



CMU Counseling Student Handbook 2026-2027



CENTRAL
MICHIGAN UNIVERSITY

How to Use this Handbook

- The handbook is in PowerPoint slide format for easy review.
- Please download the handbook to your computer and open in Adobe, **not** in the web.
- Open Adobe bookmarks to access each section.
- The bookmarks can be opened to expose each section for easy navigation.
- The handbook may be updated with new policies during your matriculation.
- All students are notified when policy changes occur.
- Most policies are active 14 days after notification.

Please review the entire handbook before signing the handbook informed consent.

Welcome

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

This handbook serves as a resource for CED students and includes policies, procedures, and important information unique to our program. In addition to the digital copy available to you in the student orientation, you can always find a digital edition on our website. [The CMU Bulletin](#) is also full of helpful information and the Office of Graduate Studies is available to you if you have questions about admissions, academic standing, and graduation.

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

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

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

The Full-Time Counseling Faculty

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

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

Katherine Feather, Associate Professor, (Ph.D., University of South Carolina)

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Section I: Mission, Vision, & Values

Introduction

Mission

Vision

Values

Philosophy Statement

Statement of Diversity, Equity, Belonging & Accessibility

Introduction

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

CMU Counseling Program Mission, Vision, & Values

Mission

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



Vision

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



Values

Human diversity, respect for the individual, and freedom of expression.

Student-centered programs that integrate learning, discovery, engagement tailored to the unique experience of both traditional and non-traditional student success.

Excellence in our progression through mentorship of students, innovative learning opportunities, visionary programming, research contributions to the professional knowledge base, professional leadership, and active partnerships with community schools, agencies, and healthcare providers.



COLLEGE OF EDUCATION & HUMAN SERVICES

COUNSELING PROGRAM

CENTRAL MICHIGAN UNIVERSITY

Philosophy Statement

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

Diversity, Equity, Inclusion, Justice, and Belonging Statement

Our commitment as faculty and staff in the Central Michigan University Counseling Program and the commitment we expect from students to diversity, equity, inclusion, justice and belonging, (DEI-JB) stems from our personal, professional, and familial lived experiences, our identities as counselors, counselor educators, and our understanding that each person is unique.

All this is in keeping with our Counseling Program Mission, Vision, Values, and Philosophy statement, specifically, modeling for students an attention to reflection, self-examination, social justice, DEI-JB, and professionalism in developing their values and philosophy that are congruent with their counselor identity as current and future members of the counseling profession in an ever-increasing diverse society.

Each person has a social location that is not easily defined when we consider intersectionality and the many layers of different identities, which can be at different levels of identity development. A person might be affected in different ways by all the cultures their life may have been part of in the past, have in the present, and the possibilities of the future.

We recognize and honor all our fellow faculty and staff members and students. We acknowledge that DEI-JB can be different for different people, and this can especially be understood as it relates to a person's sense of justice, belonging, and the engagement they may experience at a personal, professional, and institutional level.

We understand that every person's academic experience can be uniquely different in part not only due to the people they engage with but also due to their internal frames of reference, and intersectional identities that may have (and perhaps still are) influenced by their lived experiences and the effects of negative societal realities, like colonialism, patriarchy/ pregnancy and parental status, racism, bigotry, sexism, heterosexism, genderism, ageism, ableism/accessibility, classism, generational differences, spiritual and religious differences, national origin, Indigenous heritage, veteran status, genetic information, political affiliation, and countless other negative "ism" that can be part of life. Knowing that these realities exist in different ways for different people, we are committed to actively engaging with everyone to attempt to remain engaging and assist with justice and belonging, all from a supportive stance, based on cultural humility. This is all expressed and realized in the education of our students and the model working with current and future clients. We value and encourage having the courage to be vulnerable and meeting every person where they are instead of attempting to try and mold people into some expectation.

Diversity, Equity, Inclusion, Justice, and Belonging Statement-2

Additionally, we teach and live through a lens of advocacy, and we refuse to engage in “othering”, and negative “isms”, but rather, through attention to diversity, equity, inclusion, justice, and belonging. We attempt to provide a space for everyone to grow and become their best selves. Through attention to social justice, and belonging for everyone, while actively eliminating various forms of invisibility we model through words and actions a community focused on justice and belonging that is opposed to othering and allowing invisibilities.

We are focused on recognizing the similarities and differences we honor, without othering, without encouraging invisibility, or attempting to form a melting pot. We believe in the concept that diversity always strengthens us and never weakens us, so we are healthier, happier, and stronger together.

Our intentions and actions demonstrate our commitment beyond our words and theories to the living applications and the realization of our highest aspirations. We model these aspirations in our daily lives and engage with each other and all our students to academically and professionally hold a space for all people, so everyone can express their multitude of identities and be celebrated for doing so.

**Derived in part from a Sample of Diversity Equity and Inclusion Statement from the Center for Career Development at Princeton University*

Section II: Counseling Program Descriptions

Program
Concentrations

Program Delivery
Options

Dual Track Options

Course Work

Gatekeeping Courses

Syllabi and
Course Delivery

Program Description & Accreditation

The Central Michigan University Counseling Program is accredited by the Council for Accreditation for Counseling and Educational Related Programs (CACREP) and offers a Master of Arts degree in Counseling with concentrations in School Counseling, Clinical Mental Health Counseling, and Addiction Counseling.



Technical Standards for Continuation in the Counseling Program

The technical standards establish the essential qualities necessary for counseling students to achieve the knowledge, skills, and competencies required for graduation. These standards align with the American Counseling Association's Code of Ethics (2014) and the counseling profession's best practices.

- Demonstrate responsibility and accountability for development and maintenance of personal and professional skills, ethical standards, and behaviors.
- Possess the ability to analyze, synthesize, integrate concepts, and problem solve.
- Utilize and understand the English language at a level consistent with competent professional practice such that they utilize appropriate and effective spoken, written, and non-verbal communication.
- Communicate effectively in both written and oral forms.
- Value diversity and develop knowledge and awareness of how to effectively work with clients and colleagues in multicultural environments.
- Maintain composure and emotional stability during periods of high stress.
- Possess the perseverance, diligence, and commitment to complete the counselor education curriculum as outlined and sequenced.
- Possess the capacity to form and maintain strong personal and professional relationships.
- Accepts supervision and respond by appropriate modification of behavior.
- Address personal issues when necessary and respond by appropriate modification of behavior.

Course Sequence/Prerequisites

- The CMU Counseling Program provides a developmental educational experience. Courses are designed to build on one another to provide a comprehensive educational experience.
- Courses should be taken in the order prescribed in the Program Plan.
- CED 677: Counseling Theories is a pre-requisite for CED 660: Counseling Techniques.
- CED 620, 630, 640, 650, 660, 665, 677 & 699 are foundational courses and required to apply for CED 690: Counseling Practicum.
- Students must have passing grades (no I or E) in these courses to register for Practicum and/or Internship

Gatekeeping Courses

Central Michigan University Counseling Program faculty are gatekeepers; meaning they are responsible to ensure that only qualified individuals enter the counseling profession.

To ensure that only qualified individuals enter the counseling profession, Central Michigan University's Counseling Program has established several developmental "benchmarks" spread across the curriculum.

These Gatekeeping courses are: CED 660 –*Counseling Techniques*; CED 690 –*Counseling Practicum*; and CED 691 –*Internship*.

These courses include a heavy emphasis on **skills application**, and they require BOTH the appropriate letter grade AND acceptable skills evaluation to successfully complete them and continue to move toward matriculation.

Students must pass CED 660 with a B or better to continue in the program.

Students must pass Practicum with a favorable site supervisor evaluation (3.0 or higher) and receive credit for the course to transition to Internship.

Students must pass Internship with a favorable site supervisor evaluation (3.0 or higher) and receive credit for the course to graduate.

The syllabi and assigned instructors for these respective courses will provide each student with detailed information on all requirements

Concentrations & Licensing & Endorsement

Addiction Counseling

- Students enrolled in the 60-credit hour program in Addiction counseling are eligible for a limited counseling license (LLC in Michigan) and to obtain a certificate as an advance alcohol and drug counselor (CAADC) in Michigan and most U.S. states and territories.

Clinical Mental Health Counseling

- Students enrolled in the 60-credit hour Clinical Mental Health Counseling Program will meet the academic requirements for licensure as a Limited Licensed Counselor (LLC) in the State of Michigan and most U.S states and territories.

School Counseling

- Graduates of the 60-credit hour School Counseling Program will meet the academic requirements for licensure or endorsement as a School Counselor in Michigan and in some other U.S. states and territories; and meet requirements for licensure as a Limited Licensed Counseling (LLC) in the State of Michigan.

Clinical Mental Health Concentration with Addiction Certification Option


The CMU Counseling Program is now offering the ability to obtain a clinical mental health concentration degree with the added option of an Addiction certification. **This is not a dual degree.** Please see slide 22 for the degree plan.

Students in the Clinical Mental Health concentration who wish to pursue licensure and be eligible for the Certified Advanced Alcohol and Drug Certification (CAADC) can choose to waive CED 641: Introduction to Counseling for Addictions and drop their current CMH electives, replacing electives with all required courses in the Addiction concentration.

Students making this choice would have a clinical mental health concentration on their transcript and would still complete an internship at a clinical mental health site or site with dual diagnosis treatment. Students who choose to take this option would take all required courses for the Clinical Mental Health Concentration except for CED 641 and the two electives. CED 641 and two electives are replaced by:

CED 642: Neuropsychopharmacology; CED 643: Etiology of Addiction; CED 644: Addiction Oriented Treatment and Systems of Care

Students will still complete a 60-credit degree that will be eligible for licensure, and now eligible for the CAADC and meet CACREP requirements. If you are interested in this option, please reach out to your faculty advisor.




Addiction Counseling Concentration

	Course Number/Title	Credit Hours
Core Courses	CED 610: Career Counseling	3
	CED 620: Introduction to Multicultural Issues in Counseling	3
	CED 630: Professional Orientation and Ethics	3
	CED 640: Assessment in Counseling	3
	CED 641: Introduction to Counseling for Addictions	3
	CED 650: Theories and Techniques of Group Counseling	3
	CED 660: Counseling Techniques	3
	CED 665: Personal and Professional Development Across the Lifespan	3
	CED 677: Counseling Theories	3
	CED 679: Crisis and Trauma Counseling	3
	CED 686: Psychopathology in Counseling	3
	CED 690: Counseling Practicum (100 hour hours of clinical experience)	3
	CED 695: Research in Counseling	3
	CED 699: Diagnosis and Treatment Planning	3
Total	42 Credit Hours	
Additional Requirements	CED 642: Neuropsychopharmacology	3
	CED 643: Etiology of Addiction	3
	CED 644: Addiction Oriented Treatment & Systems of Care	3
	CED 668: Family Counseling & Therapy	3
Total	12 Credit Hours	
Plan B	CED 691: Internship (600 hours of clinical experience)	6
Degree Total	60 Credit Hours	



Clinical
Mental Health
Counseling
Concentration

	Course Number/Title	Credit Hours
Core Courses	CED 610: Career Counseling	3
	CED 620: Introduction to Multicultural Issues in Counseling	3
	CED 630: Professional Orientation and Ethics	3
	CED 640: Assessment in Counseling	3
	CED 641: Introduction to Counseling for Addictions	3
	CED 650: Theories and Techniques of Group Counseling	3
	CED 660: Counseling Techniques	3
	CED 665: Personal and Professional Development Across the Lifespan	3
	CED 677: Counseling Theories	3
	CED 679: Crisis and Trauma Counseling	3
	CED 686: Psychopathology in Counseling	3
	CED 690: Counseling Practicum (100 hour hours of clinical experience)	3
	CED 695: Research in Counseling	3
	CED 699: Diagnosis and Treatment Planning	3
Total	42 Credit Hours	
Additional Requirements	CED 682: Human Sexuality	3
	CED 668: Family Counseling & Therapy	3
Total	6 Credit Hours	
Electives (Choose 2)	CED 617: Counseling Supervision	3
	CED 642: Neuropsychopharmacology	3
	CED 643: Etiology of Addiction	3
	CED 644: Addiction Oriented Treatment & Systems of Care	3
	CED 651: Children and Adolescent Counseling	3
Total	6 Credit Hours	
Plan B	CED 691: Internship (600 hours of clinical experience)	6
Degree Total	60 Credit Hours	



