



Department of Graduate
Psychology & Counseling

Andrews University

Counselor Education - PROGRAM HANDBOOK

Clinical Mental Health Counseling & School Counseling

2022-2023

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WELCOME!

You are embarking on one of the most exciting experiences of your life, and we welcome you! During your 60-credit program, you will no doubt experience moments of inspiration, frustration, excitement, confusion, and moments of self-reflection. You will find your classes and activities to be rewarding, challenging, encouraging, demanding and so interesting...and all possibly simultaneously! You will meet new friends and future colleagues as you prepare for such a rewarding career. Welcome!

As a faculty, we are here to help you reach your dreams. We are committed to guide you so as to acquire the skills, values, attitudes and knowledge base that a practicing counselor requires. Please feel free to visit with any one of us to seek the resources you need to meet your goals. We hope you will take maximum advantage of the resources and learning experiences that our counselor education program has to offer.

Keep this handbook near at all times. It will guide and orient you on many levels during your stay with us and will play an important part in informing you about many things to come. It will provide you information about the courses you will need to take, dates, policies, expectations and other important information while you are in the program and even after you graduate from the program.

Thank you from the Counselor Education Core Faculty for choosing our program at Andrews University!

Bradly Hinman, PhD
Assistant Professor and Clinical Mental Health Counseling Counseling Program Coordinator

Nadine Isaac-Dennis, PhD
Assistant Professor and School Counseling Program Coordinator

STATEMENT OF PHILOSOPHY

Graduate training programs in Clinical Mental Health and School Counseling are designed to prepare professional counselors who are committed to excellence and service to others. Training is based on a Christian worldview and philosophy that promotes the balanced development of the mental, physical, social, and spiritual nature of persons. Human beings are seen as unique. Freedom of choice and individual differences are respected. Because of human diversity, an eclectic training model has been adopted.

MISSION STATEMENT

The mission of the Clinical Mental Health Counseling and School Counseling program is to prepare professional counselors who are ethical, creative leaders, lifelong learners, and self-reflective practitioners prepared to work in a multicultural, global community. To prepare professionals who excel as community leaders and advocates, committed to the bio-psycho-social-spiritual development of all persons. To promote wellness and counseling, consultation, and preventive services to individuals, families, groups, and communities in clinical mental health and K-12 settings. These carefully structured training programs prepare students for success, responsible citizenship, and lifelong learning in the field of clinical mental health counseling and school counseling.

WHAT IS COUNSELING?

Many attempts have been made over the years to define counseling. In 1997, the Governing Council of the *American Counseling Association* (ACA) adopted a definition of professional counseling as, “the application of mental health, psychological or human development principles, through cognitive, affective, behavioral or systematic interventions, strategies that address wellness, personal growth, or career development, as well as pathology.” For a more detailed examination of how ACA currently defines counseling, please check the ACA website www.counseling.org

Counseling is a profession. This statement denotes that (a) counselors complete a prescribed course of study leading to a graduate degree, (b) counselors belong to organizations that have professional and ethical standards, (c) counselors are certified or licensed by state and national associations, (d) counselors must meet minimal educational and professional standards and commit to continuous professional development, and e) counselors are proactive in dealing with different life and societal problems.

Counseling deals with wellness, personal growth, career and pathological concerns. This part of the definition suggests that counselors work with both intra- and interpersonal concerns in areas that include schools, families, and careers.

Counseling is conducted with persons who are considered to be functioning well and those who have more serious problems. What this statement suggests is that counseling meets the needs of a wide variety of people. Many clients experience developmental or situational concerns that require attention. Often these problems can be treated with short-term interventions. If necessary, counselors provide treatment of psychological disorders as described in the *Diagnostic and Statistical Manual of Mental Disorders* (2000) of the American Psychiatric Association.

Counseling is theory based. Counseling practice draws on a wide variety of theoretical approaches that encompass the cognitive, behavioral and affective dimensions as well as interpersonal and systemic. Theories may be applied to individuals, groups, families, and organizations.

Counseling includes various specialties. Many counselors focus their practice in a specialty that requires advanced knowledge. This specialty deals with a particular group of clients and often takes place in a particular setting. Common specialties within counseling include addictions and offender counseling, career counseling, couples and family counseling, mental health counseling, gerontological counseling, rehabilitation counseling and school counseling.

