

FINDING YOUR WAY:
THE COUNSELING STUDENT HANDBOOK
COUNSELING PROGRAM



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CHAPTER ONE

Introduction

This student handbook is essential reading for all students newly admitted to a Counseling Program. Upon admission to the clinical mental health counseling, school counseling, or College Counseling/Student Affairs program, students should obtain this handbook and read it in its entirety. The handbook contains valuable information about successfully progressing through the program. It identifies program goals and objectives, policies related to program development, the department's dismissal policy, the process of planning a program of study, the supervised counseling experiences in our programs, the exit requirements for graduation, and procedures for obtaining licensure and endorsement following graduation.

Be Successful!

The Counseling faculty welcomes you to the program and wants you to have a successful and academically enriching experience while progressing through our program. Advisors are available to schedule appointments to assist you in progressing through your program in a timely fashion. However, you are responsible for knowing the content contained within this handbook. Advisors and instructors in our program will assume you have read it thoroughly and will hold you responsible for the information. Reviewing this handbook periodically is therefore highly recommended. For specific questions and concerns it is always a good idea to speak directly with your advisor or course faculty. Listed in this handbook in Chapter 12 is the contact information for each of the program faculty. Each of us has scheduled weekly office hours. You are encouraged to contact us.

CHAPTER TWO

Mission

Eastern Michigan University's Counseling Program prepares graduates to work as professional counselors in clinical mental health, higher education, and K12 school settings with diverse clients presenting with a range of concerns, mental and emotional disorders. We intentionally seek to foster helping professionals who create inclusive spaces of responsiveness, respect and appreciation for all forms of diversity, developing cultural proficiency in the service of promoting mental health and wellness to benefit local and global communities.

Programs in Counseling

The members of the counseling faculty at Eastern Michigan University are committed to actively recruiting a diverse student body that reflects the multicultural society in which we live. In interactions with students, from admission through graduation, the faculty does not discriminate on the basis of a student's gender, race, age, sexual orientation, religion, disability, or national origin. There are three professional counseling programs at Eastern Michigan University: Clinical Mental Health Counseling, School Counseling, and Student Affairs and College Counseling/Student Affairs. All three programs are 60 credit hours programs. All culminate in a 600 hour supervised internship experience in a setting reflecting the specific area of specialization. Candidates who are selected for these programs are expected to make major commitments to their graduate level training and education and to enroll in coursework on a regular basis. The programs are accredited by the Council for Accreditation of Counseling and related Educational Programs (CACREP), a specialized accrediting body that grants accreditation to graduate level programs in professional counseling. The programs meet the academic and internship requirements for limited licensure as a professional counselor (LLPC) in the State of Michigan. Upon graduation students are eligible to apply to the State for the LLPC credential. Information on full licensure as a professional counselor (LPC) can be found later in this handbook.

Clinical Mental Health Counseling

The Clinical Mental Health Counseling Program is intended for students who seek licensure as professional counselors and employment in community-based mental health centers, agencies, hospitals and other treatment centers, and private practice. The program prepares graduates to work with clients presenting with a range of mental and emotional disorders, as well as to promote mental health and wellness. In addition to coursework in core counseling skills, process, and theory, specialized coursework focuses on community resources, couple and family counseling, advanced treatment planning, ethical, legal and professional issues in clinical mental health counseling, as well as other areas selected by the student.

School Counseling

The School Counseling Program provides competencies for entry-level positions as school counselors in elementary, middle-junior high, secondary, and adult education settings. Upon completion of the graduate program of study, students with valid Michigan teaching certificates are eligible to apply for the K-12 Guidance Counselor Endorsement. Non-teacher certified students are eligible to apply for the School Counselor License. In addition to coursework in core counseling skills, process, and theory, specialized coursework focuses on counseling in schools, organization of

school counseling programs, ethical, legal and professional issues in school counseling, as well as other areas selected by the student

College Counseling & Student Affairs

The College Counseling & Student Affairs Program is designed to prepare individuals who wish to work as professional counselors in institutions of higher education. In addition to coursework in core counseling skills, process, and theory, specialized coursework focuses on student services in higher education, student development, diagnosis and treatment planning, ethical, legal, and professional issues in College Counseling/Student Affairs, as well as other areas selected by the student.

Note

Students are not permitted to simply change from one program track to another. Please speak with your advisor immediately if you are reconsidering your choice of programs.

Additional Programs

In addition, we offer several **Advanced Graduate Certificate** programs:

The Post-Master's Certificate Program for School Counselor Licensure is designed for individuals who already possess a master's degree in counseling (e.g., community counseling, college counseling, etc.) and who wish to enter the field of school counseling. It is a 14-30 semester-hour program that provides competencies and proficiencies for entry-level positions as school counselors in elementary, middle/junior high, secondary, and high school settings. Upon completion of the certificate program, students are eligible to apply for a K-12 school counselor license issued by the Michigan Department of Education.

The Post-Master's Certificate Program in Clinical Mental Health Counseling is a 13-21 semester hour program designed for individuals who already possess a minimum of a 48 semester-hour master's degree in counseling from a CACREP-accredited program (e.g., community counseling, college counseling, school counseling.) and who wish to gain knowledge and skills for working in mental health centers, hospitals and other treatment centers, and private practice. Upon completion of this program, students will have gained the advanced clinical competencies necessary to work with clients presenting with a range of mental and emotional disorders, as well as the skills necessary to promote mental health and wellness

The Helping Interventions in a Multicultural Society is an Advanced Certificate Program of 12-15 semester-hours that provides training in working with diverse populations in a variety of settings. This program is designed for individuals who already possess a master's degree in a helping field (e.g., counseling, social work, psychology, criminal justice, nursing, etc.) or who are concurrently completing such a graduate degree.

CHAPTER THREE

Program Objectives

Eastern Michigan University’s professional counseling programs seek to prepare students to be effective counselors in a dynamic world and profession. The programs are structured to ensure that students will develop a professional identity and master the knowledge and counseling skills to practice effectively. Students will be trained for careers in community mental health and human service agencies, educational institutions, private practices, as well as government, business and industrial settings. Program objectives reflect the professional identity, program area, and professional practice standards identified by the Council for Accreditation of Counseling and Related Educations Programs (CACREP) as the foundations for the preparation and ongoing development of professional counselors.

CACREP STANDARDS	EMU OBJECTIVES
Professional Identity	
Professional Orientation and Identity	To prepare counselors who are knowledgeable about the philosophy, history, and current and future trends in the counseling profession
Social and Cultural Diversity	To train counselors who can recognize, understand, and respond to social and cultural differences and change in our society
Human Growth and Development	To train counselors who have a foundation for understanding human behavior and development To prepare counselors who are able to design, implement, and evaluate developmentally appropriate counseling interventions and programs
Career Development	To prepare counselors who are knowledgeable and skilled in helping clients make life and career decisions
Helping Relationships	To train counselors who are knowledgeable and skilled in the helping/counseling process To prepare counselors who are able to apply knowledge, theory, and skills to work effectively with clients in a variety of modalities (individual, group, family) and to use crisis intervention, brief counseling, and long-term approaches.
Group Work	To train counselors who are knowledgeable and skilled in providing group counseling
Assessment	To prepare counselors who are knowledgeable and skilled in gathering, analyzing, interpreting, and presenting data about individuals To prepare counselors who are knowledgeable and skilled in the use of assessment techniques, including diagnosis, with individuals and groups

CACREP STANDARDS	EMU OBJECTIVES
Research and Program Evaluation	<p>To prepare counselors who are knowledgeable about research and program evaluation</p> <p>To prepare counselors who are able to read, critique, utilize and contribute to professional research literature and who are able to engage in program evaluation</p>
Program Areas (Clinical Mental Health, College, School)	To prepare counselors who meet additional curricular objectives for their specialization area in the areas of service, prevention, treatment, referral, and program management
Professional Practice	Develop, through supervised practicum and internship experiences, an integration of the knowledge and skills needed to be successful as practicing counselors.
Personal Growth and Understanding	Develop, through self-reflection and insight, an understanding of oneself and the use of self in the counseling process. Develop a personal approach to counseling and client advocacy with a clear understanding of counselor functions.

