of University Professors.

JENNIPHER WIEBOLD, Ph.D., JENNIPHER WIEBOLD, Ph.D., CRC joined the CECP faculty in 1999. She earned her Ph.D. in Rehabilitation Psychology at the University of Wisconsin-Madison in 1999. Dr. Wiebold is an Associate Professor and Coordinator of the Rehabilitation Counseling and Rehabilitation Counseling/Teaching (RCT) Programs for the Departments of Counselor Education and Counseling Psychology and Blindness and Low Vision Studies. Dr. Wiebold is a Certified Rehabilitation Counselor. Dr. Wiebold has served as the principal investigator for state and federal research and training grants in excess of three million

dollars. Dr. Wiebold authored a chapter on case management for persons with blindness and low vision; a chapter on fluidity in the disclosure and salience of my identities; and, an article on sports education camps for youth with blindness and low vision. Dr. Wiebold's professional interest include: use of social networking in job seeking skills training for persons with blindness and low vision; immersion in blindness training curriculum development in rehabilitation counselor personnel preparation; burnout, compassion fatigue, and compassion satisfaction among blindness and low vision service providers; disability humor; and, sports education (Goalball emphasis) in community settings. She has taught Foundations of Rehabilitation Counseling, Theories of Counseling, Career Development, Psychosocial Aspects of Disability, Assistive Technology in Employment, Job Placement and Development, Employer Relations Seminar, Medical Aspects of Disability, Assisted Research, Services for persons with Disabilities, and Field Practicum. Dr. Wiebold is currently serving as the past chair on the Michigan Rehabilitation Counselor and Educator's Association Board of Directors. Dr. Wiebold's leadership and professional citizenship roles have included: A Governor appointed member of the Michigan Council on Rehabilitation Services; ARCA Board of Directors Member and Chair for the ARCA Council on Organization Administration, and Management; Chair, for AER's Division 2: Rehabilitation Counseling & Employment Services; and, Dr. Wiebold is a former president and current Fellow with the National Rehabilitation Counseling Association (NRCA).

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>

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>