THE IMPORTANCE OF ETHICS AND STANDARDS

Throughout the graduate program, all students are expected to become familiar with and behave in accordance with the ethics and standards of state and national associations for clinical mental health counselors and school counselors. These documents are provided during the orientation meeting, formally reviewed in the introductory courses, and their contents evaluated at different points in the program. Appropriate professional behavior is an important part of satisfactorily completing the clinical mental health counseling or school counseling programs. In order to receive the program coordinator's endorsement and recommendation for credentialing and/or employment it is not sufficient to have merely completed the academic requirements; all students are to have additionally demonstrated appropriate personal dispositions as well as their knowledge of and conformity with ethics and practice guidelines throughout all aspects of the program.

THE PROGRAMS IN CLINICAL MENTAL HEALTH AND SCHOOL COUNSELING

Andrews University offers a Master of Arts (M.A.) degree in both Clinical Mental Health Counseling and School Counseling. Both are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA). Programs accredited by CACREP must meet or exceed stated standards of excellence and quality in educational practices. CACREP accreditation is an important credential that attests to how AU's counseling programs are fulfilling their commitment to educational quality. Students are urged to log onto www.cacrep.org to learn more about CACREP's history and mission.

Graduates of the Clinical Mental Health Counseling Program (60 credit hours) are prepared to seek employment in a variety of settings. They may find themselves working in community mental health centers, substance abuse treatment centers, pastoral counseling centers, family counseling centers, or private practice. The School Counseling Program (60 credit hours) prepares students to work as counselors in elementary or secondary schools.

Students who wish to complete either 60-credit program in two academic years must enter the programs in the Fall Semester. They will typically be enrolled in 12 credits per semester. Students not entering the programs in the Fall Semester and following the recommended sequence should expect to take a longer time to complete their requirements. Part-time students (<7 credits per semester) will need three or four years to complete their programs.

THE ROLE OF THE CORE FACULTY

The core faculty for the Clinical Mental Health Counseling and School Counseling programs, referenced in this handbook's welcome page, are Dr. Nadine Isaac-Dennis and Dr. Brad Hinman. These individuals are responsible for the overall structure and operation of the Counselor Education programs as well as overseeing the clinical training through both practicum and internship. They meet on a regular basis to discuss changes in program curricula, operational policies, evaluation of CACREP standards and assessment systems, and provide mentorship and advisement to program students.

WHAT IS ACCREDITATION?

Accreditation is both a process and a condition. The process of accrediting requires the assessment of educational quality through the development and validation of standards. The condition of being accredited attests that an institution and/or its programs have met specific requirements as outlined by an accrediting body.

There are two types of accreditation in the United States. Institutional accreditation is granted by regional and national accrediting commissions. This type of accreditation looks at the entire institutional unit (i.e., state or private college/university). Specialized accreditation, on the other hand, is awarded to professional programs (i.e. Clinical Mental Health or School Counseling) within institutions (i.e., state or private college/university) or to occupational schools offering specific skills and knowledge. Specialized accrediting agencies are often organized by professional associations such as the American Bar Association or American Medical Associations to represent their field.

The entry-level Master's degree programs in Clinical Mental Health Counseling and School Counseling are accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) under the 2009 standards until accredited under the 2016 standards.

Current Accreditation goes until March 31, 2024

The Community Counseling program was initially accredited in March 1990 and has maintained its accreditation. It became the CMHC program in July 2013

WHAT IS CACREP?

CACREP is the accrediting arm of the American Counseling Association (ACA). It was incorporated in 1981. This independent council was created by ACA and its divisions to develop, implement, and maintain standards of preparation for the counseling profession's graduate-level programs.

BENEFITS OF ACCREDITATION

Accreditation benefits the public by:

- a. Identifying programs that have successfully met specific standards.
- b. Helping to identify practitioners who have graduated from accredited programs.
- c. Assuring that programs will provide training that will keep up with ongoing changes in the profession.

Accreditation benefits students by:

- a. Helping them select high quality training programs.
- b. Assisting them in meeting credentialing requirements, such as certification and licensure.
- c. Assuring them that their training will help them keep up with ongoing changes in the profession.