CHAPTER FOUR

Program Admission

The program admission process is designed to assess the candidate's suitability and commitment for graduate study and for a professional career in counseling. Candidates who are admitted to these programs are expected to make a major commitment to their graduate training. Our program is however designed for adult learners who may be working and have families while completing graduate work. Courses are offered usually 5:30 to 8:20 pm once a week, from Monday to Thursday and are primarily in person but with an online component. Some courses, particularly during the Summer sessions may differ in times and may also be offered on weekends.

Admission Requirements

1. Applicants must have graduated from a regionally accredited institution of higher education.
2. Evidence of academic aptitude for graduate-level study, which includes **at least one** of the following:
 - a. A 2.75 or better overall undergraduate grade-point average or a 3.0 grade-point average in the second half of the undergraduate degree program.
 - b. A graduate grade-point average of a 3.3 on a previously completed advanced degree.
 - c. GRE scores that are not more than five years old. The student's Verbal and Quantitative scores must be at the 50th percentile or above.
3. **International students** should consult the graduate admissions requirements regarding assessments such as the Test of English as a Foreign Language (TOEFL), Test of Spoken English (TSE), Test of Written English (TWE), and Michigan English Language Ability Battery (MELAB).
4. **Statement of Intent:** A one-page statement focusing on the applicant's motivation and rationale for seeking admission to the specific program as well as their background and goals related to professional studies. This statement is separate from the one required on the Graduate School application form.
5. **Resume:** A focused summary of educational, career, and/or life experiences relevant to the program. Unpaid volunteer helping work may also be included.
6. **Three recommendations:** These must be completed on recommendation forms available online. They should be completed by professionals with knowledge of the applicant's suitability and potential success in graduate work on an academic basis as well as interpersonal helping skills and readiness (e.g., supervisors, employers, undergraduate/previous professors).

Admission Process

Applications for admission to a counseling program are processed on an ongoing basis for candidates to begin their programs of study in the Fall or Winter. Candidates who choose to begin taking courses in the Summer sessions should be aware that they may not have access to the recommended sequence of courses.

To be considered for the admission process, a completed application including transcripts, personal statement, resume, rating forms and other assessment(s) that may be necessary must be submitted.

1. The Office of Admissions will receive and gather ALL required documents online. To confirm that all documents have been received, please contact the Office of Admissions via:
Email: documents_admissions@emich.edu
Phone: 734.487.3400
2. Each applicant will receive a rating on the following criteria: academic potential; the quality and extensiveness of career/life/educational experiences relevant to the field of clinical mental health counseling; professional goals/objectives; and recommendations. Based on these ratings, applicants may move to the second phase of the process.
3. Applicants admitted to the second phase of the admission process will be invited to campus to participate in a personal interview. They will also receive information about programs of study, faculty expectations, and related topics such as professional counselor licensure. Applicants may be asked to submit additional materials at this time. Based on evaluation of all materials and the interviews, admissions decisions will be made. Denied applicants who wish to reapply may do so after a consultation with the coordinator of advising to understand the basis of their denial.
4. The admissions appeal procedure provides each applicant with the opportunity to formally appeal the admissions decision. Appeals must be based on an applicant's perception that their due process rights were violated during the admissions process. The procedure is not intended for applicants who do not meet minimum standards for admission as outlined above. Appeal must begin within five working days of the start of the semester following the admissions decision. Applicants wishing to appeal must contact the Coordinator of Advising to obtain written information regarding the appeal procedure.
5. Program advisors will be assigned after students have been admitted to the program. The advisor will assist the student in developing the program of graduate study that is required for full admission to the program. Students must meet with their advisor to develop a formal program of study before the completion of 12 credits toward their degree.

All courses and subsequent changes must be approved by the advisor. Transfer credit can be used toward graduation only if it has been reviewed and accepted by the student's advisor and is within Graduate School guidelines. The master's degree program must be completed within a six-year period

CHAPTER FIVE

Policies Related to Program Completion

Transfer Credits

Students may take courses at other universities with the approval of their faculty advisors. Credits from other accredited institutions can be transferred into a master's program at the discretion of the advisor. A grade of "B" or better must have been earned in the course for the credits to be transferable. Courses taken on a pass/fail or credit/no credit basis are not transferable. Typically, courses that transfer are in the cognate and elective areas and do not include experiential courses such as COUN 505, 580, practicum or internship. A minimum of thirty (30) semester hours of graduate credit must be completed at Eastern Michigan University. A maximum of six credits earned in previously completed master's degree or doctoral programs may be applied to the master's degree program.

Course Validation/Updating

A student must graduate within six years of the semester in which the first course on the program was taken. Coursework that is more than 6 years old is considered out-of-date and must be updated in order to be used toward the degree. This rule does not apply to courses taken from previously a completed master's degree. It is the student's responsibility to begin the course validation process by consulting with their program advisor regarding which courses are possible to update. The student would complete the appropriate form. A fee must be paid at that time. The student, in consultation with the advisor, must identify a faculty member who will work with them to update the course. If the student cannot identify a faculty member, they should contact the advisor or department head in the department in which the course was taught. The department must approve all course validations.

Prerequisite Policy

Several interrelated courses build on one another and must be taken in a particular sequence. For example, COUN 504 must precede COUN 520 and 622. COUN 505 is a prerequisite for most COUN courses. The Department of Leadership and Counseling is enforcing the prerequisite requirements for enrollment in all classes. Prerequisite requirements are located in the *Graduate Catalog*. Students who do not meet the prerequisites for course work will be dropped from the appropriate class. In the event that students can provide proof of meeting the prerequisites (e.g. transfer work, equivalents approved by an advisor, etc.), they may be reinstated with the approval of the Department. Please be sure that all equivalents are stated on programs of study to ensure as little error in this process as possible.

Override Policy

The Department Head and the faculty members in the Department of Leadership and Counseling do not approve overrides into closed classes except under very exceptional circumstances. If a student believes that they have an exceptional reason for being allowed to enroll in a closed class (e.g. the last class needed to graduate/to achieve endorsement), they should contact the full-time faculty member involved or in the case of a visiting lecturer, the Counseling Program Coordinator, explaining the rationale for admission to the class. If the faculty member or Program Coordinator

determines the reason cited is sufficient to justify an override, the student may be given permission to enroll in the class. If not, the request will be denied.

Counseling Program Student Review Policy

The University and the Department's Counseling Program expect conduct of all students that is consistent with the law, all relevant University policies and rules, including the University Student Conduct Code (included in "Policies Affecting you at EMU" document), and the American Counseling Association (ACA) Code of Ethics (2014) (Appendix A).

A. Non-Academic Behaviors That May Result in Disciplinary Action.

Any conduct by a student that is a violation of the University Student Conduct Code may be referred to the Office of Student Conduct, Community Standards and Wellness for campus disciplinary action, in addition to any actions taken by the Counseling Program. The Conduct Code outlines the kinds of student behaviors that will result in disciplinary action, including possible dismissal from the University. Conduct violations by a student off-campus in university related activities (e.g. internship) will be handled the same as if the violation had occurred on-campus.