School
Counseling
Concentration

	Course Number/Title	Credit Hours
Core Courses	CED 610: Career Counseling	3
	CED 620: Introduction to Multicultural Issues in Counseling	3
	CED 630: Professional Orientation and Ethics	3
	CED 640: Assessment in Counseling	3
	CED 641: Introduction to Counseling for Addictions	3
	CED 650: Theories and Techniques of Group Counseling	3
	CED 660: Counseling Techniques	3
	CED 665: Personal and Professional Development Across the Lifespan	3
	CED 677: Counseling Theories	3
	CED 679: Crisis and Trauma Counseling	3
	CED 686: Psychopathology in Counseling	3
	CED 690: Counseling Practicum (100 hour hours of clinical experience)	3
	CED 695: Research in Counseling	3
	CED 699: Diagnosis and Treatment Planning	3
Total	42 Credit Hours	
Additional Requirements	CED 604: Introduction to School Counseling	3
	CED 615: Post Secondary Planning for School Counseling	3
	CED 645: Seminar in School Counseling	3
	CED 651: Children and Adolescent Counseling	3
Total	12 Credit Hours	
Plan B	CED 691: Internship (600 hours of clinical experience)	6
Degree Total	60 Credit Hours	



Clinical
Mental Health
with Addiction
Certification
Option

	Course Number/Title	Credit Hours
Core Courses	CED 610: Career Counseling	3
	CED 620: Introduction to Multicultural Issues in Counseling	3
	CED 630: Professional Orientation and Ethics	3
	CED 640: Assessment in Counseling	3
	CED 650: Theories and Techniques of Group Counseling	3
	CED 660: Counseling Techniques	3
	CED 665: Personal and Professional Development Across the Lifespan	3
	CED 677: Counseling Theories	3
	CED 679: Crisis and Trauma Counseling	3
	CED 686: Psychopathology in Counseling	3
	CED 690: Counseling Practicum (100 hour hours of clinical experience)	3
	CED 695: Research in Counseling	3
	CED 699: Diagnosis and Treatment Planning	3
Total	39 Credit Hours	
Additional Requirements	CED 642: Neuropsychopharmacology	3
	CED 643: Etiology of Addiction	3
	CED 644: Addiction Oriented Treatment & Systems of Care	3
	CED 682: Human Sexuality	3
	CED 668: Family Counseling & Therapy	3
Total	15 Credit Hours	
Plan B	CED 691: Internship (600 hours of clinical experience)	6
Degree Total	60 Credit Hours	

U.S. Licensing & Endorsement

U.S. States and Territories

- The Central Michigan University CACREP accredited program meets the academic requirements for professional licensure, school endorsement and/or addiction certification in varying U.S. States and Territories. Please find an excel spreadsheet link on our website and in this orientation that that indicates where the CMU Counseling Program meets state and territory requirements for professional licensure, school counseling licensure or endorsement and addiction certification. Please toggle between the tabs at the bottom of the spreadsheet to access information on each concentration.

Program Service Delivery Options

The CMU Counseling Program offers two (2) program service delivery types:

- Mount Pleasant (MP) Hybrid Program – face-to-face, live online, and asynchronous online.
- Fully Online Program – live online (synchronous) and asynchronous online. No Residency required.

The Counseling Program offers courses in the following formats:

- 16- week face-to-face format (MP Only)
- 16- week live online (synchronous) format (MP & Online Program)
- 8- week live online (synchronous) format (Online Program) and;
- 8- week online asynchronous format (MP & Online Program)
- Hybrid courses (face-to-face and online (MP only)
- Hyflex Courses (students in person and online (MP only)

Please note that admissions criteria, orientation processes, program objectives and evaluation, and course requirements are identical for either model and lead to identical degrees.

Mt. Pleasant Hybrid Model - Full-Time: Addiction, Clinical Mental & School Concentrations

- Courses are run either Monday, Tuesday, Wednesday or Thursday evenings Eastern Time.
- All students begin in Fall and take face to face classes in Fall and Spring of Year 1.

Format				
Course Modality	Number of courses	Course	Course Length	Time
Face to Face; Classroom	Six (6)	Core Courses & Practicum	16-weeks	4-6:50pm OR 5-7:50pm
Hybrid (Classroom and Online Synchronous)	One (1)	CED 650: Theories & Techniques of Group Counseling	16-weeks	4-6:50pm OR 5-7:50pm
Online Asynchronous (may include live class time)	Nine (9)	Core & Concentration	8-weeks	N/A
Synchronous Online Summer only	One (1)	CED 690: Practicum	16-weeks	6:00pm to 9:00pm
Synchronous Online	One (1)	CED 640: Assessment	16-weeks	6-9pm
Synchronous Online	Two (2)	CED 691: Internship	16-weeks	6-9pm

CMU Online Program Model

Addiction, Clinical Mental Health & School Concentrations

- CMU Online students matriculate in Fall or Spring (January start)
- CMU Online program plans are full-time (9 credits per semester) or part-time (6 credits per semester)
- All online synchronous courses run either Monday, Tuesday, Wednesday, or Thursday evenings; Eastern time.

Format - Full OR Part time				
Course Modality	Number of courses	Course	Course Length	Time
Online Synchronous	Three (3)	CED 665, 677 & 620	8-weeks	6-9pm
Online Synchronous	Eight (8)	Core, Practicum & Internship (2 sections)	16-weeks	6-9pm
Online Asynchronous (may include live class time)	Nine (9)	Core & Concentration	8-weeks	N/A

CMU Counseling Program Course Delivery

Course No	Course Name	Mt. Pleasant Hybrid Delivery Modality	Online Delivery Modality
CED 604	Introduction to School Counseling	8 wk Asyn Online	Same
CED 610	Career Counseling	8 wk Asyn Online	Same
CED 615	Postsecondary Planning for School Counselors	8 wk Asyn Online	Same
CED 617	Counseling Supervision	8 wk Asyn Online	Same
CED 620	Introduction to Multicultural Issues in Counseling	16 wk F to F	8 wk sync online
CED 630	Ethics and Consultation in Counseling	16 wk F to F	16 wk Sync online
CED 640	Assessment in Counseling	16 wk sync online	Same
CED 641	Introduction to Counseling for Addictions	8 wk Asyn Online	Same
CED 642	Neuropsychopharmacology	8 wk Asyn Online	Same
CED 643	Etiology of Addiction	8 wk Asyn Online	Same
CED 644	Addiction Oriented Systems and Methods of Care	8 wk Asyn Online	Same
CED 645	School Counseling Seminar	8 wk Asyn Online	Same
CED 650	Theories and Techniques of Group Counseling	16 wk F to F	16 wk Sync Online
CED 651	Counseling Children and Adolescents	8 wk Asyn Online	Same
CED 660	Counseling Techniques	16 wk F to F	16 wk Sync Online
CED 665	Personal and Professional Development Across the Lifespan	16 wk F to F	8 wk sync online
CED 677	Counseling Theories	16 wk F to F	8 wk sync online
CED 679	Crisis and Trauma Counseling	8 wk Asyn Online	Same
CED 668	Couple and Family Therapy	8 wk Asyn Online	Same
CED 682	Human Sexuality	8 wk Asyn Online	Same
CED 686	Psychopathology in Counseling	8 wk Asyn Online	Same
CED 690	Counseling Practicum	16 wk F to F	16 wk Sych Online
CED 691	Internship	16 wk sync online	Same
CED 695	Research in Counseling	8 wk Asyn Online	Same
CED 699	Diagnosis and Treatment Planning in Counseling	16 wk F to F	16 wk Sync online

Accelerated Courses

All 8-week courses are accelerated – the course requirements are identical to courses taught in a 16-week format.



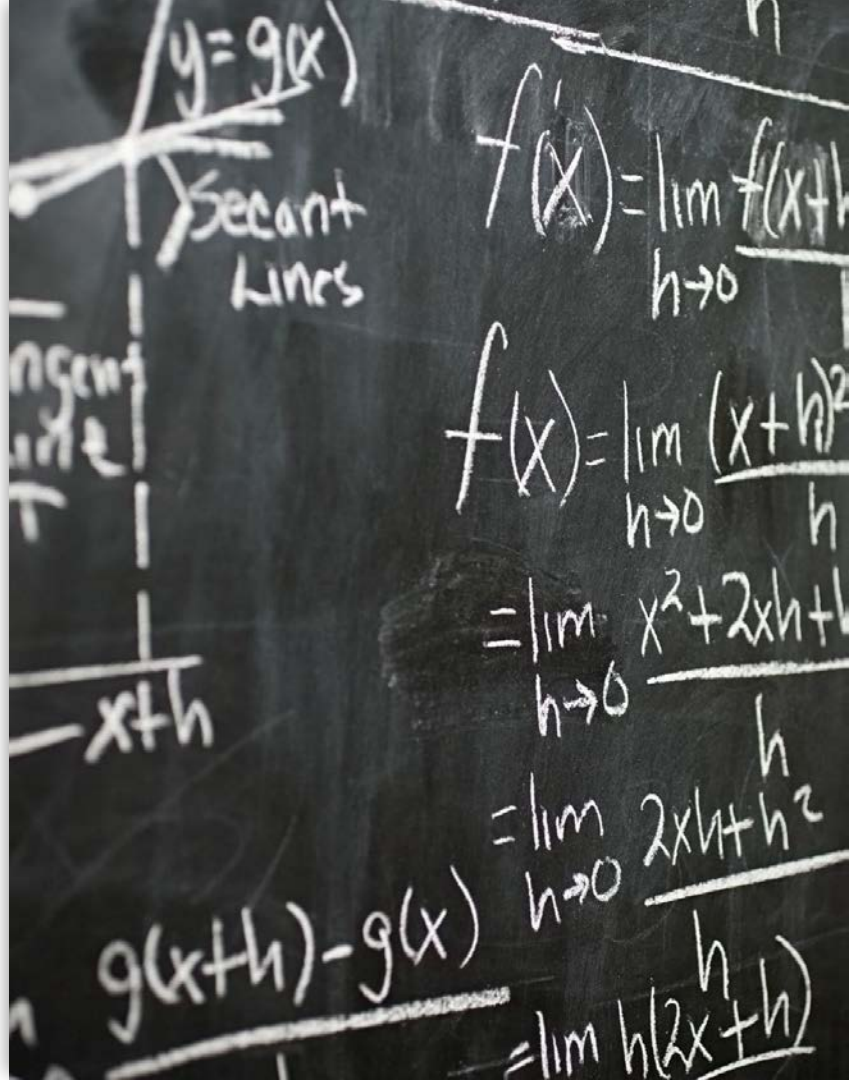
All synchronous (live online) 8-week courses are taught in a flipped classroom style. Students are expected to come to class having reviewed all course material in the BB shell each week and ready to discuss and engage with the material.



Synchronous courses are not lecture based but students should attend class with questions.

Blackboard Course Shells: Content & Quizzes

- All courses have Blackboard course shells filled with content, assignment templates, and rubrics.
- Blackboard Course Shells are created by CMU Counseling Program Faculty.
- Your instructor may not have created the course shell, though, so you may see or hear content from a different instructor.
- Most quizzes are built from publisher resources of over 1,000 questions and loaded to deploy in a random fashion. The quizzes are automatically graded by Blackboard.
- Students with concerns about inaccurate quiz grading should identify the specific question, their answer, and the correct answer when reaching out to faculty.



Dual Track Concentration Course Sequence

Some students may choose to complete two concentration tracks. *Please note: CMU does not issue transcripts with two concentrations; your primary concentration will be indicated on your transcript.*

Dual concentration options are **ONLY RECOMMENDED** for students who wish to obtain licensure in school counseling and either **Addiction or Clinical Mental Health Counseling**, and plan to live outside of Michigan. Michigan allows professional licensure for counselors with a school counseling concentration; most other states do not.

The CMU Counseling Program allows students to pursue two concentrations if the following conditions are met:

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

The dual track of Addiction Counseling and Clinical Mental Health counseling is only recommended for students who reside in a state with difference licensure for Addiction and Clinical Mental Health counselors. Most states have a separate certification for Addiction Counselors that does not impact your license. Please consult your advisor to determine which options best suit your professional goals.