Accreditation benefits institutions by:

- a. Increasing the visibility of their programs.
- b. Enhancing the reputations of their programs.
- c. Assisting them in recruitment for their programs.
- d. Clarifying the mission and direction of their programs.
- e. Promoting improvements of programs through objective review by an outside accrediting body.

CEIS CONCEPTUAL FRAMEWORK

At the heart of the College of Education and International Services is its vision to prepare quality candidates. Students should become familiar with six elements that describe the important learning outcomes for all candidates of programs across CEIS.

Mission

The CEIS mission is to provide programs based on redemptive Christian worldview to prepare professionals for global service: **To Educate Is To Redeem**. As Christian educators supporting the world mission of the Seventh-day Adventist Church, CEIS conceptualizes the task of education to be a partnership with God in His work of redemption and restoration. The CEIS believes that the shared outcomes in the Conceptual Framework are essential in preparing future counselors who can fulfill the redemptive mission of education.

Elements

The CEIS's role in this partnership is to facilitate the development of our students through modeling and mentoring. All assessments are aligned with the six elements of the CEIS's Conceptual Framework, which are further divided into broad learning goals. They are as follows:

I. Worldview Goal: We appreciate the perspectives of others and value the development of a personal philosophy from which action and service arise. Our graduates will...

- **Objective 1.A.** Be able to explain other peoples' worldview and be able to trace their historical development.
- **Objective 1.B.** Critique worldviews from a Christian perspective
- **Objective 1.C.** Integrate principles of a Christian worldview into the field of counseling
- **Objective 1.D.** Dispositions growing from this learning goal would be graduates that value fairness, service and diversity

II. Human Growth and Change Goal: We want to see growth, development and learning used to effect positive change. Our graduates will...

- **Objective 2.A.** Describe human development
- **Objective 2.B.** Apply current theories of learning
- **Objective 2.C.** Dispositions growing from this learning goal would be graduates that believe all individuals can learn

III. Groups, Leadership and Change Goal: We want to encourage principles of group behavior that effect positive change for individuals and organizations. Our graduates will...

- **Objective 3.A.** Facilitate change in groups and organizations
- **Objective 3.B.** Relate effectively with various cultural, racial and special interest groups
- **Objective 3.C.** Identify political and legal issues
- **Objective 3.D.** Manage human, financial and material resources
- **Objective 3.E.** Demonstrate servant leadership
- **Objective 3.F.** Dispositions growing from this learning goal would be graduates that recognize personal leadership responsibility

IV. Communication and Technology Goal: We want to use technology to enhance communication, whether oral, written, intrapersonal and interpersonal. Our graduates will...

- **Objective 4.A.** Communicate effectively in written, verbal and non-verbal forms
- **Objective 4.B.** Use electronic tools effectively for professional communication, teaching and research
- **Objective 4.C.** Dispositions growing from this learning goal would be graduates who value respectful communication

V. Research and Evaluation Goal: We both conduct and value disciplined inquiry for decision-making. Our graduates will...

- **Objective 5.A.** Read and evaluate research
- **Objective 5.B.** Conduct research
- **Objective 5.C.** Report research findings
- **Objective 5.D.** Dispositions growing from this learning goal would be graduates will be committed to inquiry

VI. Personal and Professional Growth Goal: We believe in holistic personal and professional growth. Our graduates will...

- **Objective 6.A.** Demonstrate continuing professional development
- **Objective 6.B.** Demonstrate ethical behavior in all professional activities
- **Objective 6.C.** Demonstrate balance physical, mental, spiritual and social development
- **Objective 6.D.** Dispositions growing from this learning goal would be graduates who value personal and professional growth

In addition, CEIS has identified eight professional dispositions, which align with the Conceptual Framework. They are as follows:

- All individuals can learn and grow
- Values fairness
- Values diversity
- Belief that individuals can learn
- Recognize personal leadership responsibility
- Values respectful communication
- Committed to inquiry and service
- Values personal and professional growth

THE ADMISSION PROCESS

Students begin the admission process by applying online at www.andrews.edu/apply. The graduate application file includes: Statement of Purpose, two recommendations, transcripts, and resume with work history. A completed file is forwarded to the Master's Admission Committee for review. If the faculty members believe an applicant would make a strong candidate in the program, the applicant is contacted for interviews.