B. Academic Behaviors, Assessment and Review, Including Professional Skills and Dispositions

B. 1. Introduction

When a student's behavior or performance in the academic environment raises concerns about the student's ability to perform satisfactorily in the practice of counseling, that behavior or performance will be considered as grounds for assessment and/or review, in accordance with the procedures that follow. Academic disciplinary action may be initiated when a student exhibits the following behavior in one discrete episode that is a violation of law, of the ACA Code of Ethics, or of the Student Conduct Code and/or when a student exhibits a documented pattern of recurring behavior which may include, but is not limited to, the following:

- Performance or behaviors that demonstrate poor interpersonal skills and an inability to effectively communicate with others, often evidenced by repeated complaints from the field supervisor, other students or departmental faculty.
- Unethical, threatening, or unprofessional conduct
- Behaviors that place clients at risk during field placement, including current substance abuse problems; exploitation of clients; emotional, physical or verbal abuse; vindictive action toward clients; or stealing from clients
- Behavioral displays that represent a risk to others.
- Consistent inability or unwillingness to carry out academic or field placement responsibilities.
- Frequent excuse making when tasks, assignments, tests, appointments are not completed in a timely manner or require rescheduling.
- Consistent non-attendance and/or tardiness in classes, at field placement and other required departmental functions.
- Lack of insight into negative consequences of own behavior and frequent blame of others or external factors for failures and difficulties in the academic or field placement environment.
- Inability to tolerate different points of view, constructive feedback, or supervision.

- Inability or unwillingness to identify and/or set aside personal values so as to provide effective services to diverse populations.
- Failure to maintain regular contact with supervisors, which includes keeping them apprised of clinical and ethical issues pertaining to clients.
- Dishonest academic practices, including but not limited to, plagiarism, cheating, fabrication, aiding and abetting deception or dishonesty, and the falsification of records or official documents.
- Verbal or physical aggressiveness toward others.

B. 2. Early Assessment

Both the ACA Code of Ethics (2014) and the CACREP Standards (2016) require that counselor education faculty engage in ongoing, systematic assessment of students' professional dispositions and competencies for entering the profession. Examples include:

F.6.b. Gatekeeping and Remediation: Through initial and ongoing evaluation, supervisors are aware of supervisee limitations that might impede performance. Supervisors assist supervisees in securing remedial assistance when needed. They recommend dismissal from training programs, applied counseling settings, and state or voluntary professional credentialing processes when those supervisees are unable to demonstrate that they can provide competent professional services to a range of diverse clients. Supervisors seek consultation and document their decisions to dismiss or refer supervisees for assistance. They ensure that supervisees are aware of options available to them to address such decisions. (ACA Code of Ethics, 2014)

F.9.a. Evaluation of Students: Counselor educators clearly state to students, prior to and throughout the training program, the levels of competency expected, appraisal methods, and timing of evaluations for both didactic and clinical competencies. Counselor educators provide students with ongoing feedback regarding their performance throughout the training program. (ACA Code of Ethics, 2014)

F.9.b. Limitations: Counselor educators, through ongoing evaluation, are aware of and address the inability of some students to achieve counseling competencies. Counselor educators do the following:

1. assist students in securing remedial assistance when needed,
2. seek professional consultation and document their decision to dismiss or refer students for assistance, and ensure that students have recourse in a timely manner to address decisions requiring them to seek assistance or to dismiss them and provide students with due process according to institutional policies and procedures.

(ACA Code of Ethics, 2014)

4G. The counselor education program faculty systematically assesses each student's professional dispositions throughout the program. The assessment process includes the following: (1) identification of key professional dispositions, (2) measurement of student professional dispositions over multiple points in time, and (3) review or analysis of data. (CACREP, 2016)

4H. The counselor education program faculty has a systematic process in place for the use of individual student assessment data in relation to retention, remediation, and dismissal. (CACREP, 2016)

In order to comply with these ethical and accreditation guidelines, faculty members conduct ongoing evaluations of students' skills and dispositions in several ways:

1. Twice a year, faculty review every program admitted student to assess the student's

progress through the program. Examples of behaviors that may raise concerns are listed in B.1. above. These observations may or may not be significant enough to warrant a meeting with the student at an early stage. They may simply be observations that should be noted and that other faculty should be aware of. At this point, the process is not necessarily disciplinary as much as it is a way for faculty to monitor and remain aware of each student's progress. On the other hand, if behaviors have persisted over time or are of greater concern, the faculty may decide at any stage that an informal review (see B.3.) is warranted.

2. During specific courses (COUN 505, 580, 686, 691) faculty members evaluate and provide feedback to each student on their intervention and relationship skills, professional skills, conceptualization skills, and personalization skills.

B. 3. Informal Review Conference

When a faculty member (or an internship/field placement supervisor) has a concern about a student's behavior or performance in the academic environment OR when a student has been denied admission to Counseling Practicum, Counseling Internship or Field based Experience, the faculty member will notify the student's advisor who will then convene an informal review conference. The purpose of this meeting is to assist the student in finding ways to improve their performance or to explore the option of the student voluntarily leaving the program.

The informal review conference will consist only of the student, the student's advisor, and the faculty member, unless special accommodations are required by the Disability Resource Center. If the faculty member with the concern is also the student's advisor, the faculty member and the student can mutually agree to either meet without a third person, ask another faculty member to sit in on the meeting or take the issue directly to the formal review process.

In cases of a denial of admission into the Counseling Practicum or Internship, the informal review conference will consist of the student, the student's advisor and one other faculty member from the student's program area.

At the conclusion of the informal review conference, the advisor and faculty member will work with the student to develop a remediation plan or refer the student to the formal review process. A written copy of the plan, documenting the outcome of the informal review conference, including a copy of any remediation plan, signed by the student's advisor, the faculty member, and the student, will be given to the student and a copy will be placed in the student's departmental file. A student who does not fulfill the terms of the Remediation Plan will be referred to the Formal Review Process.

A student who is denied admission to practicum or internship a second time will be referred directly to the Formal Review Process. The program coordinator will present the faculty's concerns at the formal review meeting. If the program coordinator is the student's advisor, another faculty member will be appointed to present these concerns.

B. 4. Formal Review

Composition of the Formal Review Committee – The Formal Review Committee will consist of two (2) COUN faculty members, one (1) EDLD faculty member and one (1) COUN student. The departmental faculty will appoint the Formal Review Committee annually and will select the following: two (2) COUN faculty members for the committee plus one (1) COUN faculty member as an alternate; one (1) EDLD faculty member for the committee plus one (1) EDLD faculty member as an alternate; and one (1) COUN student for the committee plus one (1) COUN student as an alternate. Upon their appointment, the four members of the Formal Review Committee will then select one member to serve as chair for the academic year.

All review committee members must be impartial and able to render a just and fair decision. A member not able to do so should disqualify themselves from the review and a replacement will be appointed. In addition, the student undergoing review may challenge any member of the Review Committee on grounds of prejudice or impartiality and request the removal of that particular member from the review meeting. If this occurs, the review committee shall deliberate in private and determine, by majority vote (excluding the member being challenged), whether the member should be removed from that particular case. If the vote is to remove the member, the review will continue with a committee of the remaining three members.