Dual Concentration: School Counseling & Clinical Mental Health Counseling

Step	Courses	Total Credit Hours
Complete Core Courses	CED 610, CED 620, CED 630, CED 640, CED 641, CED 679, CED 650, CED 660, CED 665, CED 677, CED 686, CED 695, CED 699, CED 690	42 Credit Hours
Complete School Concentration Courses	CED 604, CED 615, CED 645, CED 651	12 Credit Hours
Complete Clinical Mental Health Concentration Courses	CED 682, CED 668	6 Credit Hours
Complete Internship in PK-12 setting	CED 691	6 Credit Hours
Complete Internship in Clinical Mental Health Setting	CED 691	6 Credit Hours
	Total Credit Hours	72 Credit Hours

- Please note that two (2) school counseling courses will count as the required elective for Clinical Mental Health Counseling.
- This option is only for students who wish to work in a school and clinical mental health setting outside of Michigan

Dual Concentration: School Counseling & Addiction Counseling

Step	Courses	Total Credit Hours
Complete Core Courses	CED 610, CED 620, CED 630, CED 640, CED 641, CED 679, CED 650, CED 660, CED 665, CED 677, CED 686, CED 695, CED 699, CED 690	42 Credit Hours
Complete School Concentration Courses	CED 604, CED 615, CED 645, CED 651	12 Credit Hours
Complete Addiction Concentration Courses	CED 642, CED 643, CED 644, CED 668	12 Credit Hours
Complete Internship in PK-12 setting	CED 691	6 Credit Hours
Complete Internship in Addiction Counseling Setting	CED 691	6 Credit Hours
	Total Credit Hours	72 Credit Hours

Dual Concentration: Addiction Counseling & Clinical Mental Health Counseling

Step	Courses	Total Credit Hours
Complete Core Courses	CED 610, CED 620, CED 630, CED 640, CED 641, CED 679, CED 650, CED 660, CED 665, CED 677, CED 686, CED 695, CED 699, CED 690	42 Credit Hours
Complete Addiction Concentration Courses	CED 642, CED 643, CED 644, CED 668	12 Credit Hours
Complete Clinical Mental Health Concentration Courses	CED 682	3 Credit Hours
Complete Internship in Clinical Mental Health Setting	CED 691	6 Credit Hours
Complete Internship in Addiction Counseling Setting	CED 691	6 Credit Hours
	Total Credit Hours	69 Credit Hours

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

This option is only for students who live in a state that require a separate license of Addiction and Clinical Mental Health Counseling.

Syllabi & Program Plans



Please find links to sample syllabi and sample program plans on the website.



Like this handbook, the syllabi & program plans are in Adobe format; please use the bookmarks to locate a syllabus to review.



Syllabi are subject to change based on evaluation or new standards; This document is for review only. Program plans may also change based on program or student need.

Section III: Counseling Program Objectives

Addiction
Counseling

Clinical
Mental Health
Counseling

School
Counseling

Program Objectives: Addiction Counseling

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

Program Objectives: Clinical Mental Health Counseling

1. Students will acquire knowledge and skills that demonstrate a comprehensive understanding and ability to apply the ethical and legal considerations in Clinical Mental Health Counseling.
2. Students will acquire knowledge and skills that demonstrate a comprehensive understanding and ability to implement the roles and function of counselors across all specialties and specifically the Clinical Mental Health Profession; and identify strategies for self-care, personal and professional self-evaluation.
3. Students will acquire the knowledge and skills to explore the impact of multiculturalism and cultural pluralism on client and counselor and utilize social justice practices in models, competencies, and identity development in order to identify, and understand power and oppression as obstacles in a diverse society.
4. Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of human development theories across the lifespan and demonstrate the ability to use these skills to promote resilience and wellness.
5. Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of culturally competent career development and assessment; and the ability to apply these skills to assessment and counseling.
6. Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of the counseling and consulting process.
7. Students will acquire skills that demonstrate the ability to conduct culturally competent counseling.
8. Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of the theories and experiential skills of conducting culturally competent group counseling.
9. Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of culturally competent individual and group approaches to assessment and evaluation.
10. Students will acquire the knowledge that demonstrates a comprehensive understanding of research methods, statistical analysis needs assessment and program evaluation.
11. Students will acquire knowledge and skills that demonstrate a comprehensive understanding of a culturally competent continuum of clinical mental health treatment; including prevention, diagnosis, treatment, and referral; and the biological and neurological mechanisms as well as the impact of crisis and trauma on the continuum of care.
12. Students will acquire skills that demonstrate a comprehensive ability to engage in the clinical mental health counseling process.

Program Objectives: School Counseling

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

Section IV: Counseling Program Roles

The Role of the
Student

The Role of the
Faculty

The Role of the
Faculty Academic
Advisor

The Role of the
Practicum/Internship
Coordinator

The Role of
Professional Office
Staff

The Role of the Student

Educate Yourself:

- As a graduate student and a counselor-in-training (CIT), we expect that you will educate yourself on the policies, procedures, and program distinctives outlined in this document as well as those of the College of Graduate Studies and Central Michigan University.
- If you have questions or concerns, advocate for yourself and seek out the answers. Review this handbook first, then reach out to your program advisor, the practicum/internship instructor or the program director. experience.

Grade Inflation & Grade Entitlement

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

The Role of the Student-2

Ethical and Professional Obligations

- Counselors in training are required to abide by the American Counseling Association Code of Ethics (current version). While all students are introduced to the ethical codes in courses, the student is responsible for knowing and abiding by the code.
- Counselors in training are expected to behave in accordance with the counseling profession. These behaviors include following the ACA code of ethics in all interactions with faculty, peers, staff and clients/students and demonstrating empathy, effective communication and humility by seeking supervision when needed to ensure the best possible care.

Personal Growth Expectations

- Becoming a counselor is both a journey and a destination. Counselors in training should be open to self reflection, and challenges of values and beliefs.
- CIT's are expected to increase their self awareness during the program and be open to challenges from peers and faculty.

The Role of the Student-3

Respect and Civility

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

Responsibility for Education

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

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

The Role of the Student -4

Program Completion

- Counselors in training are expected to take responsibility for their education.
- Ensure you are registered in the correct courses each semester based on the program plan
- Keep track of all revised program plans.
- Meet with your financial aid advisor as needed.
- Apply for practicum and internship by required due dates.
- Apply for graduation when required.

The Role of the Faculty & Faculty Academic Advisor

Faculty

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

Faculty Advisor

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

The Role of Professional Staff

Practicum/Internship Coordinator

- The Practicum/Internship Coordinator is a Licensed Professional Counselor whose role is to assist you in locating and securing practicum and internship sites, ensuring all sites meet CACREP requirements, and providing support to the application process in the Program Software platform.

Counseling Program Coordinator

- The Counseling Program Coordinator provides oversight and assists the program with CACREP compliance.

Administrative Staff

- The Administrative Staff assists with admissions, program inquiries, and other support to the program.

Please be sure to engage these professionals with courtesy while realizing that they have many work responsibilities and cannot respond to inquiries immediately.

Section V: Counseling Program Admission & Matriculation Procedures

Admissions Procedures

Admission to the Program

Transfer of Credit

Non-Degree Students

Advising

Graduate Program Plans

Changing Program Plans for
MP & Online Students Policy

Admission Process

Admission Policy

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

Admission eligibility

- Applicants for graduate study in the Counseling Program (CED) must be eligible for admission to the College of Graduate Studies at Central Michigan University.
- The first step towards admission to the CED program is to complete an application from the College of Graduate Studies and indicate that you are applying for admission to the Counseling Program. Applicants must identify their area of concentration. See Counseling Program Concentration and Program Objectives in this handbook for more information.



Initial Admission Procedures

Submit your application and all supporting materials by the appropriate deadline. Deadlines for Mt. Pleasant and the online program are February 1 for the following fall term and September 1 for the Spring term (online program only). February 1 and September 1 are priority deadlines for the online program only. Admission applications will be accepted until the program is at capacity. Supporting materials include:

- Official academic transcripts from the undergraduate degree granting institution and any graduate degrees. The Counseling Program requires a GPA of 2.8 or higher for admission. Students with lower GPA's may be considered on a case-by-case basis.
- A written statement of purpose that must address (1) career goals, (2) how attending CMU's Counseling Program will help you achieve those career goals; (3) a statement that indicates readiness to engage in online digital learning; and (4) a discussion of strengths and areas for growth as a graduate student.
- A resume or statement of work experience
- Two completed letters of recommendation are required for your application. Both letters should be professional references from an academic instructor, current/past supervisor, professional colleague etc. Recommendation letters must speak to the applicant's ability to perform in a professional work and/or academic setting. Professional colleagues are considered individuals the applicant has worked with in a professional work or professional volunteer setting. The counseling program will not accept recommendation letters from the following sources: family members, friends; or individuals who provide the applicant with professional health services (therapist, doctor, etc.).

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

Applicant Screening

- The Program Applicant Screening Committee will initially screen applicants to meet academic admission criteria. The Applicant Screening Committee will evaluate and rate each applicant for:

Screening Criteria		
Prior Academic Achievement	Academic Potential	Related work or volunteer experience
Letters of Recommendation	Writing Skills	Interpersonal Skills
Cultural Awareness	Readiness to engage in online/digital learning	Educational Background

- The Committee will then recommend the best overall qualified applicants for an interview with the Program Admissions Committee, which is comprised of program faculty. The purpose of the live online interview is to continue the screening process for the areas listed above and on the next slide, provide applicants with additional information about the program, ensure the program will meet applicants' needs, and assess applicants' personal suitability for providing interpersonal counseling.

Applicant Assessment

Academic Criteria

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

Counseling Skills

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

Personal Characteristics

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

Faculty Applicant Review

Initial File Review

- ✓ Once all materials have been submitted to the College of Graduate Studies and compiled, your complete application package will be forwarded to the counselor education faculty for thorough review.

Virtual Interview Invitation

- ✓ If the faculty determines that you satisfactorily meet all the qualifications for the program you will be contacted and invited to participate in a mandatory, synchronous web-based interview that will include a group discussion around ability to discuss cultural issues.

Mandatory Writing Sample

- ✓ Applicants will be required to submit a writing sample within 30 minutes of completing the virtual interview.



Admission Decision Timeline

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

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

Transfer of Graduate Credit

Graduate Credits from Other Institutions

- If an admitted student has earned applicable credits in a CACREP accredited master's degree program from a university other than CMU, the student may be eligible to apply up to **15 credits** toward the Master of Arts in Counseling with the approval of the counseling program faculty.
- Please note that students **may not transfer credits for electives** from other CACREP accredited programs or from any program outside the CMU Counseling Program. Please see your advisor.
- To safeguard against potential threats to ethical practice and clinical competencies, transfer **students must complete all clinical courses**, where counseling skills, client interaction, and clinical competencies are supervised and evaluated, within the CACREP-accredited program from which they plan to graduate.
- The following courses would not transfer into the CMU Counseling Program from another university: CED 660 Counseling Techniques; CED 690 Counseling Practicum; and CED 691 Internship.

Graduate Transfer Credit Process

Step 1

Electives Outside the Counseling Program

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

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

The following stipulations apply:

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

Courses of Unspecified Content or Variable Credit

- Variable credit courses (CED 691: Internship) are identified by a semester hour designation such as 1-3 (Spec). The maximum hours that a student may earn in a variable credit course to apply toward graduation is the highest number in the semester hour designation for the course.
- Unspecified content courses (such as independent study courses) are defined to be courses in which the student or department is not restricted by the course description in the graduate Bulletin to a specific area or subject matter to be included within the course. It is up to each graduate advisor to ensure that a student's authorized program plan has sufficient university-approved coursework to provide the student with a solid grounding in the academic discipline. To assist advisors, a list of variable credit and unspecified content courses is given before the course listings of each department. Questions about these policies are welcome. Please see the Program Director or your faculty academic advisor if you have concerns.

Non-Degree Seeking Students

Students seeking to take graduate level counseling courses to obtain state licensure or other reasons may apply to CMU as a non-degree seeking graduate student

Only state counselor licensing boards have the authority to accept coursework toward licensing.

Enrollment is based on course availability, space availability and is not guaranteed.

CMU students enrolled in the Counseling Program have priority to enroll in all courses.

Advising

Upon admission to the Counseling Master's Degree program, students will be assigned an advisor from among the faculty members within the department.

This faculty member will be their advisor for the duration of the degree unless the student requests a change of advisor in writing.

Students are expected to schedule annual meetings with their advisor to receive feedback and advice on program progress.

Newly admitted students should seek out their advisors upon receipt of their acceptance notice from the College of Graduate Studies.

Information related to courses of study, sequencing of courses, scheduling, practicum, internship opportunities, and other pertinent information is available through the advisors.

Graduate Degree Program Plan

Following admission to the CMU Counseling Program, all students are provided a tentative program plan in the CMU Survey Letter.

Mount Pleasant students should register based on the program plan in their welcome letter. Mount Pleasant students take face to face courses in Fall and Spring of their first year.

Online students will be registered for courses by CMU Online. Students may not register for courses outside the program plan.