They are then evaluated with respect to professional behavior, oral communication, understanding of and commitment to the profession, recognition of the challenges in working with culturally and linguistically diverse clients. Each of the items submitted for the graduate file, as well as the interview, are used to make a decision as to an applicant's fit with the program based on his or her overall profile.

English Language Proficiency

Applicants whose first language is not English are required to be proficient in English as a condition for admission to the Counselor Education Programs. Demonstration of this proficiency can be shown by meeting

certain minimum standards on approved language tests. More information can be found at <https://www.andrews.edu/ceis/ciep/toefl/au-accepted-language-proficiency-tests-2021.pdf>

SUCCESSFUL APPLICANTS' MATRICULATION REQUIREMENTS

1. An undergraduate degree from an accredited institution, with a minimum grade point average (GPA) of 2.60 on a 4.0 scale upon acceptance. Applicants with a GPA lower than 2.60 will be considered based on overall profile and may be considered for admission on provisional status. In such case, a 3.0 GPA or better will be required in the first 9-12 credit hours to matriculate into the program.
2. Strong letters of reference from individuals knowledgeable about the applicant's academic preparation and/or relevant work experience.
3. A well written personal statement of 500 words, discussing the student's desires, reasons for applying to this particular graduate program, and future professional goals that show that student is a good fit with one of the Counselor Education programs.
4. A successful interview with a member of the Counselor Education Core Faculty.

MATRICULATION AND DEGREE REQUIREMENTS

A Clinical Mental Health Counseling or School Counseling degree from Andrews University helps prepare students to meet the academic requirements to apply for licensure or certification as a mental health counselor and/or a school counseling professional in Michigan. Minimum degree requirements are as follows:

1. Satisfactorily complete 51 credits of coursework with no grade below a B-, and an overall GPA of 3.0 or above.
2. Satisfactorily complete 3 credits of GDPC650 Practicum in Counseling and 6 credits of GDPC655 Internship in Counseling.
3. Pass the Master's Comprehensive Exams for Counselor Education students.
4. Present a Professional Portfolio to Core Faculty during the last semester of the program.
5. School Counselors complete the School Counselor (051) - Michigan Test for Teacher Certification (MTTC) and apply for Michigan School Counseling License.

NOTICE OF NON-DISCRIMINATION, EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION

Andrews University does not discriminate on the basis of race, color, national origin, sex, disability, religion, age, veteran status, gender identity or expression, or sexual orientation in its programs and activities as required by Title IX of the Educational Amendments of 1972, the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, and other applicable statutes and University policies.

Reports of discrimination or harassment based on any of the above mentioned categories should be directed to the Office of Diversity, Michael Nixon, michaeln@andrews.edu.

DEPARTMENTAL ADMINISTRATIVE SUPPORT

The Department maintains full-time administrative support to assist both faculty and students. This individual is generally available during business hours. The admin is responsible for managing the office space, developing course sequences, scheduling of classes, bulletin changes, event planning, and general support as needed by Department employees and students. Additionally the Department has an Accreditation Coordinator who supports these efforts for Department programs and faculty.

SAFETY OF STUDENTS

Andrews University takes the safety of its students seriously. Signs identifying emergency protocol are posted throughout buildings. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting that specific location. It is important that you follow these instructions and stay with your instructor during any evacuation or sheltering emergency.

DISCRIMINATION AND HARASSMENT-INCLUDING SEXUAL HARASSMENT

Andrews University is committed to maintaining a respectful learning and living environment that is free from sexual misconduct, relationship violence, stalking, and discrimination based on sex (collectively, “Misconduct”). Misconduct in any form, regardless of the length of the relationship or gender of the individuals, is inconsistent with this commitment, strictly prohibited and intolerable in the Andrews community. Any student who is found responsible for committing Misconduct is in violation of the Code of Student Conduct. Any faculty or staff who is found responsible for committing Misconduct is in violation of the University’s “Working Policy” and “Employee Handbook,” as applicable.

All members of the Andrews University community share a responsibility for knowing and upholding the Sexual Misconduct Policy, which can be accessed at <https://www.andrews.edu/life/health-safety/title-ix/index.html>. The policy includes descriptions of misconduct, key definitions, reminders and resources, and the University’s processes and response.