Notice to Student – The advisor will notify the student, in writing, at least two weeks before the review date, that there will be a formal review by the Formal Review Committee. The notice will be sent to the student’s last known electronic or ground address registered with the Office of Records and Registration and will set forth the following:

1. the date, time and place of the review meeting
2. the allegations against the student, stated with specificity and detailed particulars
3. the student’s rights during the review meeting (Appendix B)
4. the possible evidence to be presented and witnesses likely to be called during the review

Review Meeting – During the review, the individual who raised concerns about the student’s behavior or performance will summarize the concerns to the committee and will present any supporting documentation. The student and/or his advisor will have the right, within reason, to question anyone presenting information to the committee during the review. In addition, the student will have the opportunity to speak on their behalf, bring witnesses to testify at the review, and present any written or other type of evidence to be considered by the Review Committee. If the student does not attend the scheduled meeting, the Formal Review Meeting will proceed as scheduled. The meeting will be audio-recorded and the student will be provided with a copy of the recording upon request.

After the review meeting, the committee will determine whether or not the allegations have been substantiated by “clear and convincing” evidence. If the committee determines that the evidence is lacking, the case will be dismissed. If the evidence is sufficient, the committee will make a recommendation about the student, which can include, but is not limited to:

1. requiring that a course be satisfactorily repeated.
1. placing the student on a behavioral contract with stipulated conditions for remaining in the program.

2. suspending a student for a specified or unspecified length of time with or without stipulated conditions for re-admission to the program.
3. permanently dismissing the student from the program.

The Chair of the Formal Review Committee will notify the student, in writing, of the decision within five calendar days of the review. Right to Appeal - Within ten days of the date that the committee's notification is sent to the student, the student may appeal, in writing, to the Dean of the College of Education. The Dean may accept, reject, or modify the decision of the committee. The Dean's decision will be based upon a review of the information submitted at the formal review hearing. No new information, other than the student's written appeal and any response to it, will be considered. The Dean's decision is final.

C. Scholastic Performance Issues Resulting in Departmental Action

1. Introduction

A student who receives one of the following deficient grades will be placed on Departmental Scholastic Probation:

- a. A grade lower than a "B" in COUN 505 Counselor Development: Basic Skills. A student who receives a grade lower than a "B" in COUN 505 may not enroll in any course for which COUN 505 is a prerequisite until the student is removed from Departmental Scholastic Probation.
- b. A grade lower than a "B" in COUN 515 Crisis Intervention. A student who receives a grade lower than a "B" in COUN 515 may not enroll in any course for which COUN 515 is a prerequisite until the student is removed from Departmental Scholastic Probation.
- c. A grade lower than a "B" in COUN 540 Group Process. A student who receives a grade lower than a "B" in COUN 540 may not enroll in any course for which COUN 540 is a prerequisite until the student is removed from Departmental Scholastic Probation.
- d. A grade lower than a "B" in COUN 580 Counselor Development: Counseling Process. A student who receives a grade lower than a "B" in COUN 580 may not enroll in any course for which COUN 580 is a prerequisite until the student is removed from Departmental Scholastic Probation.
- e. A grade of "No Credit" in either Counseling Practicum or Counseling Internship

A student on departmental scholastic probation will be dismissed from the program if the student receives a second deficient grade in a course that the student is repeating.

2. Procedures for Handling Departmental Scholastic Performance Issues

The instructor who issued the deficient grade will notify the student and the student's advisor within five business days of issuing the deficient grade. Within ten business days of returning for their next semester on duty, the advisor will notify the student in writing of their academic status. A student who is being placed on departmental scholastic probation must meet with the faculty member who has issued the deficient grade and with the student's advisor. If the faculty member who has issued the deficient grade is also the student's advisor, the faculty member and the student can mutually agree to either meet without a third person or ask another faculty member to sit in on the meeting. The purpose of the meeting is to assist the student in finding ways to improve their performance or to explore the option of the student voluntarily leaving the program.

A student who is dismissed from the program because of a departmental scholastic performance deficiency (a second deficient grade if a course is repeated) may request that the Department Head review the dismissal. The student must submit the request, in writing, to the Department Head within 10 calendar days of being notified of the dismissal. The Department Head will schedule a meeting with the student, the student's advisor, and the Counseling Program Coordinator as soon as possible. If the Counseling Program Coordinator is also the student's advisor, another faculty member will be designated. The Department Head will notify the student, in writing, within two weeks of the review meeting whether the dismissal is being upheld. The Department Head's decision is final.

D. University Grade Point Requirement

In addition to the departmental scholastic requirements, graduate students must also meet the university's grade point standard in order to remain at Eastern Michigan University. As per the EMU Graduate Catalog, the requirement is as follows:

Students are placed on academic probation at the end of any semester in which their cumulative EMU grade point average in courses taken for graduate credit is below 3.0. Students must complete six graduate credit hours at EMU before being subject to academic probation. Students are notified in writing each semester of their status, and enrollment is only permitted on a semester-by-semester basis until the probation is removed. Probationary students who do not return to good standing by the end of the next two enrollment periods (spring and summer sessions equal one enrollment period) are dismissed from the University and are so notified in writing.

Students whose cumulative honor points are 15 or more below those required for a "B" in all completed graduate-level courses are subject to dismissal at any time. For instance, a student with 20 completed graduate credit hours must have 60 honor points to maintain a "B"; if the student has less than 45 honor points, the student is subject to dismissal.

A student who has been dismissed under the University's grade point standard is entitled to a dismissal appeal. Refer to Appendix C for a copy of the Graduate School Dismissal Appeals Process.

E. Grading Policies

Grades and expectations of students in Counseling courses will be determined by the individual instructor of each course and outlined in the course syllabus.

As per University Policy, a student may pursue a grade grievance for any final grade that they believe was assigned capriciously or unfairly. See the "Policies Affecting You at EMU" document for a copy of the applicable Grade Grievance Procedures.

APPENDIX A

2014 ACA Code of Ethics and Standards of Practice: See Chapter 13 of this handbook

APPENDIX B

Rights of Students During a Formal Review

A student is entitled to the following during a Department of Counseling Program Formal Review:

1. The student shall have the right to remain silent during the review.
2. The student shall have the right to a voluntary advisor of their choice. This advisor may be an active participant in the review. The advisor must be a member in good standing of the University community (i.e. any person who is an EMU student, faculty member, staff member or any other person employed by the University). The student does not have the right to have an attorney present at the Formal Review unless that attorney is also a member in good standing of the University community as defined in this section of the policy.
3. The student undergoing review may challenge any member of the Formal Review Committee on grounds of prejudice or impartiality and request the removal of that particular member from the review meeting. The challenge will be submitted, in writing, to the chair of the Formal Review Committee at the beginning of the review.
4. The student will have the opportunity to speak on their behalf, bring witnesses to testify at the review, and present any written or other type of evidence to be considered by the Review Committee. All evidence must be presented at the review in order to be considered.
4. The student and/ the advisor will have the right, within reason, to question anyone presenting information to the committee during the review.

APPENDIX C

Graduate School Probation and Dismissal

Students are placed on academic probation at the end of any semester in which their cumulative EMU grade point average in courses taken for graduate credit is below 3.0. Students must complete six graduate credit hours at EMU before being subject to academic probation. Students are notified via their NetID (my.emich) email each semester of their status, and enrollment is permitted only on a semester-by-semester basis until the probation is removed. Students placed on academic probation are encouraged to contact their program advisor for assistance in determining how to return to good academic standing.

A probationary student must obtain a semester grade point average of at least 3.0 in the first semester of probation. Failure to do so will result in academic dismissal. If a probationary student earns a semester GPA of 3.0 or higher during the first semester of probation, but their overall GPA is still below a 3.0, the student will be given one additional semester to raise their cumulative GPA to a 3.0 or higher. Failure to do so will lead to dismissal. Students will be notified via their NetID (my.emich) email.

Individual departments may specify additional grounds for dismissal from their program. Students dismissed from an individual program while in good academic standing may still be eligible for another graduate program at EMU.