The program plan cannot be altered without advisor's approval.

Section VI: Remediation, Retention & Dismissal

Confidentiality

Priorities, Expectations
& Student
Competencies

Definition of
Problematic Behavior

Problems related to
Substance Use and/or
Criminal Behavior

Evaluation Time
Frames & Remediation
Plans

Retention & Dismissal

Remediation, Retention & Dismissal Overview

- As members of the profession of counseling, the faculty members of the Counseling Program of Central Michigan University are aware of the ethical responsibilities relative to the training and supervision of graduate students in counseling (American Counseling Association [ACA] (current edition); Association for Counselor Education and Supervision [ACES], 2003). Specifically, we affirm our role to develop clear policies regarding field placement (ACA, 2014, F.7.i.), to state to students the levels of competency that are expected in both didactic and clinical experiences (F.9.a), and to “address the inabilities of some students to achieve counseling competencies that might impede performance” (F.8.d.).
- To accomplish these goals, the faculty is guided by both the Program’s Technical Standards for Continuation and the American Counseling Association’s Code of Ethics (current edition). In accordance with section 9.a. of the code (ACA, 2014), we will inform students of the need for remediation; assist students in securing remedial assistance when needed; seek professional consultation and document the decision regarding remediation, retention, or dismissal; and ensure that students have access to due process.
- The procedures reviewed in this handbook have been developed to delineate the steps used by the Counseling Program to:
 - Evaluate student performance
 - Respond to problematic or inadequate student performance
 - Ensure that due process is accorded all parties offered during the evaluative and review process

Confidentiality

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

Priorities, Expectations & Student Competencies

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

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

Priorities, Expectations & Student Competencies- slide 2

These values, mission and guiding principles are the measures by which all students will be assessed for professional appropriateness for the field. The faculty members have the responsibility to assess the progress of each student. The primary purpose of this assessment is to facilitate academic, professional, and personal growth as well as provide feedback in a timely manner.

Students will be informed of these expectations and will be asked to sign that they have seen and agree to abide by these guidelines as well as the American Counseling Association's Code of Ethics, with acceptance of the admissions invitation. After review of this Counseling Student Handbook, students are required to submit a signed document verifying that they have been informed of these expectations.

Definition of Problematic Behavior

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

- An inability and/or unwillingness to acquire and integrate academic/professional standards/student competencies into one's repertoire of academic/professional behavior.
- An inability and/or unwillingness to acquire and integrate academic/professional skills/ student competencies in order to reach an acceptable level of competency.
- An inability and/or unwillingness to adaptively manage personal stress, psychological dysfunction, and/or excessive emotional reactions that interfere with academic/professional functioning.
- Violation of Central Michigan University's Counseling Program's Technical Standards for Continuation.
- Violation of professional confidentiality standards.
- Violation of professional standards related to plagiarism.
- Violation of the American Counseling Association Code of Ethics, the American School Counseling Code of Ethics and/or the National Association for Addiction Professional Code of Ethics.
- Violation of the CMU Student Code of Conduct

Problematic Behavior that Leads to Remediation

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

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

Problematic Behavior related to Substance Use and/or Criminal Behavior

Central Michigan University policy states that students may not attend classes (face-to-face or live online), practicum site or internship site while using alcohol or other mind-altering substances.

- Counseling students who are suspected of being under the influence of a mind-altering substance will be asked to leave/ log off and if at a campus site, campus security will be contacted to ensure the students arrives home safely.
- Attending class while intoxicated will generate an immediate remediation/support plan which may require the student to submit verification of counseling and negative drug screens. Students who continue the behavior will be considered for dismissal from the program.
- Students who attend practicum and/or internship class OR attend their practicum/internship site intoxicated will be removed from the practicum/internship site immediately and may be considered for a remediation /support plan or will be considered for dismissal from the program.
- Students will not be allowed to see clients until completion of the remediation/support plan. Students who are on a support plan and exceed the required time to complete the program must appeal to the program to continue.

Students who engage in criminal behavior must report the offense within 72 hours.

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

Evaluation Procedures/Time Frames

The CMU Counseling Program engages in both formal and informal assessments that take place during coursework and during the practicum and internship experiences. Faculty conduct yearly student dispositional reviews (reviewing students on personal characteristics that impact quality counseling behavior) and as each student progresses through the curriculum, individual faculty members are conducting both academic and professional/personal assessment in a continuous and on-going observation of each student, including:

- Assessment of Clinical Counseling Skills (CED 660)
- Ongoing Faculty Dispositional Review Form (reviewed yearly or more often as necessary) –see slide 69 for sample of dispositional review form.
- Practicum Midterm and Final Evaluations (CED 690)

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

Dispositional Review Form - Sample



Ongoing Student Disposition Review

Faculty Evaluation of Student Disposition

Date of Review:

Please see unit meeting minutes for list of faculty conducting review.

Response Legend:

2 = Progressing Satisfactorily 1 = Need for intervention N/A = Not Applicable

Professional/Academic Skills	2	1	N/A
The student behavior is in accordance with ACA ethical guidelines including maintaining confidentiality and privacy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student demonstrates the ability to utilize feedback related to professional and ethical conduct.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student is on time for class and hands assignments in on time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student demonstrates academic integrity through turning in only original work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interpersonal Skills			
The student demonstrates the ability to perform at basic graduate standards as evidenced by effective writing skills, presentations skills, and test taking skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student demonstrates maturity and respect for others as evidenced by interactions in class and during outside class activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student demonstrates the ability to successfully engage in group assignments as evidenced by instructor evaluation and observation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student demonstrates the ability to handle conflict, challenges and feedback from peers and faculty in a respectful manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal Awareness			
The student demonstrates the ability to use basic counseling skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student respects cultural, individual, and role differences: including those due to age, gender, race ethnicity, religion, sexual orientation, physical ability, language, and socioeconomic status as evidenced by faculty observation in and out of class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student appears to be an effective fit for the counseling profession as demonstrated by a clear understanding of the profession and the role of the counselor, cognitive and effective abilities, and values consistent with those of the profession.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Course Work Evaluation

Is student on academic probation?

Yes

No

Please list any academic concerns:

Follow up/Action plan (items rated as 1 or if student is on academic probation require follow up):

No Follow up Needed

Continue to Monitor

Advisor Meeting

Formal Remediation Plan

Other:

Update on previous Action Plan:

Evaluation Procedures & Time Frames

Academic struggles that exceed the limits of the College of Graduate Studies policy on grade point averages will cause the student to fall under the retention policy.

In addition, behavior deemed by the Central Michigan University Student Code of Conduct to be unacceptable will subject the student to immediate dismissal per Central Michigan University's Code of Student Rights, Responsibilities, and Disciplinary Procedures. See the "Dismissal" section in this document.

Students will be continuously evaluated during both practicum and internship to determine continued academic success, skill development (professional issues), and appropriateness for the field (personal issues).

This review of field performance will also be conducted and noted in regular faculty meetings. In addition, field experience evaluation forms will be signed by the student and kept by the program.

Remediation Plan



- If at any point during the student's program, the student displays an inability to abide by the program's Technical Standards for Continuation and/or is deemed at risk in terms of failure due to academic skills deficits, professional skills deficits, or personal issues that prevent a student from performing the duties of a professional counselor, a remediation plan will be initiated and documented (assuming that the concerns do not warrant immediate removal from the program as specified in the College of Graduate Studies academic policies, the University's Code of Student Rights, Responsibilities, and Disciplinary Procedures, or as deemed necessary to protect the public). This remediation plan, designed to address the issue(s) of concern, will be:
 - Initially reviewed with the student by their faculty academic advisor and/or the concerned faculty member(s), to discuss relevant concerns. This meeting will then be documented.
 - Finalized by the student's faculty academic advisor with consultation from other program faculty and when relevant, the student's field placement site supervisor, and other professionals who have relevant input into the situation.
 - Presented to the student.
 - Discussed relative to the faculty's concerns, and if applicable, protection of the public and field placement site; and
 - Agreed upon and signed by advisor, student, and the faculty member who will monitor the student's progress relative to the remediation plan, with notification to the program faculty.



Remediation Plan – Academic Retention

Students placed on a support/remediation plan related to academic performance may be required to engage in the following actions. This list is not exhaustive.

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

Remediation Plan – Professional Skills

Students placed on a support/remediation plan related to professional skill performance may be required to engage in the following actions. This list is not exhaustive.

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

Remediation Plan – Personal Characteristics

Students placed on a support/remediation plan related to personal characteristics that may impact clients or the profession may be required to engage in the following actions. This list is not exhaustive.

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

Remediation Plan Components

The remediation plan will include, at a minimum:

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

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

Retention

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

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

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

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

Dismissal

There are three entities that have published policies that determine continued enrollment at Central Michigan University.

Policies determined by the University in terms of behavior;

Policies determined by the College of Education and Human Services in terms of criminal background checks,

Policies determined by the Counselor Education Program in terms of academic success, professional success, and personal success

University Dismissal Policy

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

Some examples of these behaviors include (this list is not exhaustive):

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

College of Education & Human Services Dismissal Policy

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

Counseling Program Dismissal Policy

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

- Document all evidence leading to this decision
- Inform the student in writing of the decision
- Inform the Counseling Program Director
- Inform the Chair of the Department
- Inform the Dean of the College of Education & Human Services
- Inform the student of their due process options
- Provide the contact information for the person to whom an appeal would be made

Due Process: General Guidelines

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

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

Section VII: College of Graduate Study Policies

Grade
Grievance
Policy

Incomplete
and Deferred
Grade Policy

Graduate
Repeat
Course Policy

Graduate
Credit/No
Credit Policy

Application
for
Graduation

Grade Grievance Policy – College of Graduate Studies

- The University recognizes that it is the instructor's prerogative to determine a grade. Responsibility for resolving grading disputes is shared among the instructor, the student, the department, and the college. If a question is raised by a student concerning a grade, the instructor should discuss the matter willingly and give evidence to make clear their basis for determining the grade. In turn, the student should recognize the need to demonstrate a valid basis for complaint. At any time, either upon the student inquiry or upon their own initiative, the instructor who believes a change of grade is justified may initiate a request for a change in grade.
- The following steps are available for review of allegations of capricious grading under the grade grievance policy. They are not for review of the judgment of an instructor in assessing the quality of a student's work nor are they to be used in cases involving violations of CMU's Academic Integrity Policy. Determination of the grade in such cases is left solely to the instructor.
- Capricious grading, as that term is used herein, constitutes any of the following: (a) the assignment of a grade to a particular student on some basis other than their performance in the course; (b) the assignment of a grade to a particular student based on more exacting or demanding standards than were applied to other students in that course (and it is understood that standards for graduate credit may be different from standards for undergraduate credit); (c) the assignment of a grade by a substantial departure from the instructor's previously announced standards.

Grade Grievance Policy – Step 1

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

Grade Grievance Policy – Step 2

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

The appeal shall be dismissed if

the appeal was not timely;

- (a) the allegations, if true, would not constitute capricious grading; or
- (b) the student has not attempted to confer with the instructor or chairperson of the department.

If the appeal is not dismissed, the committee* shall submit a copy of the student's written statement to the instructor of the course with a request that the instructor promptly submit a written response thereto, a copy of which shall be made available to the student. If, upon the basis of these papers, the dispute appears to be attributable to inadequate or incomplete communication between the parties, the committee may arrange to meet individually or together with the student and instructor to discuss the problem. A teleconference may be arranged for a student who does not reside in proximity to the main campus.

Grade Grievance Policy – Step 3

If such a meeting is not held or, if held, the meeting does not result in a mutually agreeable solution, the committee shall proceed to hold a fact-finding session concerning the allegations set forth in the appeal. Both the student and the instructor shall be entitled to be present throughout the session and to present any relevant evidence, including testimony by other persons. The student and the instructor both may be accompanied by a person to assist them in presenting evidence. The session shall not be open to the public.

At the close of the session, the committee shall deliberate privately. If a majority finds the allegations of capricious grading to be supported by substantial evidence, the committee shall determine the most appropriate remedy. The committee may direct the instructor to grade the student's work anew, give the student a new examination in the course, or take such other action as will bring about substantial justice in the individual case. However, except in the most extraordinary circumstances, the committee itself should not award the student a new grade in the course. The decision of the committee shall be final and shall be reported in writing to the student, instructor, and the departmental office.

The College Committee on Review of Change of Grade may also resolve complaints involving suspected violation of grading policies for incomplete and deferred grades, dropping a class, or withdrawal from the university. The same procedures as outlined above for review of alleged capricious grading shall be followed.