Inquiries and complaints regarding sexual misconduct, relationship violence, stalking, or discrimination based on sex should be referred to the designated University officials listed below:

Designated University Officials

Frances Faehner, vice president for Campus & Student Life, is the Title IX Coordinator for Andrews University. You can file complaints of sexual misconduct with her office (269-471-2679).

Alleged misconduct by a student toward another student, faculty or staff:

- Report to Title IX Senior Deputy Coordinator, Alyssa Palmer, associate dean for Student Life, 269-471-6684, alyssap@andrews.edu, Campus Center, Student Life

Alleged misconduct by a faculty/staff toward a student or other faculty/staff:

- Report to Title IX Deputy Coordinator, Darcy de Leon, Human Resources director, 269-471-3327, darcy@andrews.edu, Administration Building, Room 215

PROGRAM OBJECTIVES: CORE AND PROGRAM SPECIFIC

The Clinical Mental Health Counseling and the School Counseling programs require instruction in nine common-core areas as well as clinical instruction. The CACREP Core Program Objectives are measured in the program through coursework, the Professional Portfolio, and Comprehensive Exams. These Core Program Objectives include the following:

1. **Professional Counseling Identity.** Our graduates will develop understanding of the history of professional counseling, knowledge of the philosophical foundations of the profession, knowledge of the roles and functions of counselors, professional pride/professional engagement and knowledge and understanding of professional ethics.
2. **Ethical Practice.** Our graduates will commit to and follow professional ethics consistent with the American Counseling Association ethical guidelines. They seek supervision/consultation to resolve ethical dilemmas and take personal responsibility in the event an ethical error is committed. Students also develop a strong awareness of their own values and worldviews, recognize their own competencies and limitations, maintain openness to supervision and recognize/acknowledge/remediate personal issues that may impact client care. They express a clear understanding of personal needs, values, strengths, weaknesses, feelings and motivations that may impinge upon effectiveness as a counselor. They understand the need for themselves to maintain good mental and physical health.
3. **Social and Cultural Diversity.** Our graduates will develop awareness of power, privilege and difference and their own cultural attitudes, beliefs and effects of social location and learn strategies for working with diverse populations, gender, sexual orientation, ethnic and other non-dominant groups. Students develop an ability to recognize the injustices that affect physical, academic, career, economic and mental wellbeing of individuals and learn skill sets to act to alleviate such injustices in the society. Students develop the ability to be empowering agents and advocates in service as change agents on the systemic level to better serve under-represented, marginalized and oppressed individuals and groups. Our students will also model the desire to give back to one's community, church or society either by advocating for an identified issue of social justice or by engaging in service to their church and/or community.
4. **Human Growth and Development.** Our graduates will learn to interpret and apply core theory and research of the nature and needs of individuals at all developmental levels and in multicultural contexts.
5. **Career Development.** Our graduates will develop understanding on how to apply core theory and research of career development, the psychology of work and related factors. Students learn which assessment instruments and techniques are relevant to career planning and decision making.
6. **Helping Relationships.** Our graduates will develop therapeutic communications skills, emphasize the client-counselor relationship and facilitate and manage the counseling process with individuals and groups. Students develop an understanding of a range of counseling theories consistent with their own theoretical orientation, a critical evaluation of the literature, client mental health needs and goals in counseling, diagnosis and best practices in the profession.
7. **Group Work.** Our graduates will develop an understanding of the theoretical and experiential foundations of group purpose, development and dynamics and understand how to apply group counseling methods and skills in group settings.
8. **Assessment.** Our graduates will understand principles of testing and measurement and learn how to apply both individual and group methods of assessment and evaluation.
9. **Research and Program Evaluation.** Our graduates will understand methods and roles of research, statistical analysis, needs assessment and program evaluation.

Each of the counseling education programs also have their own set of objectives which are listed below.