Process for Requesting Reinstatement After Dismissal

After dismissal, students may request reinstatement by submitting a Request for Reinstatement packet to the Office of Records and Registration. The deadline for submission of a request will be included in the notice of dismissal.

All reinstatement requests must be in writing, accompanied by documentation. There are no exceptions to this process. The request packet should include a personal letter that states the causes of the student's academic problems, changes in the student's situation that may rectify those problems, and proposed plan of action to ensure success in graduate studies. Students are required to have a letter of support from the Graduate Coordinator or Department Head. Letters from individual faculty members in the program are not sufficient. All documents become the property of EMU and will not be returned or copied after submission. Students should make copies for their personal use before submitting them to the committee.

Dismissed students whose cumulative GPA is less than 2.0 are automatically denied reinstatement. After the deadline for submission of requests for reinstatement has passed, the Office of Records and Registration will initiate the appeals process with the Academic Status Review Committee.

Personal interviews will not be considered, and reinstatement request decisions are final. Notification of decisions will be sent to the student's NetID (my.emich.edu) email account within 14 days of the request submission deadline.

CHAPTER SIX

Planning a Program of Study

Meeting with your Advisor

Upon program admission, the student is assigned to a faculty advisor who is a Core faculty member in the Counseling Program. The student is expected to meet with their advisor to begin program planning following notification of admission during the fall and winter semesters. No more than nine credit hours may be taken and applied to the Program of Study prior to this step. All students are therefore encouraged to meet with their advisors during their first semester of coursework in order to avoid forfeiting credits.

During the first planning meeting, the student and advisor discuss career goals, program requirements, application dates for selected courses and changes, liability insurance, professional licensure and graduation, as well as personal/professional development needs. The student and advisor work together to select electives and to build a program of study that fits the student's needs and meets program requirements. The written program of study is signed by the advisor and the student. The student must consult with the advisor about making any future program changes. A copy of the signed program of study becomes the university's contract with the student and is forwarded to the Graduate School. A copy of this formal program of study is sent to the student.

The student-advisor relationship is ongoing and continues after the program of study is written. The student is encouraged to meet with their advisor periodically to discuss progress in the program, career issues, internship placement and professional experiences.

Program Orientation

All entering students are required to complete an on-line program orientation via the learning management system currently in use by EMU (e.g., CANVAS) during their first semester in the program. Students will receive an email from the program to their emich account inviting them to complete the orientation. A certificate of completion will be provided once the orientation is successfully completed that will be placed in students' program file.

Program Requirements

The master's degree programs in College Counseling/Student Affairs, Clinical Mental Health Counseling, and School Counseling include required coursework in counseling along with specialized and elective coursework in counseling and related disciplines. Electives are selected in consultation with the advisor at the time the program of study is written. All electives must be approved by the advisor in order to be applied toward the Program of Study. The following outlines identify the required coursework in each program.

Clinical Mental Health Counseling (60 credits)

1.	Basic Counseling Core		33 semester hours
	COUN 503	Dynamics of Life Development	3 credits
	COUN 504	Research in Counseling	3 credits
	COUN 505	Counselor Development: Basic Skills	3 credits
	COUN 508	Theories of Counseling	3 credits
	COUN 515	Crisis Intervention	3 credits
	COUN 520	Assessment in Counseling	3 credits
	COUN 530	Career Development and Information Services	3 credits
	COUN 540	Group Process I	3 credits
	COUN 571	Cross Cultural Counseling	3 credits
	COUN 580	Counselor Development: Counseling Process	3 credits
	COUN 622	Diagnosis and Treatment Planning in Counseling	3 credits
2.	Clinical Mental Health Counseling Specialization		14 semester hours
	COUN 574	Couple and Family Counseling	3 credits
	COUN 575	Addictions Counseling	3 credits
	COUN 623	Advanced Treatment Planning and Intervention	3 credits
	COUN 660	Case Management: Using Community Resources in Counseling	2 credits
	COUN 694	Ethical, Legal and Professional Issues in Clinical Mental Health Counseling	3 credits
4.	Supervised Counseling Experiences		8 semester hours
	COUN 686	Counseling Practicum	4 credits
	COUN 691	Counseling Internship (600 hours)	4 credits
5.	Elective Courses		5 semester hours
	Elective courses are selected with the approval of the advisor and reflect the student's professional needs and objectives.		
	COUN 590-592	Special Topics in Counseling	1-3 credits
	COUN 651	Counseling with Children	3 credits
	Other	Courses in psychology, social work, etc.	

School Counseling (60 credits)

1.	Basic Counseling Core		33 semester hours
	COUN 503	Dynamics of Life Development	3 credits
	COUN 504	Research in Counseling	3 credits
	COUN 505	Counselor Development: Basic Skills	3 credits
	COUN 508	Theories of Counseling	3 credits
	COUN 515	Crisis Intervention	3 credits
	COUN 520	Assessment in Counseling	3 credits
	COUN 530	Career Development and Information Services	3 credits
	COUN 540	Group Process I	3 credits
	COUN 571	Cross Cultural Counseling	3 credits
	COUN 580	Counselor Development: Counseling Process	3 credits
	COUN 622	Diagnosis and Treatment Planning in Counseling	3 credits
2.	School Counseling Specialization		14 semester hours
	COUN 651	Counseling with Children	3 credits
	COUN 654	School Counseling	3 credits
	COUN 670	Postsecondary Planning for School Counselors	3 credits
	COUN 689	Field-Based Experience (non-teacher certified students)	2 credits
	COUN 693	Ethical, Legal, and Professional Issues in School Counseling	3 credits
3.	Supervised Counseling Experiences		8 semester hours
	COUN 686	Counseling Practicum	4 credits
	COUN 691	Counseling Internship (600 hours)	4 credits
4.	Cognate Course		3 semester hour
	SPGN 510	Intro to Inclusive Education & Disability Studies [or equivalent]	3 credits
5.	Elective Courses		2-7 semester hours
	Elective courses are selected from the following list with the approval of the advisor and reflect the student's professional needs and objectives.		
	COUN 574	Couple and Family Counseling	3 credits
	COUN 575	Addictions Counseling	3 credits
	COUN 623	Advanced Treatment Planning and Intervention	3 credits
	COUN 660	Case Management: Using Community Resources in Counseling	2 credits
	COUN 590/591/592	Special Topics in Counseling ***Approved Electives from other programs	1-3 credits

College Counseling/Student Affairs (60 credits)

1.	Basic Counseling Core		33 semester hours
	COUN 503	Dynamics of Life Development	3 credits
	COUN 504	Research in Counseling	3 credits
	COUN 505	Counselor Development: Basic Skills	3 credits
	COUN 508	Theories of Counseling	3 credits
	COUN 515	Crisis Intervention	3 credits
	COUN 520	Assessment in Counseling	3 credits
	COUN 530	Career Development and Information Services	3 credits
	COUN 540	Group Process I	3 credits
	COUN 571	Cross Cultural Counseling	3 credits
	COUN 580	Counselor Development: Counseling Process	3 credits
	COUN 622	Diagnosis and Treatment Planning in Counseling	3 credits
2.	Common College Counseling/Student Affairs Requirements		12 semester hours
	COUN 550	Introduction to Student Affairs in Higher Education	3 credits
	COUN 575	Addictions Counseling	3 credits
	COUN 655	Student Development Theory	3 credits
	COUN 692	Ethical, Legal, and Professional Issues in College Counseling	3 credits
3.	Supervised Counseling Experiences		8 semester hours
	COUN 686	Counseling Practicum	4 credits
	COUN 691	Counseling Internship (600 hours)	4 credits
4.	Specialization or General Electives		
	Choose one of the following options (a, b, or c)		
	a) Clinical College Counseling Specialization:		5 semester hours
	This specialization is for students who seek to work in college counseling centers in 2 and 4-year institutions		
	COUN 623	Advanced Treatment Planning and Interventions	3 credits
	COUN 660	Case Management: Using Community Resources in Counseling	2 credits
	Restricted Elective:		2 semester hours
	In consultation with their advisor, students will select three hours of elective coursework.		
	b) College Counseling & Advising Specialization:		5 semester hours
	This specialization is for students who seek to work in student affairs/college counseling & advising at 2 and 4-year institutions.		
	EDLD 552	Introduction to Academic Advising	3 credits
	EDLD 553	Career Advising	2 credits
	Restricted Elective:		2 semester hours
	In consultation with their advisor, students will select three hours of elective coursework.		
	c) General Elective Courses:		7 semester hours
	Students will select eight hours of elective coursework with their advisors to enhance their professional growth.		