*If the instructor of the course is a member of the Committee, he/she shall be disqualified from considering the appeal.

Incomplete Policy – College of Graduate Studies

Incomplete Grade:

- An “I” (Incomplete) grade is a temporary grade used by the instructor in cases when a student is unable to complete course requirements because of illness or other justifiable circumstances.
- An incomplete grade does not indicate enrollment for the period of time in which the work is done. It is assigned only in cases in which the student has completed satisfactorily the major portion of the course requirements and has convinced the instructor of their ability to complete the remaining work without re-registering for the course.
- It is not to be given to a student who is already doing failing work or a student who has completed less than 75% of the coursework.
- A form must be completed and signed by the faculty member (and the student, when possible) whenever a grade of “I” is assigned.
- The form is to be kept on file in the departmental office. An instructor who assigns a grade of “I” also submits a formal statement to the department chairperson of requirements to be satisfied for removal of the Incomplete grade. A copy of the statement of requirements, including deadlines for their completion, shall be made available to the student.

Student Responsibility:

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

Deferred Grade Policy – College of Graduate Studies

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

Graduate Academic & Retention Standards Policy

Grade Point Average -3.0 Required

- To obtain a graduate degree, a student must have at least a 3.0 (B) cumulative graduate grade point average (GPA), and a cumulative graduate GPA of 3.0 (B) in all course work on the student's authorized degree program. The policies which follow deal with cumulative graduate GPA (where cumulative graduate GPA is defined to be all courses taken at CMU at the graduate level); the College of Graduate Studies monitors overall graduate GPAs and follows these procedures when a student's cumulative graduate GPA is below a 3.0.

Academic Probation:

- When a student's cumulative graduate GPA falls below a 3.0, the student is placed on academic probation and the student's academic file is reviewed by the College of Graduate Studies. Graduate students are given two semesters of enrollment after being placed on academic probation to raise their cumulative graduate GPA to the required 3.0. A semester in which all coursework is CR/NC, which does not contribute to the GPA, will not be counted as a semester of enrollment in determining probation status.
- When a student is successful in achieving a 3.0 GPA within two probationary semesters of enrollment, they will be removed from probation.
- If a student does not raise their cumulative graduate GPA to a 3.0 within two semesters of enrollment after being placed on probation, the student will be dematriculated.
- If the student is in a degree program, the relevant department may specifically request an exception to policy. If the College of Graduate Studies concurs, the student will be granted a third and final semester to raise their cumulative graduate GPA to a 3.0. However, three semesters of enrollment after being placed on probation is the limit on extension to the probation policy. The College of Graduate Studies will also take into consideration course offering schedules that will affect a student's ability to repeat a course.
- Given the time it takes to implement these procedures, it is possible that a student will be dematriculated after he/she has registered for classes and perhaps even started attending them. If that is the case, the student will be dropped from the classes and receive any eligible refund.

Graduate Academic & Retention Standards Policy – Slide 2

Academic Integrity Policy

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

Dematriculation:

- In cases where a student fails to satisfy departmental graduate program requirements, the College of Graduate Studies, upon the recommendation of the advisor and the departmental chairperson or program coordinator, and after review of the student's academic progress, may remove the student from the graduate program.
- Examples of specific departmental requirements to be met by students include but are not limited to the following: (1) writing competency;(2) the number of attempts made in passing comprehensive or qualifying exams; (3) the completion of required papers or theses; and (4) meeting university and departmental time limitations.
- Students dismissed from graduate study, regardless of whether they were non-degree students or students pursuing a graduate certificate or degree, may petition for readmission **no sooner than one academic year** after the semester they were dismissed. Exceptions to this waiting period can be granted by the College of Graduate Studies.
- A dismissed student can apply for either non-degree admission or admission to a graduate program. Admission as a non-degree student will be decided by the College of Graduate Studies. Admission to a graduate program will be decided by the procedures normally used for that program.

Graduate Repeat Course Policy

- To improve a grade previously earned at CMU, a student may repeat any course except an Independent Study course up to two times at the graduate level.
- This includes repeats where the student has earned a grade of A through E, or attempts where the student was awarded grades of CR, NC, I, W, or Z.
- The last grade and credit hours earned at CMU completely replace the previous grade and credit hours in computing the grade point average, although the earlier record remains a part of the student's transcript.
- A grade of A through E must be earned in a repeat course to replace the previous grade in computing the average.
- If the designator or the course number has changed since the student's previous attempt, the student is encouraged to complete a Repeat Course Request card with the Registrar's Office by the deadline date.
- This will ensure that the repeat will be noted and will be included in the current semester calculations. A graduate student cannot transfer in a course previously taken at CMU in order to earn credit. For exceptions to this limitation policy, a student may appeal to the College of Graduate Studies.

Graduate Credit/No Credit (CR/NC) Policy

- ✓ Courses in which graduate student performance is evaluated CR/NC, rather than by a letter grade on the A through E scale, carry the designation “CR/NC only” in the departmental course descriptions.
- ✓ CR indicates that the student has performed at a level equivalent to or above the grade point average for graduation (B grade) and shall receive credit in the course.
- ✓ NC indicates that the student has performed at a level lower than a B and shall not receive credit.
- ✓ In either case, the title and other course identification and the symbol CR or NC shall be entered on the student's transcript. CR and NC are not equated with qualitative letter grades, however, and are not included in computation of the student's grade point average.
- ✓ Optional registration for Credit/No Credit in other graduate courses is not available to graduate students.
- ✓ Optional registration for Credit/No Credit is available to graduate students who register in a course below the 500 level for undergraduate credit.
- ✓ Courses taken under this provision may not be applied to graduate certificate or degree requirements.
- ✓ Such optional registration for undergraduate credit is not available to student's removing deficiencies specified in their Conditional Admission.
- ✓ The courses for which graduate students may register for undergraduate credit on a CR/NC option basis must be designated in the Class Schedule/Course Offerings and Search by the department as available on a CR/NC option basis.
- ✓ Procedures for registration, grading, and recording are explained in the CMU undergraduate Bulletin under Credit/No Credit Policy.

Application for Graduation

The semester **before your anticipated graduation date** you must complete a graduation application, available through the College of Graduate Studies & in Degree Progress.

Expected Graduation Month	Application Due
May	October 1
August	February 1
December	April 1

There is an application fee that is due when you submit this form. Students are responsible to submit the application and pay the fee. Upon receipt of your graduation application, the College of Graduate Studies will review your Authorization of Graduate Degree Program and then send you an audit that will indicate what, if any, requirements are still outstanding before you can graduate. If you have questions regarding your audit, please contact your advisor and attach the degree audit for reference.

Section VIII: Data Collection

Data collection

Software
Platform

Data Collection

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

All data is reported in an anonymous way and includes

- Grade performance on specific course assignments
- Evaluation of student performance when knowledge or skills are introduced, reinforced and mastered.
- Yearly reviews of student dispositions that may impact fit for Counseling Profession.
- Practicum and Internship site supervisor evaluations
- Site supervisor, alumni, employer and intern program surveys
- Demographic data on students and faculty

Cloud Based Software

The CMU Counseling Program contracts with a FERPA-compliant software company to provide students access to practicum and internship applications.

The CMU Counseling Program contracts with a FERPA-compliant software company to provide graded learning enhancement assignments. This software is considered part of the requirement for the course and paid through the bookstore.

The CMU Counseling Program utilizes FERPA-compliant software to collect data on student key performance indicators.

Data are reviewed regularly to determine the effectiveness of programs in meeting required standards and to make adjustments in programs when gaps are identified.

Findings are also used for annual reports to stakeholders such as U.S. Department of Education Title II, Council for the Accreditation of Counseling and Related Educational Programs (CACREP), Michigan Department of Education (MDE), and CMU Program Assessment for the Higher Learning Commission.

Section IX: Counseling Program Policies

Course Registration &
Matriculation

Voluntary Reporting & Criminal
Background Check Requirement

Professional Liability Insurance
Policy

Individual and Group Counseling
Requirement

Non-Grade Student
Complaint/Concern Policy

Course Attendance & Tardiness
Policy

Online Courses – Hardware/LMS
Requirements

Online Courses –Engagement &
Confidentiality

Policy on the Use of Artificial
Intelligence

Group Small Activity Requirement

Group work Policy

Interview Assignment Policy &
Scholarship recommendation
Policy

Course Registration & Matriculation Policy

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

Explanation of Course Registration

- The Central Michigan University Counseling Program registers students based on program plans, concentration, accreditation requirements and university requirements. Because the program is large, we often run several sections of the same course. The program must cap all courses at certain sizes to ensure we stay in compliance with CACREP accreditation and must ensure that class sizes meet student and university needs. For example, all practicum and internship classes are capped at 12 students per course, and most courses must have a certain number of students enrolled, or they are at risk of being cancelled by the University. We attempt to ensure that all students are evenly distributed in all courses to meet regulations.
- Therefore, **we normally cannot approve requests** to move students across sections. A student with a compelling reason, such as a work/life conflict, or a client scheduling conflict, should reach out to the program director as soon as possible to request the change, but again, we cannot guarantee that we can make that change. **Faculty advisors cannot approve course section changes.**

Policy on Program Plan Changes

The Central Michigan University Counseling Program is aware that there are many factors that might lead to a student requesting a change to their program plan. Students who wish to change their program plan must reach out to their faculty advisor and then discuss the reasons for the change. The faculty advisor will develop a new plan for student review and approval; however, program plan changes might require approval beyond the faculty advisor. Program plan changes are submitted to the Counseling Program Operations Coordinator, who will review and may seek final review by the Program Director. If the Program Director does not approve the program plan change, the Program Director will inform the faculty advisor and the student regarding the reason. The Program Director may reach out to the student directly or may refer the student back to the faculty advisor for follow up.

Voluntary Reporting & Criminal Background Check Requirement

- CMU's Counseling Program is committed to promoting and upholding the ACA Code of Ethics (2014) and the best practices of the counseling profession.
- **All newly admitted students are required to voluntarily disclose to CMU's Counseling Program Director, any criminal history including both misdemeanor and felony arrests and/or convictions, excluding traffic violations. This disclosure must occur within 15 days after the start of the first semester the student begins the program.**
- Having been convicted of a felony, and some misdemeanors, may prevent the student from being licensed or from working or doing a practicum or internship in a school or agency.
- Additionally, during the entirety of their matriculation in the program, all students are required to voluntarily report to CMU's Counseling Program within (72) hours, any criminal activity including misdemeanor and felony arrests and/or convictions but excluding traffic violations.
- Successful enrollment in CED 690 - Counseling Practicum will require successful completion of either Michigan's Internet Criminal History Access Tool (ICHAT background check) <https://apps.michigan.gov/> **OR an appropriate equivalent in the student's state of residence.**
- The results must be forwarded to the Practicum and Internship Coordinator and uploaded into the Cloud Based Software. Failure to comply with these requirements could result in remediation or dismissal from the program.

Professional Liability Insurance Requirement

Insurance Requirement:

- Students are required to purchase and maintain liability insurance for the practical courses in the program (CED 690 Practicum & CED 691 Internship). Though CMU provides standard insurance coverage of its own, CACREP requires individual coverage through an agency that specializes in working with our profession (Section 3, Standard A states: “Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.” It is always best professional practice to safeguard yourself.

The CMU Counseling Program does not endorse any specific insurance agency. The links below are for informational purposes:

Individual & Group Counseling Requirement

Self Care Requirement

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

Individual Counseling Hours -5 hours

- The Counseling Program requires all students accepted into our graduate program to secure a minimum of **five (5)** clinical hours of personal, individual counseling.
- Individual hours can be secure anytime during the student's matriculation (but not before the student has begun the program) and it is prerogative who or where the student chooses to engage in services.
- All individual counseling sessions must be individual counseling, not couple counseling
- The counselor must be a licensed mental health professional or a non-CMU Counselor in Training (at a University training clinic) supervised by a licensed mental health professional.
- Students are not limited to (5) hours and are encouraged to secure additional sessions if they find it personally beneficial.

Group counseling Hours -5 hours

- The counseling program requires all students accepted into our graduate program to secure a minimum of five (5) clinical hours of group counseling.
- These hours can be secured anytime during the student's matriculation (but not before the student has begun the program) and it is strictly the individual's prerogative who or where the student chooses to engage in services
- Group hours may include attendance at self-help groups, support groups or a counseling group.
- Group hours do not need to be facilitated by a mental health professional, but the program recommends seeking a group with a mental health professional facilitator.

Individual & Group Counseling Requirement – Rules & Referrals

Students may NOT attend the CMU Counseling Center or the Center for Community Counseling and Development (CCCD) to obtain these hours.

Student may NOT obtain these hours from any current or past CMU Counseling Program full-time or adjunct faculty or current or past CMU staff.

Current Students in the CMU Counseling Program CANNOT provide counseling to other students in the CMU Counseling program, no matter the class or year of matriculation.

The program does not endorse any specific counselor or group setting.
Please see the end of the handbook for referral support.

Upon completion of all required hours, students will be required to have their counselor-of-record and/or group facilitator-of-record complete a simple form attesting that the hours were completed. However, no personal or clinical information will be divulged or required.

Non-Grade Student Complaint/Concern Policy

Resolving a Non-Grade Student Complaint/Concern

The ACA Code of Ethics and the Central Michigan University Code of Student Conduct require students to **first address complaints or concerns about a faculty member/instructor directly with that faculty member/instructor**. If the complaint or concern is about a grade, students should refer to the Grade Grievance Policy in this CMU Counseling Student Handbook and the Department of Graduate Studies.

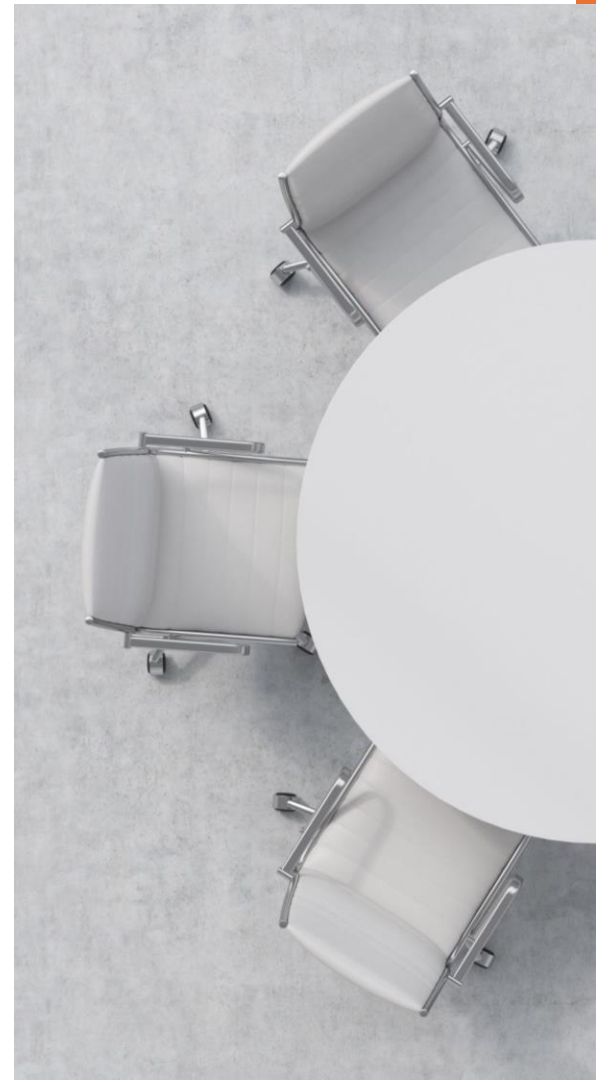
Specific Policy Codes

- **ACA Code of Ethics: 1.2.a. Informal Resolution (ACA Code of Ethics)**
 - When counselors have reason to believe that another counselor is violating or has violated an ethical standard and substantial harm has not occurred, they attempt to first resolve the issue informally with the other counselor if feasible, provided such action does not violate confidentiality rights that may be involved.
- **CMU Code of Student Rights, Responsibilities, and Disciplinary Procedures –Code 2.1.14**
 - Students have the right to complain about academic matters if they believe their rights have been violated. **When not covered by another policy, a complaint is properly filed by presenting the issue first to the faculty member or thesis, doctoral research project or dissertation committee chairperson** . If not resolved, the student may take the issue to the department chairperson. If not resolved at this level, the student may take the complaint to the office of the dean of the academic college or the Director of Graduate Studies.

Non-Grade Student Complaint/Concern Policy

Step 1: Attempt Informal Resolution

1. The resolution of a student complaint or concern about a faculty member/instructor should be sought at the lowest possible level, which means the student must first discuss and attempt to resolve the issue with whomever the issue arose.
2. If the student and faculty member/instructor have tried and are not able to resolve the issue, the student will contact the Program Director and Department Chair by email to apprise them of the continuing complaint/concern. The student must copy the faculty member/instructor about whom they have the complaint/concern on the email and the email must be sent within sixty (60) days of when the issue occurred. The email must include the day and time of the conversation with the faculty member and the student's perspective on the outcome. The Program Director and Chair will not intervene until such time as a conversation has occurred between the student and faculty member and an attempt to resolve the issue has been made.
3. **PLEASE NOTE** that some complaints (e.g., sexual harassment, fraud, bribery, immoral conduct) are not appropriate for this process and should be reported directly to both the Program Director and Department Chair by email. **However, students must have documented evidence of this conduct and cannot make baseless accusations against a faculty member to avoid addressing the concern with the faculty member first. Students may not claim a fear of retaliation or claim the faculty will refuse to listen or change behavior or make any other accusation without documented evidence.** If you are unsure whether the concern is related to unethical behavior, you may contact the Program Director and Chair but may be directed back to the faculty member of concern.
4. After receiving the email from the student, the Program Director and/or Department Chair will work together to arrange a meeting with the student and the faculty member/instructor to discuss the complaint/concern and again attempt an informal resolution.
5. The Program Director and/or Department Chair will consider all information provided during the meeting with the student and the faculty member/instructor and within thirty (30) days will issue, in writing, an informal complaint resolution decision. The informal complaint/concern resolution decision will be sent to the student and the faculty member/instructor by email.



Non-Grade Student Complaint/Concern Policy

Step 2: Initiate a Grievance



If the complaint/concern is not resolved informally as delineated in the previous slide and the student wishes to continue the process, the student must present a completed Student Grievance Petition Form to the Program Director and Department Chair.



The Student Grievance Petition Form must be filed no later than sixty (60) days after the notice of informal complaint resolution decision, or if no decision was issued, no later than thirty (30) days after the applicable decision deadline.

Non-Grade Student Complaint/Concern Policy Step 3: File a Grievance Petition

1. The Student Grievance Petition Form must be in writing and must contain the following information: The grievant(s)'(s) name(s), student identification number(s) (if applicable), and contact information, including email address(es)
 - a) The name(s) of the respondent(s)
 - b) A detailed description of the nature of the grievance and the actual harm suffered by the student(s)
 - c) A detailed description of attempts at informal resolution
 - d) A detailed description of the relief sought Signature of the complainant(s)
 - e) Date of grievance submission
2. The recipient of the grievance, or a designee, shall investigate the grievance. The recipient then has fifteen (15) workdays to decide and report the decision, in writing, to the complainant(s) and respondent(s) via their university email addresses. The recipient has the discretion to accept a grievance filed after the thirty (30) day deadline.
3. In instances where the Program Director or Department Chair is the subject of the complaint or has decided on the student's informal complaint, the student should submit the completed Student Grievance Petition Form to the Dean of the College. The Dean then has fifteen (15) workdays to decide and report the decision, in writing, to the complainant(s) and respondent(s) via their University email addresses.
4. If the grievant(s) wish(es) to appeal the grievance decision, the student must submit an appeal to the University Grievance Committee along with the College Dean's (or designee's) written response to previous resolution attempts no later than ten (10) workdays of receiving the decision, or if no decision was issued, no later than ten (10) workdays after the applicable decision deadline.

Non-Grade Student Complaint/Concern Policy

Step 4: Initiate an Appeal

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1. A student may submit an appeal to the University Grievance Committee within ten (10) workdays of the notification of the grievance decision, or if no decision was issued, no later than ten (10) workdays after the applicable decision deadline.
 2. The specific grounds to be addressed are: Were the procedures of the policy followed?
 3. If a procedural error occurred, were the rights of the grievant violated to the extent that a fair review was not conducted?
 4. Was the review conducted in a way that did not permit the grievant adequate notice and opportunity to present facts?
 5. Was the information presented during the review sufficient to justify the decision reached?
 6. Was there relevant information existing at the time of the review that was not discovered until after the review that is sufficient to alter a decision.

Online New Student Orientation/ APA Training Requirement

Mandatory Online New Student Orientation

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

APA Training Requirements

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

Course Attendance and Tardiness Policy

Attendance Required

While there is no university-wide attendance policy at Central Michigan University, your attendance and participation in each course meeting, module, or weekend are an expectation of our program. To get the most out of the course, you need to be present and focused. Each faculty member details how they will handle issues of attendance in their course syllabus. Speak directly with your instructor for questions or concerns. A student who is more than 15 minutes late to class without notification will be considered absent.

Absences: Planned or Unplanned

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

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

Course Attendance Policy – Gatekeeping Courses

Mandatory Attendance & Participation for CED 660 & CED 650

All counselors in training are required to attend every class of CED 660: Counseling Skills and CED 650: Theories & Techniques of Group Counseling. These courses teach skills required to be a competent counselor. **Students who miss two or more classes will fail the class unless you have prior permission from the instructor or a documented family/medical emergency.** Prior notice and a request to miss class must occur at least 7 days prior to the planned absence. Instructors are not required to approve absences.

Mandatory Attendance & Participation for CED 690 & CED 691

All counselors in training are required to attend every class of CED 690: Practicum and CED 691: Internship. This requirement is to ensure student and client safety and to protect the instructor's and site supervisor's licenses. **Students who miss two or more classes without a documented family/medical emergency will fail the class, be removed from their field training site, and risk removal from the program.** Students may request an excused absence with prior notice, which must be given at least 7 days prior to the planned absence. Instructors are not required to approve absences.

Do not register for these courses if you know you will not be able to attend each and every class.

Online Courses –Hardware/LMS Requirements

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

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

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

Online Courses – Engagement/Confidentiality Requirements

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

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

Policy on the Use of Artificial Intelligence

- **The CMU Counseling Program prohibits the use of artificial intelligence to complete required assignments .** The CMU Counseling Program considers the use of artificial intelligence to complete required assignments to be plagiarism and a violation of the Central Michigan University Code of Conduct for Academic Integrity, the American Counseling Association Code of Ethics (G.5.b), the American School Counseling Association Code of Ethics and the National Association for Drug and Alcohol Counselors Code of Ethics.
- Assignments are designed to help students grow into competent counselors and to benefit future clients. Using artificial intelligence to complete this work violates the required welfare to client standard and the CMU Counseling Program considers this practice a gatekeeping issue. Clients deserve mental health professionals who have learned through their own work to provide competent care.
- Unless specifically allowed in the syllabus or Blackboard assignment instructions, students who use artificial intelligence to draft any portion of a required individual and/or group assignment, including, but not limited to, discussion boards, reflection papers, research papers, interviews, and PowerPoint presentations may incur the following consequences:
 - Failure of the assignment. If the assignment is a group assignment, all members will fail the assignment.
 - Required to redo the assignment or complete another assignment.
 - Failure of the course
 - Placed on a remediation/support plan
 - Referred to student affairs for a violation of the student code of conduct.
 - Dematriculation from the program.
- Students may use automatic captions in Teams or WEBEX to create transcripts of recordings.

CEH Graduate Student AI Ethical and Responsible Use Statement

Artificial intelligence (AI) tools (such as ChatGPT, Grammarly, or Copilot) are increasingly common in academic and professional settings. In our graduate programs, AI may be used to support learning, but it does not replace your thinking, reflection, writing, or professional judgment. As a CMU graduate student, you are expected to use AI ethically, transparently, and in ways that align with the values of the profession. Behaviors that constitute academic dishonesty are listed in the CMU Bulletin or in the university's Academic Integrity Policy.

Please click [here](#) for entire policy.

CORE AI Expectations

1. You come first. AI is a tool, not an author. Your work must reflect your own thinking, analysis, and voice.
2. Be transparent. Always disclose when and how you used AI. Do not submit AI-generated content as if you wrote it.
3. Use AI to learn, not to shortcut. AI may help you explore ideas, organize thoughts, or improve clarity, but it may not replace genuine effort.
4. Check accuracy and bias. AI can be wrong, misleading, or biased. You are responsible for verifying all information.
5. Practice ethical care. Avoid AI use that reinforces stereotypes or harms marginalized communities.
6. Protect privacy. Do not upload sensitive, confidential, or client-related information. Be mindful that many AI tools store or reuse data.