Counseling Program Core Courses

COUN 503 Dynamics of Life Development

This course surveys theories of development throughout the lifespan, and examines their impact on psychosocial, cognitive, emotional, interpersonal, and multicultural development, with some exploration of developmentally responsive helping interventions. Open to majors, non-majors and seniors with permission.

COUN 504 Research in Counseling

This course emphasizes the role of research in the counseling profession. It covers how to use APA style, basic statistics, literature review, proposal and report development, research implementation, needs assessment, program development, and ethical and legal considerations regarding research through the presentation of a formal research proposal and/or presentation of a completed research report.

COUN 505 Counselor Development: Basic Skills

This course is designed to train prospective counselors for competencies in beginning counseling skills and to assess individuals' potential for counseling. Clarification of expectations for entering the counseling profession, examining motives, selecting complementary learning experiences, getting the most out of training, and tracing one's beginnings as a helper. Open to majors, non-majors and seniors with permission.

COUN 508 Theories of Counseling

This course is an introduction to selected theories of counseling. The emphasis is on understanding the ways in which each theory conceptualizes mental health and dysfunction and the process of change, with implications for practice. The course examines the rationale, historical development, major constructs as well as the ethical and legal implications and the applicability of theories to diverse client populations. Students begin to develop a theoretical basis for their own counseling practice.

COUN 515 Crisis Intervention

Focus on crisis intervention from theoretical and applied perspectives. Emphasis is on defining the nature of crisis and trauma; on intervention following crisis events and disasters; and on working with clients who are dangerous to self (suicide) or others. Emergency management response systems are also addressed. Prereq: COUN 505

COUN 520 Assessment in Counseling

This course is designed to provide a foundation for using assessment procedures in counseling. Emphasis will be given to developing skills in using basic measurement concepts and qualitative and quantitative assessment methods. Prereq: COUN 504.

COUN 530 Career Development and Information Services

This course includes an introduction to the psychology, sociology and economics of work and career-development theory. It also provides the skills needed for identification and organization of information services in counseling and student affairs practice. Students are also introduced to the method and practice of career counseling and student affairs practice. Prereq: COUN 505.

COUN 540 Group Process I

This course will introduce basic group counseling theories and processes. Students will learn to observe and critique the group process. Information will be presented on such topics as the types, rationale, development, leadership and ethics of groups. Prereq: COUN 505

COUN 571 Cross-cultural Counseling

Develop an understanding of the influence of culture on intra- and interpersonal behavior, as well as the interpersonal competence and instrumental skills needed to counsel people from multiple and culturally different backgrounds. Prereq: COUN 505.

COUN 580 Counselor Development: Counseling Process

This course is designed to integrate basic skills and to train prospective counselors for the implementation of counseling skills. A major portion of the course focuses on knowledge of the counseling process, stages and practices. Introductory study of contemporary counseling models is provided. Ethical considerations are covered. Counseling practices for specific issues and populations are introduced. Prereq: COUN 505, 508, 515, 540

COUN 622 Diagnosis and Treatment Planning in Counseling

This course provides students with a working knowledge of diagnostic classification systems, specifically the current version of the DSM. Additionally, the course introduces students to skills in selecting and implementing appropriate treatment strategies and in case presentation. Students have opportunities to apply knowledge and skills to client cases. Prereq: COUN 520

CHAPTER SEVEN

Supervised Counseling Experiences

Program Requirements

All students enrolled in Clinical Mental Health Counseling, College Counseling/Student Affairs, or School Counseling are required to complete a practicum resulting in the completion of 100 practicum hours. A minimum of 40 hours must involve direct client contact, with a minimum of 10 hours spent facilitating a counseling group. Additionally, all students must complete a 600 clock hour internship in accordance with CACREP standards.

Counseling Practicum I: COUN 686/COUN 684

This course provides opportunities for students to work with diverse clients and client situations. The experience serves as an integrating component in master's degree programs, affording students a structured and supportive environment in which to apply counseling theories, techniques, and skills learned in previous coursework. Students serve as Counselors-in-Training and provide individual, couple, and group counseling. Students also develop skills in observation, feedback, case preparation, interview analysis and reporting, as well as becoming aware of a variety of professional resources and community referral agencies. Credit/No Credit. Prerequisite: Department Permission.

Field Based Experience: COUN 689

The field-based experience in school counseling is designed to provide non-teacher certified students with the opportunity to become familiar with the day-to-day functioning of a school system in order to better understand the school counselor's role in a school setting. Students are required to document 150 hours of time spent in this setting.

Counseling Internship: COUN 691A to 691D

A 600-hour internship is required for all students in the Clinical Mental Health Counseling, College Counseling/Student Affairs and School Counseling Programs. The internship is an intensive field-based experience that integrates advanced competencies and knowledge with supervision. The intern practices as a professional counselor under the supervision of an on-site professional and the faculty supervisor. The intern has opportunities to practice and receive supervision in individual and group counseling as well as the other regular activities in which counselors in the specific setting are involved.

Successful completion of Counseling Practicum is required for admission to the Internship. The student must register for four semester hours of internship, which equals 600 hours of counseling and related learning experiences. At least 240 of those hours must be spent in direct service activities to clients. All students registered for the internship attend a regularly scheduled group supervision seminar with a faculty supervisor.

Each student works with their program advisor to select an appropriate setting that assists the student in meeting their professional counseling goals. The student is encouraged to discuss these

goals and possible placements with the faculty advisor prior to the submission of an internship application. Together, they also determine how the 600 hours will be distributed over semesters. Students, however, are expected to make the necessary adjustments to complete the internship in a time frame that meets the needs and expectations of cooperating placement settings.

Further information about the internship experience can be found in the Internship Handbook and from faculty advisors.

Application for Supervised Experiences

Students must apply for Practicum and Internship, the semester before they wish to enroll. The Counseling Training Clinic Coordinator will send out an announcement each semester when the application process opens. Applications must be completed online.

Professional Liability Insurance

All students are required to have professional liability insurance prior to participating in internship. Students may not begin to accumulate internship hours or work with clients until proof of insurance has been verified by Counseling Training Clinic Coordinator or their internship faculty supervisor.

Students must purchase liability insurance on their own for internship. Students must have policies that provide a minimum liability limit of \$1 million per incident and \$1 million per annual aggregate. One insurance program that is recommended is the Professional Liability Insurance Program offered by the American Counseling Association (ACA). Students who join ACA receive liability insurance free of charge. Applications for membership in ACA are available from the Department. Students considering other liability insurance programs should consult with their program advisors or faculty supervisors prior to selecting such a policy. Students are encouraged to obtain their insurance coverage well in advance of beginning their internship experiences.

CHAPTER EIGHT

Exit Requirement: CPCE

All students are required to pass the Counselor Preparation Comprehensive Exam (CPCE) in order to graduate from the counseling program. The CPCE is a knowledge based examination that reflects the eight core curriculum areas approved by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). The CPCE measures the pertinent and professionally relevant knowledge obtained during one's preparation as a counselor at Eastern Michigan University. It has the advantage of placing EMU Counseling students on a national level for comparison. Additionally, it prepares them for the National Counselor Exam which is required for all Licensed Professional Counselors in Michigan

Required for Graduation

All counseling students are required to pass the CPCE. To pass the CPCE, a student must earn a score equal to or above a score determined by the counseling faculty.

Registering and Taking the CPCE

All students are required to register for the CPCE in the semester *before* they are completing the last core course as identified on their plan of study. Registration opens during the 10th week of each semester. All students are required to complete the CPCE within 100 days of receiving permission to register for the CPCE.

Successfully Completion of the CPCE Required for Entry into Practicum Class

All counseling students must pass the CPCE PRIOR to entering practicum.

Failing the CPCE

Should a student fail to earn a passing score on the CPCE, the following actions will occur:

- 1) The student will not be allowed to register for any counseling courses in the semester following the failure. The student may not resume classes until s/he passes the CPCE.
- 2) The student must meet with their advisor to develop a plan of study to address any issues that are impeding passing the CPCE. The plan of study will be reviewed by the faculty and placed in the student's file in the Department of Leadership & Counseling.
- 3) Should a student fail in their second attempt, their program is terminated. Under extenuating circumstances, a third attempt may be granted but only with the permission of the counseling program faculty. A student must file an appeal with the counseling program faculty (through the advisor) within four weeks of being notified of the second failure. There is no appeal following a third failure.
- 4) A student who has failed the CPCE in the second (or third) attempt, shall work with the faculty advisor to obtain a Master's of Education degree through the Dean's Office.

Retaking the CPCE

Students may retake the CPCE at the next administration or 30 days or more after filing their plan of study with their advisor. Registration for the CPCE must be arranged with the Counseling Training Clinic Coordinator.

CHAPTER NINE

Student Feedback

Instructor Effectiveness

Graduate students have the opportunity to evaluate faculty members through the university's course evaluation process at the end of a semester. Students are asked to use the course evaluation to provide feedback regarding the teaching effectiveness of faculty members, instructors, or visiting lecturers. The course evaluations are reviewed by the department head and are then returned to the faculty member, instructor, or visiting lecturer. The course evaluations are reviewed carefully when faculty members are considered for promotion and tenure or when instructors or visiting lecturers are considered for additional teaching responsibilities.

Program Evaluation

On an ongoing basis, follow-up studies are conducted with program graduates and their employers to obtain feedback about our programs. We are interested in their perceptions of the graduates' preparedness to work as counselors in school, college, and community settings. The questionnaires focus specifically on the nine areas outlined in our program goals and objectives. Results of recent follow-up questionnaires are available on the Leadership and Counseling website.

CHAPTER TEN

Licensure, Endorsement and Certification

Upon enrollment in and successful completion of all requirements for the master's degree program in College Counseling/Student Affairs, Clinical Mental Health Counseling, or School Counseling, a student is eligible to be recommended for limited licensure as a professional counselor (LLPC) in Michigan. A student who is enrolled in and successfully completes the requirements for the master's degree program in School Counseling is eligible to be recommended for Michigan school counselor endorsement (for students who hold a Michigan teaching certification). Students enrolled in the School Counseling Program who are not teacher-certified are eligible to be recommended for school counselor licensure.

A student will be recommended for employment only in professional roles and functions for which they have been trained.

Professional Counselor Licensure (LPC)

Graduates of the Counseling Program are eligible to become licensed professional counselors (LPC) in Michigan. Upon graduation, students are eligible for the limited license (LLPC) to practice under the supervision of a fully licensed professional counselor. After obtaining 3000 hours of post-master's experience (over a minimum of two years) under the supervision of a licensed professional counselor (LPC), and passing the National Counselor Examination (NCE), the person is eligible for full licensure. Applications and further information on licensure and the licensure examination may be obtained directly from the Michigan Department of Licensing and Regulatory Affairs, Board of Counseling, P.O. Box 30670, Lansing, MI 48909; (517) 335-0918.

Website: http://www.michigan.gov/mdch/0,1607,7-132-27417_27529_27536---,00.html

School Counselor Endorsement (NT) or Licensure (SCL)

Students who have fully completed the School Counseling program or the School Counselor Licensure (Post-Master's Certificate) program, have passed the state examination for school counselors (MTTC #51), and already hold a valid teaching certificate in Michigan are eligible for a School Counselor Endorsement (NT) on their valid Michigan teaching certification.

Students who have fully completed the School Counseling program or the School Counselor Licensure (Post-Master's Certificate) program, have passed the state examination for school counselors (MTTC #51), and do not hold a valid teaching certificate in Michigan are eligible for a School Counselor License (SCL).

To apply for the NT endorsement or license as a school counselor, students must apply directly to the Michigan Department of Education: Michigan Online Educator Certification System (MOECS). The steps for this application process are detailed below. If you are having any difficulties with the MDE online application process, please contact the MOESC at 517-241-5000 or by email at MED-EducatorHelp@michigan.gov.

Applying for School Counselor Endorsement (NT) or Licensure (SCL):

The **Michigan Online Educator Certification System (MOECS)** is available to educators who hold a valid or expired Michigan certificate or who wish to apply for a Michigan certificate.

Step 1: Determine if you Already have a MOECS Account

- Go to the following website: <https://mdoe.state.mi.us/MOECS/login.aspx>
- Click on “Login Assistance.”
- Enter your first and last name and the last 4 digits of your social security number.
 - **If a MOECS account is located**, an email will be sent to you with your login name and instructions for resetting your password.
 - **If a MOECS account is NOT located**, you will be instructed to click on “Create Initial Account” which will redirect you to the Michigan Education Information System (MEIS).
 - You will create a MEIS account to obtain a login name and password for MOECS.
 - **Important**, you want to print the confirmation page at the end of setting up your MEIS account to retain vital log-in information.

Step 2: Register with MOECS

- Once you have created your MEIS account and have your login name and password, return to MOECS to log in (<https://mdoe.state.mi.us/MOECS/login.aspx>).
- If you are having trouble logging into MOECS account, please keep in mind that your password must meet 3 out of the following 4 criteria:
 - At least 1 upper case character
 - At least 1 lower case character
 - At least 1 numerical character
 - At least 1 special character 4
- Once logged in for the first time, you must register. Answer the first question: “Would you like to register as:” by choosing “Educator”.
- Complete the first part of the registration process by filling in part of your personal profile information and save.
- Log out and log back in.
- Complete the second part of the registration process by filling in the rest of your personal profile information and save.
- You will now be on your Home Page and blue navigation buttons will appear in the left menu providing you with many convenient features.

Step 3: Apply for Certificate/License in MOECS

- Once you have completed the registration process as described in Step 2, you must officially apply for the School Counseling Credential. *Detailed Instructions for Applying for the School Counseling Credentials is provided in the Appendix Below.*

Step 4: University Review/Approval

- After you have applied for the certificate/license, your application will be submitted to the institution that you identified in the application process via MOECS for review and approval. Please email Dr. Bounds at pbounds@emich.edu to notify her that you have submitted the application as she handles school counselor application approvals for EMU as an institution.
- **Please Note:** *Dr. Bounds will not review or approve your application submitted to MDE until you submit all of the supplemental materials as described above on the Application Checklist.*

Step 5: Online Fee payment

- Once your application is approved by the institution in MOECS, you will receive an email with a link for you to pay the fee online using credit/debit card or you can do so by logging into MOECS using your user ID and password, and clicking on the “pending payment” hyperlink on the home page.