Academic Integrity

Misuse of AI is treated as an academic integrity issue. Concerns will be handled thoughtfully and fairly, beginning with conversation and education. Repeated or serious misuse may result in assignment failure or further consequences according to university policy.

Inappropriate AI Uses

- Submitting content mostly produced by generative AI (if you find yourself cutting and pasting from AI for an assignment, discussion board, or treatment plan this should be a trigger that you are using AI inappropriately.)
- Not appropriately citing and reporting the use of generative AI in preparing the assignment
- Using words and concepts that you cannot explain in a face-to-face conversation
- Having AI write your essay, discussion post, reflection, case report, or literature review and turning it in as if you wrote it.
- “Paraphrase this article so it won’t get flagged” (intent to evade detection).
- Using AI during exams/quizzes when not allowed
- Asking AI to answer take-home quizzes, timed tests, proctored exams, or “closed-book” assessments.
- Fabricating or falsifying sources/data.
- Invented citations (fake articles, fake DOIs, fake quotes).
- AI-generated “evidence” or made-up statistics.
- Assignments explicitly requiring personal experience or original reflection: e.g., “Write about a time you led a team” and using AI to invent a story.

Citing Expectations for AI Use

- How was AI used? For example, to generate content, to brainstorm, to aid in your comprehension of the reading, to create content, to draft a response, etc.
- What AI program did you use?
- Provide the output produced by AI (including the prompt) and used in your assignment preparation. Submit as a separate appendix to the assignment.
- The point is to demonstrate how you have used generative AI in preparing the assignment. If generative AI was used to produce a draft, the instructor should be able to see how you have changed that draft.

Small Group Activity Requirement

- CACREP requires students to participate in **10 hours** of a small group activity during their matriculation.
- To meet this guideline, the CMU Counseling Program requires students to engage in a semester long group activity while taking CED 640: *Assessment in Counseling*.
- Students who do not participate or complete the Group project in CED 640 will be required to attend 10 hours of group counseling (not a self-help or support group on their own to graduate).
- Students must log hours and have those hours approved through the Cloud Based Software.



Policy on Student Conduct During Group Assignments



Working in small groups on an assignment, project, or presentation is a required component of your training to become a counselor, per our accreditation standards.



The purpose of this policy is to highlight the benefits of group work, **identify the expectations of a group member**, and review ways to establish best practice within the group process.



For the purposes of this policy, group work is defined as any activity in which a group of two, or more students are assessed on one or more of:

- a. the production of a jointly produced piece of work,
- b. the production of individual work resulting from working within a group, and/or
- c. their performance whilst working as part of a group of students.

Policy on Student Conduct for Group Assignments

There are many valuable skills to be gained in learning how to effectively work in groups, including: collaboration, project management skills, critical thinking, giving/receiving feedback, active listening skills, time management, and adaptability to change. While there are many benefits, we do recognize the challenges of full and meaningful collaboration as a graduate student as you juggle multiple courses, employment, family/friends, and other obligations.

The Counseling Program expects that you have worked in small groups at this point in your educational progression. Take a moment to reflect on both your positive and negative experiences in working with a group.

A few questions to think about: 1) What worked and what did not? 2) What did you admire or appreciate about your fellow group members? 3) What role/part do you want to play in a future group based upon your experiences and attributes? 4) What do you want to avoid in a group process or outcome?

Below are the **essential skills of an effective group member** and are expected at the graduate level:

- Able to articulate ideas & Express and receive feelings in a non-threatening, open manner
- Practice active listening skills
- Ask questions to clarify others' ideas, opinions, and emotions
- Be aware/in tune with others' nonverbal communication, and what messages you are sending with your own nonverbal communication
- Lead by example as a contributing, valuable member willing to engage, reflect, and to give and accept constructive feedback
- Collaboratively identify methods to uphold accountability within the group process
- Communicate and respond to communication timely, with respect.

Interview Assignments & Scholarship Recommendations Policy

Interview Assignments

- Several courses require students to interview counseling professionals
- Students may not interview any faculty (full time or adjunct) in the Counseling Program or any student in the Counseling Program to complete the assignment.

Scholarship Recommendations

- CMU Counseling Program faculty will not write letters of recommendation for CMU scholarships.

Section X: Practicum & Internship

Academic &
Professional
requirements for
Practicum and
Internship Registration

Practicum Registration

Practicum Site
Requirements

Internship Registration

Internship Site
Requirements

Group Facilitation
Requirements

Practicum: An Explanation

- CED 690: Counseling Practicum is a CACREP-required 100-hour counseling experience requiring students to obtain 40 direct face-to-face counseling hours and 60 indirect hours that include weekly supervision, class time, and research over the course of one semester.
- Students must be enrolled in the practicum to accrue hours, and must pass the practicum to move onto the internship
- This is a credit/no credit course.
- Students must apply for and be approved for a practicum site to take the class. Please apply using the approved software platform and reach out to the Practicum and Internship Coordinator.
- Please review the Practicum Handbook.

Practicum Registration & Attendance Policy

- **Students with a failing grade in a prior course or an outstanding Incomplete cannot register for the practicum. If a site has already been approved, the approval will be canceled or delayed until the student has met academic requirements.**
- Attendance at the site and class is mandatory.
- Community-based sites can include mental health agencies, schools, hospitals, crisis shelters, or other organizations that provide mental health services. Students may also apply to complete a practicum at the CCCD.
- **Practicum sites do not have to be concentration-specific.** Please consult with your advisor or the Practicum and Internship Coordinator for support on choosing a site.
- Begin applying for practicum sites 6-8 months before you plan to take the class.
- Please review the Practicum Handbook for full guidelines on applying for Practicum and reach out to the Practicum and Internship Coordinator for assistance.

Center for Community Counseling & Development -CCCD

- The Counseling Program owns and operates a full service no cost mental health clinic located in the Education and Human Services Building that provides in person and telemental health counseling services to the CMU and Michigan community.
- All students are eligible to choose the CCCD as a practicum site and will be trained in telemental health counseling. Students can conduct telemental health counseling with supportive supervision. The CCCD has limited space each semester, and students must apply, complete an interview, and be approved by the CCCD Clinic Director. Completing a practicum through the CCCD is available to all students in the Counseling Program.

Internship: An Explanation

- CED 691: Internship (a Credit/No Credit Course) is a CACREP-required 600-hour counseling experience requiring students to obtain 240 direct face-to-face counseling hours and 360 indirect hours, which includes weekly supervision, class time, paperwork, and research. **This experience occurs at the end of the program.**
- Internship requires **six (6) credits** and is concentration-specific.
 - ✓ School counseling students must complete an internship in a K-12 public, private or charter school. (licensed school counselor supervisor required)
 - ✓ Addiction counseling students must complete an internship in a community setting that treats substance use.
 - ✓ Clinical Mental Health students must complete an internship in a community setting that treats mental health concerns.
- Internship should optimally be completed in two (2) semesters; but no more than three (3) semesters.
- This is a credit/no credit course
- Students must apply for an internship and be approved before registering for an internship. Students can only accrue internship hours when enrolled in CED 691. Please review the internship handbook.

Internship Registration & Completion Policy

-
- ✓ Begin seeking an internship site 8-months before planning to take the class.
 - ✓ Students may complete a practicum and an internship at the same site, but this is not required.
 - ✓ Internship should be completed in two semesters for an optimal learning experience. Students may also complete an internship in one semester or up to three semesters.
 - ✓ Attendance at the internship site and internship class is mandatory.
 - ✓ In every semester that a student is accruing internship hours, **the student must re-enroll and pay for credits.**
 - ✓ A student may only accrue internship hours when they are enrolled in the course, have a faculty instructor, and when the student has faculty approval and/or the site has been approved by the faculty.
 - ✓ If a student is close to meeting the hours requirement (within two weeks after the end of the semester), the student should consult with the Internship Instructor to determine if the student will be allowed to complete the internship without needing to register for another semester.
 - ✓ This situation would require the student to receive an initial incomplete grade, and then complete the hours and submit all required materials before a final grade is posted. There is no guarantee, and the situation is at the Internship Instructor's discretion.
 - ✓ Please review the Internship Handbook for detailed information.

Policy on Registration for CED 690: *Practicum* and CED 691: *Internship* Academic Performance and Communication with Program

Any counseling student **with a failing grade or an outstanding incomplete grade older than 6 months** in any course may not register for practicum or internship until the student has retaken **the course and received a passing grade.**

Students must have advisor approval to take a failed course simultaneously with either Practicum or Internship. Students who fail a course the semester before practicum or internship may be dis-enrolled from practicum or internship due to the failure of the prior course.

Counseling students who fail to engage in ongoing communication with faculty are ineligible to register for practicum or internship.

Failing to engage is defined as students who do not respond to email communications from faculty or staff within 72 hours of the communication, or who fail to return phone calls within 72 hours of the communication, while the student is actively registered in courses.

Students enrolled in practicum and/or internship who do not respond to faculty communication within 72 hours risk removal from their site and failure of the course.

WARNING: STUDENT LOAN IMPLICATIONS

Graduate students must be enrolled full time (5 or more credits) to meet financial aid eligibility.

Depending on when students begin the Counseling Program, students may need to take internship as a stand-alone course at three credits. Check your program plan.

Per current rules from the U.S. Department of Education – students may not take courses not needed for program completion to meet student loan eligibility.

The program is designed to meet CACREP and licensing requirements – not financial aid requirements. We cannot guarantee 6 credits every semester.

Reach out to your advisor for a revised program plan if needed

Practicum & Internship Application Due Dates

Practicum/Internship Semester Start	Begin Application	Complete Application
Fall Semester	May 1	June 1
Spring Semester	September 1	October 1
Summer Semester	January 1	February 1

Group Facilitation Counseling Hours during Clinical Courses Policy

Group Facilitation Requirement -10 hours

- Per CACREP Standard 3.E “In addition to the development of individual counseling skills, during *either* the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.” Included within the 280 hours of direct interaction, experience providing group counseling is required.
- The CMU Counseling program **requires 10 hours** of group counseling (as a group leader or co-leader) during either practicum or internship or spread over the course of both experiences.

Definition of Group Counselor Role

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

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

Section XI: Professional Licensing

Clinical Mental Health
Licensing

School Counseling
Licensing

Addiction Counseling
Licensing

U.S. & Territories
licensing links for all
concentrations

National Counselor
Examination &
National Certified
Counselor Credential

Professional Counseling Licensure - Michigan

- Once you have completed the necessary 60-hour course work and have graduated, please go to the [Michigan Bureau of Licensing and Regulatory Affairs \(LARA\)](#) for information on how to obtain your limited license (LLC). The address is: P.O. Box 30670, Lansing, Michigan, 48909; telephone: (517) 335-0918.
- Students must request an [official transcript from the CMU registrar](#) be submitted the LARA, please ensure your transcript indicates that the degree has been conferred.
- The State of Michigan requires completion of the National Counselor Examination (NCE), or the National Clinical Mental Health Counselor Examination (NCMHCE) or the Comprehensive Rehabilitation Counselor examination to obtain full licensure (LPC).
- The CMU Counseling Program does not maintain a record of scores for the NCE, even if students take the test through an endorsement by the CMU Counseling Program.

Professional Counseling- Other States



Students wishing to seek licensure in other States or Territories may use the Excel spreadsheet on the website and in this orientation to find links to the State's requirements and application processes. If the CMU Counseling Program does not meet requirements for licensure in that state, students may not enroll in the CMU Counseling Program (per the U.S. Department of Education)

School Counseling : Preliminary School Counseling Credential - Michigan Only

- Students enrolled in CMU's School Counseling program may, under some circumstances, be eligible to apply for the Preliminary School Counselor Credential (PSCC).
- This credential is temporary and time limited and does not replace a school counselor license or NT endorsement. It does, however, allow the holder to work in a K-12 school prior to graduation.
- Although the MDE has set guidelines for the credential, it defers to the approved School Counseling program to create its own requirements for approval.
- To apply for the Preliminary School Counselor Credential (PSCC) through CMU's approved School Counseling program, students must:
 - ✓ be enrolled in CMU's School Counseling program
 - ✓ complete all coursework for the M.A. Degree EXCEPT the 600-hour Internship and CED 686; and
 - ✓ pass the Michigan Test for Teacher Certification (MTCC) - NT

While the CMU Counseling Program is aware that the MDE only requires students to complete 30 credit hours prior to taking the MTTC and applying for the PSCC, the CMU Counseling Program requires more rigorous standards to comply with CACREP accreditation and ensure that school counselors engage in ethical practice.