Step 6: Issuance of Certificate

- Once the fee is paid, your application will be approved by the MDE and the certificate will be printed and mailed to the address that you provided in your demographic information (typically within 5-7 business days).

National Counselor Certification (NCC)

Graduates of the College Counseling/Student Affairs, Clinical Mental Health Counseling, or the School Counseling Programs, are eligible for the National Certified Counselor (NCC) credential. This voluntary, national certification process recognizes counselors who have met training program and experience standards established by the National Board for Certified Counselors. The requirements to become an NCC are: (1) a master’s degree in counseling with a minimum of 48 semester hours of coursework in nine identified areas; (2) 3000 hours of counseling work experience, with 100 hours of post-master’s counseling supervision over a minimum of 24 months; and (3) passage of the National Counselor Examination (NCE) or the National Clinical Mental Health Counselor Exam (NCMHCE). **Graduates of programs accredited by CACREP do not have to meet the post-master’s experience requirement.** Students in these programs are also eligible to take the examinations before graduation. Beginning in 2022, only graduates of CACREP accredited programs will be eligible for the NCC. For further information, contact NBCC, 3 Terrace Way, suite D, Greensboro, NC, 27403, (336) 547-0607, and <http://www.nbcc.org>.

Specialty certifications in clinical mental health counseling (CCMHC), school counseling (NCSC), and addictions counseling (MAC) are also available. Go to the NBCC website for more information on those certification options. (<https://www.nbcc.org/certification>)

CHAPTER ELEVEN

Professional Organizations

Students are encouraged to join state and national professional counseling organizations. Membership in these organizations can be beneficial to students in a number of ways. Publications and conventions help members stay in touch with the most recent developments in the profession. They also provide valuable contacts for graduates seeking positions in counseling or student affairs. Students receive reduced membership rates in most organizations. Listed below are the major organizations that students may consider joining. Additional information about joining these or other organizations can be obtained from faculty advisors.

American Counseling Association (ACA)

6101 Stevenson Ave.

Suite 600

Alexandria, VA 22304

800.347.6647

<http://www.counseling.org>

Divisions of the American Counseling Association (ACA)

- Association for Adult Development and Aging (AADA)
- Association for Assessment and Research in Counseling and Education (AACCE)
- Association for Child and Adolescent Counseling (ACAC)
- Association for Creativity in Counseling (ACC)
- American College Counseling Association (ACCA)
- Association for Counselor Education and Supervision (ACES)
- Association for Humanistic Counseling (AHC)
- Association for Multicultural Counseling and Development (AMCD)
- American Rehabilitation Counseling Association (ARCA)
- Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC)
- Association for Specialists in Group Work (ASGW)
- Counselors for Social Justice (CSJ)
- International Association of Addiction and Offender Counselors (IAAOC)
- International Association of Marriage and Family Counselors (IAMFC)
- Military and Government Counseling Association (MGCA)
- National Career Development Association (NCDA)
- National Employment Counseling Association (NECA)
- Society for Sexual, Affectional, Intersex, and Gender Expansive Identities (SAIGE)

American School Counselor Association (ASCA)



1101 King Street, Suite 310

Alexandria, VA 22314

703.683.ASCA

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



675 North Washington Street, Suite 470

Alexandria, VA 22314

703.548.6002

800.326.2642

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

American College Counseling Association

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

1101 N. Delaware St.

Indianapolis, IN 46202

855-220-8760

NATIONAL BOARD FOR CERTIFIED COUNSELORS, INC



*national board for
certified counselors, inc.*

Promoting Quality Counseling
Through Certification

National Board for Certified Counselors, Inc.

3 Terrace Way, Suite D

Greensboro, NC 27403-3660 USA

336.547.0607

<http://www.nbcc.org>

MICHIGAN COUNSELING ASSOCIATION (MCA)

<https://www.micounseling.org/page-18220>

admin@micounseling.org

P.O. Box 82526

Rochester, MI 48308



MICHIGAN MENTAL HEALTH COUNSELORS ASSOCIATION

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

P.O. Box 80036

Rochester, Michigan 48308

Email: info@mmhca.org

MICHIGAN SCHOOL COUNSELOR ASSOCIATION (MSCA)



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

PO Box 473

Schoolcraft, MI 49087

269-330-8343

msca1964@gmail.com

CHAPTER TWELVE

The Counseling Faculty

The Counseling faculty includes 7 full-time individuals who have a continuing commitment to their students, the program, the profession, and their own professional development. Faculty are involved in professional activities at the state and national levels, including research and publication, conference presentations, and holding offices in professional organizations. Faculty offices are located in the John W. Porter Building, Suite 304. The telephone number for the department secretary is 734.487.0255. Each faculty member can also be reached by telephone directly. Their direct numbers are listed below.

<p>Irene Mass Ametrano, Ed.D. Office Location: 304 P Phone: 734.487.2863 Email: iametrano@emich.edu</p>	<p>Clinical Mental Health Program Coordinator B.A. University of Wisconsin-Madison Ed.M., Ed.D. Rutgers University</p>
<p>Brenna Breshears, Ph.D. Office Location: 304 K Phone: 734.487.2791 Email: bbreshea@emich.edu</p>	<p>Counseling Program Faculty B.S. Portland State University M.A., Ph.D. Michigan State University</p>
<p>Patrice S. Bounds, Ph.D. Office Location: 304 L Phone: 734.487.2804 Email: pbounds@emich.edu</p>	<p>School Counseling Program Coordinator Chi Sigma Iota Honor Society Faculty Advisor B.A., M.A. Chicago State University Ph.D. University of Iowa</p>
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<p>Deb Crawford, Ph.D. Office Location: 304 M Phone: 734.487.2767 Email: dcrawf32@emich.edu</p>	<p>Counseling Program Faculty B.A., M.Ed., Ph.D. University of Missouri -St. Louis</p>
<p>Perry C. Francis, Ed.D. Clinic Office: 135E-1 Porter Phone: 734.487.4410 Email: pfrancis@emich.edu</p>	<p>College Counseling/Student Affairs Program Coordinator & Counseling Training Clinic Coordinator B.A. University of Arizona M.Div., Pacific Lutheran Theological Seminary Ed.D. University of Northern Colorado</p>
<p>Quentin Hunter, Ph.D. Office Location: 304 G Phone: 734.487.0255 Email: Qhunter1@emich.edu</p>	<p>School-Based Counseling Clinic Coordinator B.A. University of Oklahoma M.Ed. Augusta University Ph.D. University of Louisville</p>

CHAPTER THIRTEEN

Ethical Standards

All students enrolled in a Counseling program are expected to be familiar with and abide by the ACA Code of Ethics. Reading the following material is therefore essential. This material will provide you with information about the principles and values upon which the counseling profession is based and about the ethics that guide our decision-making. Discussion of ethical issues will be infused throughout the COUN curriculum. It is important that you refer back to these materials frequently over the course of your studies. In addition, there may be other codes of ethics with which you should familiarize yourself. Future school counselors should also read the ASCA code of ethics, future mental health counselors should read the AMHCA code of ethics, and college counselors should read the ACPA code of ethics.

ACA

<https://www.counseling.org/resources/aca-code-of-ethics.pdf>

ASCA

<https://www.schoolcounselor.org/getmedia/44f30280-ffe8-4b41-9ad8-f15909c3d164/EthicalStandards.pdf>

NBCC

<https://www.nbcc.org/assets/ethics/nbcccodeofethics.pdf>

AMHCA

<https://www.amhca.org/events/publications/ethics>