School Counseling Licensure & Endorsement - Michigan

1. Michigan does not require school counselors to be licensed or certified as teachers. Michigan does require a master's degree with a specialization in school counseling including a 600-clock hour internship, 300-hours of which must be in a school setting (K-12) under the supervision of a qualified professional.
2. The CMU Practicum and Internship Coordinator will assist students in locating appropriate K-12 school internship sites. Most schools require a background check.
3. It is also the responsibility of the student to arrange for qualified supervision at the site. Supervisors must hold a school counseling endorsement or a school counselor license. Applicants expecting to practice outside of Michigan should consult that state's department of education to determine the current certification requirements.

To receive more information about School Counseling licensure or endorsement in Michigan please follow the steps below.

- Create a Michigan Education Information System (MEIS) Account through the Michigan Department of Education, at www.michigan.gov/meis.
- Register for and take the Michigan Test of Teacher Certification –Not Teacher (NT). Test #51 for guidance ecounselors. The applications and MTTC test information are available in the EHS Center for Student Services office (421 Education and Human Services Building, telephone: (989-774-3309).
- Apply for the School Counseling Endorsement or School Counseling License through the Michigan Online Educator Certification System (MOECS) at www.michigan.gov/moecs.
- For information on School Counseling licensure in Michigan, contact: Michigan Department of Education <http://www.michigan.gov/mde>

Once a student has passed the MTTC and applied for either the school counselor endorsement (for individuals with a Michigan teacher certificate) or the school counselor license (SCL), the application is forwarded to the CMU Office of Education Preparation for final review. The Office of Education Preparation verifies the transcript, degree and MTTC pass rate, then endorses the application to the Michigan Department of Education.

School Counseling License or Endorsement – Michigan CMU CACREP & Non CACREP Program Alumni

The Central Michigan University Counseling Program may endorse a graduate of the CMU Counseling Program for a School Counselor License in Michigan provided all the following are met:

CACREP Alumni (graduated July 2019 or later)

1. The alumnus completed a CACREP accredited 60-credit Master of Arts in Clinical Mental Health or Addiction Counseling from the Central Michigan University Counseling Program AFTER July 2019.
2. The alumnus graduated within 6 months of beginning school counseling courses at CMU.
3. The alumnus applies for the license or endorsement within 7 years of graduating from the Counseling Program.

Non CACREP Alumni (Graduated before 2019)

The CMU Counseling Program can only endorse students for the SCL or school endorsement who have graduated since 2019. Students with a prior 48 credit hour degree in school counseling who never sought the endorsement or license at the time of graduation must complete a post graduate certificate in school counseling. The CMU Counseling program is unable to endorse the degree; only the 60 credit CACREP degree is approved by the Michigan Department of Education.



School Counseling – Other States

Students may use the Excel spreadsheet on the website and in this orientation to find links to Department of Education requirements to become a school counselor in that State or Territory. If the CMU Counseling Program does not meet requirements for licensure in that state, students may not enroll in the CMU Counseling Program (per the U.S. Department of Education)

Addiction Certification (CAADC) – All States

Completion of the Addiction Counseling concentration makes graduates eligible for the CADC (Certified Alcohol and Drug Counselor) or the CAADC (Certified Advanced Alcohol and Drug Counselor).

Graduates will need to contact the addiction certification board in their state.

Usually, boards require that counselors register and pass an exam administered by the International Certification and Reciprocity Consortium (IC & RC).

The attached spreadsheet provides links to U.S. Addiction Certification Boards. In Michigan, please contact the Michigan Certification Board for Addiction Professionals <https://www.mcbap.com/>

National Counselor Examination (NCE)

Michigan requires applicants for the LPC to pass the NCE.

National Certified Counselor Credential

- The Central Michigan University Counseling Program participates with the National Board of Certified Counselors to offer students the opportunity to sit for the National Counselor Exam (NCE) prior to graduation.
- Students who register, pay and pass the exam receive the NCC credential. Students will receive notification via email when they can register for this exam.

Please note that not all States/territories require the NCE for licensure. Please consult the spreadsheet with links to licensing rules regarding testing requirements.



Ethics Regarding Licensure and/or School Counseling Endorsement

Graduates are expected to pursue licensure or endorsement immediately upon graduation, including completing test requirements and begin working in the counseling field.

To protect the counseling profession, the CMU Counseling Program will only certify graduates for school counseling license/certification or graduates for professional licensure and/or addiction certification who have graduated **within the last 7 years**.

Section XII: Professional Organizations

Mu Kappa
chapter of Chi
Sigma Iota Honor
Society

American
Counseling
Association

American School
Counseling
Association

National
Association of
Drug & Alcohol
Counselors

State Chapters

Mu Kappa Chapter of Chi Sigma Iota (CSI)

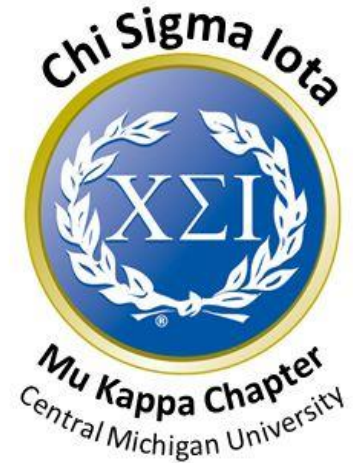


The Mu Kappa Chapter of CSI is a Registered Student Organization (RSO) for the Central Michigan University Counseling Program, which is a chapter of the international organization. CSI is an international honor society that values academic and professional excellence in counseling. We promote a strong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

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

CSI Member Eligibility

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





Professional Counseling Associations



Counselor Education students should seek membership in the professional associations of their choice. Four associations are most appropriate for master's counseling students: the [American Counseling Association](#) (ACA), the [American Mental Health Counselors Association](#) (AMHCA), the [National Association of Addiction Professionals](#) (NAADAC) and the [American School Counselor Association](#) (ASCA). Each of these associations also has state and local affiliates you may wish to join.

There are many reasons why membership in one or more of these organizations is important.

- 1) Membership establishes your identity within a professional field of study.
- 2) Membership facilitates professional development through workshops, seminars, conferences, and professional publications.
- 3) Membership helps professionals network and communicate with one another.
- 4) Members benefit from money-saving discounts on things like publications and professional liability insurance.
- 5) Membership is a statement that you subscribe to the highest ethical standards and practices in your profession. Discounted student memberships are available in most associations. Membership information is available from faculty members.



Section XIII: CMU Student Resources

Financial
Assistance

Career
Development
Center

Faculty
Recommendations

Counseling
Resources

Financial Assistance



Scholarships from foundations and societies are available to students who have maintained a high undergraduate and graduate scholastic record. More information can be obtained through the [Office of Scholarships and Financial Aid](#).



Additionally, a limited number of graduate assistantships and scholarships through the counseling program and the department are available each year based on funds available. Interested students can inquire through the counseling faculty or the department office staff.



Graduate Assistantships are advertised during the summer



Scholarship opportunities are advertised during the Fall Semester (August - December)

Career Development Center

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

Recommendations for Certification, Licensure and Employment Policy

School Counseling

- The CMU Counseling Program will recommend students for a preliminary licensure and/or certification once students have passed a required teaching certification test in their state and successfully completed all courses except CED 686: Psychopathology in Counseling and CED 691: Internship.
- The CMU Counseling Program will only recommend school counseling concentration students for certification and/or licensure within the first 7 years of graduation.

Clinical Mental Health Counseling

- The CMU Counseling Program will recommend students for licensure following graduation from the program. The CMU Counseling Program will only recommend clinical mental health concentration students for licensure within the first 7 years of graduation.

Addiction Counseling

- The CMU Counseling Program will recommend students for licensure and certification following graduation from the program. The CMU Counseling Program will only recommend Addiction Concentration students for licensure or certification within the first 7 years of graduation.

Employment/recommendations to graduate school

- The CMU Counseling Program Faculty are independent and will determine on their own if they choose to offer a recommendation to a student. The faculty may decline a request without providing a reason. Students must ask faculty to be a reference before listing a faculty member's name on an application for employment or graduate school.

CMU Educational Resources

- [Library Support](#)
- [Writing Center](#)
- [Student Disability Services](#)
- [Office of Civil Rights and Institutional Equity](#)
- [Engagement & Student Affairs](#)
- [Office of Scholarships and Financial Aid](#)



Mental Health Resources

Name	Address	Phone	Email	Website	Services	Notes
CMU Counseling Center	102 Foust Hall, Mt. Pleasant, MI 48859	989 774-3381	counsel@cmich.edu	CMUCounseling Center	limited number of sessions for CMU students –telehealth available	may not be used for the CMU Counseling Program 5-hour requirement.
Community Counseling Associates	500 S. Main St., Suite B, MT. Pleasant, MI 48858	989 773-022	N/A		individual counseling	local to Mt. Pleasant
ASCC Therapy Solutions	218 S. Washington; Mt. Pleasant, MI 48858	989 779-9449	N/A		individual counseling	local to Mt. Pleasant
Ten 16 Recovery Network	133 N. Saginaw Road, Midland, MI 48640	989 631-0241	N/A	https://1016.org/	Substance use support	local to Mt. Pleasant
24-hour Suicide and Crisis Line	Nation wide	988	N/A		24 hour suicide and crisis support	nationwide crisis hotline
Michigan Wide Counseling options	N/A	N/A	N/A	www.mbweb.org	N/A	Provides mental health and substance use options throughout Michigan by County
Substance Abuse and Mental Health Administration (SAMHSA)	N/A	N/A	N/A	https://findtreatment.gov/	N/A	Nationwide search for mental health services

Informed Consent



Once you have thoroughly reviewed this handbook, return to the orientation BB shell to find the link to the Handbook Consent form. Please click that link to confirm your receipt and review of the handbook.



Please download the PDF of the form in Adobe, and upload the form to the Mandatory Student Orientation BB shell.



This acknowledgement is also available in the Mandatory New Student Orientation.

Sample Informed Consent



Central Michigan University Counseling Program Acknowledgment and Informed Consent CED Student Handbook

This document is for illustration purposes only. Do not use this form for your handbook signature.

Please write your first name (legal name)	
Please write your last name	
Please type your student identification number	

Please choose your counseling program concentration

Addition Counseling; Clinical Mental Health Counseling; School Counseling

Please list the date when you plan to start the Counseling Program. For a fall start, please choose August 15, then the year. For a Spring start, please choose January 10 and the year. This date also serves as verification of the edition of the CED Handbook you reviewed.

Date: _____

Throughout your matriculation in the CMU Counseling Program, assignments and data may be used for research purposes in an anonymous way. If you would like to opt out of your information being used in any way, please indicate below.

- Yes, I agree to the CMU Counseling Program using my information in an anonymous way
- No, I do not agree. Please do not use my information

I have read the CMU Counseling Program Graduate Student Handbook in its entirety. Further, I understand that I am required to voluntarily disclose to CMU's Counseling Program any criminal history, including both misdemeanor and felony arrests and/or convictions, excluding traffic violations. This disclosure must occur within the first 15 days of the start of my program and must be in writing (email is acceptable) to the advisor and the Counseling Program Director. Additionally, during the entirety of their matriculation in the program, all students are required to voluntarily report to CMU's Counseling Program (advisor and Program Director) within 72 hours any criminal activity, including misdemeanor and felony arrests and/or convictions, but excluding traffic violations. Being convicted of a felony and some misdemeanors may prevent the student from being licensed, from working in the counseling field, or completing a practicum or internship in a school or agency. The information is not used for gatekeeping, but for social justice measures, to ensure that students do not pay tuition for a program that may not lead to licensure or employment. The Counseling Program advisor can offer recommendations and the student can make an informed decision to continue in the program. If a student is concerned about this issue, they should contact the state licensing board to seek additional information.

I understand, accept, and agree to abide by the policies and information contained in the CMU Counseling Program Student Handbook. I understand that my program plan may change due to program needs and that I will be informed when changes are made. I have discussed matters that are unclear to me with my advisor or Counseling Program faculty/staff (if applicable). I understand that policies and procedures may change through the course of my program of study and that I am responsible for abiding by those changed policies. If changes and/or additions to the handbook occur my advisor and/or the Program Director will inform me of that information.

Student Signature: _____ Date: _____

Thank you for completing this acknowledgment. This document serves as your informed consent of the rules and requirements for matriculation in the CMU Counseling Program. Please upload this document to the New Student Orientation in Blackboard for verification.



**Thank you for reviewing the CMU
Counseling Program Student Handbook**



**CENTRAL
MICHIGAN UNIVERSITY**