Upon completion of the master's degree in Clinical Mental Health Counseling (CMHC), students will be able to:

1. Understand, respond to and advocate for the needs of diverse client populations in a multicultural and pluralistic society, including issues regarding race, culture, religion, spirituality, sexual orientation, age, ability, gender, socioeconomic status, educational levels and multi-racial identities.
2. Demonstrate knowledge and understanding of the major theories of counseling and develop a personal theory of counseling.
3. Demonstrate knowledge and understanding of the major theories of career development and how to provide career/lifestyle counseling to clients.
4. Demonstrate understanding and knowledge of human development across the life span and how this relates to counseling interventions and assessment of clients.
5. Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.
6. Demonstrate the ability to use current technology for presentations, supervision, assessment, and professional record keeping.
7. Develops measurable outcomes for clinical mental health counseling programs, interventions and treatments, and then analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and programs.
8. Model legal and ethical standards of clinical mental health counseling in accordance with state and federal law and the standards of the American Counseling Association.
9. Apply basic counseling and facilitative communication skills in individual and small group settings.
10. Demonstrate a commitment to professional development by joining and becoming active members in the American Counseling Association (ACA) or the American Mental Health Counselors Association (AMHCA).
11. Model the desire to give back to one's community, church or society either by advocating for an identified issue of social justice or by engaging in service to their church and/or community.

After completion of the M.A. in School Counseling (SC), the students will be able to:

1. Understand, respond to and advocate for the guidance needs of diverse student populations in a multicultural and pluralistic society, including issues regarding race, culture, religion, spirituality, sexual orientation, age, ability, gender, socioeconomic status, educational levels and multi-racial identities.
2. Communicate and collaborate with school age students, their families, school staff and community agency representatives to promote a safe, healthy and effective learning environment.
3. Demonstrate knowledge and understanding of systems theories, models and processes of consultation in school system settings and develop a personal theory of counseling.
4. Apply knowledge of career development theory and practice to facilitate development student career and transition skills.
5. Demonstrate understanding of the psychosocial foundations of human development across the life span.
6. Applies relevant research findings to inform the practice of school counseling. Utilize student and institutional data to improve programs and recommend change.
7. Develop, organize administer and conduct programs to enhance student academic development.
8. Apply basic counseling and facilitative communication skills in individual and small group settings.
9. Apply the knowledge of current technology for purposes of presentations, supervision, assessment, and professional record keeping.
10. Apply psycho-educational theory and concepts in relation to individual assessment of aptitude, interest and achievement.
11. Model legal and ethical standards of school counseling in accordance with state and federal law and the standards of the American School Counselor Association and the American Counseling Association.

12. Demonstrate a commitment to professional development by joining and becoming active members in the American Counseling Association (ACA) or the American School Counselor Association.
13. Model the desire to give back to one's community, church or society either by advocating for an identified issue of social justice or by engaging in service to their church and/or community.

To view the official Clinical Mental Health and School Counselor CACREP standards please go to www.cacrep.org and look under the Resources tab, where you will find a copy of the 2016 CACREP standards.

EXPECTATION OF STUDENT PROGRESS

Students completing the Counselor Education programs are expected to demonstrate excellence in the areas of academics, ethics, and professional dispositions. These are measured throughout a student's time in the program, and are necessary not only graduation, but endorsement for licensure. The program, as the training entity, holds each student to these minimum standards, and termination may occur if any of these areas are not sufficiently met.

ACADEMICS: A minimum overall GPA of 3.0 is expected to be maintained. A student will be placed on academic probation any time this drops below that number. Failure to meet probationary requirements may result in withdrawal from the program.

ETHICS: Appropriate professional behavior is an important part of satisfactorily completing the programs. Students must demonstrate their knowledge of and conformity with ethics and practice guidelines throughout all aspects of the program.

PROFESSIONAL DISPOSITIONS: Students must demonstrate progress in respects to professional dispositions. Each student is evaluated on a yearly basis and areas of growth are communicated in writing. Notices of Concern may occur if certain dispositions are found to be deficient.

METHOD OF INSTRUCTION

The Counselor Education programs are designed around the premise that classroom based training, with direct supervision from professionals at all times, is the ideal way to facilitate the intended learning outcomes. Face-to-face classroom training encourages collaborative activities, discussions, and more immediate and direct communication between the student and professor. Online or distance courses are not available for students completing these degrees.

THE CLINICAL MENTAL HEALTH AREA OF PROFESSIONAL PREPARATION

The Clinical Mental Health Counseling specialization is designed for students seeking professional counseling positions in agencies that assist clients in resolving psychological disorders and/or developmental issues through crisis intervention, remediation, and/or primary prevention interventions. Thus, counselors-in-training are exposed to a range of educational experiences through their practicum, internship and work with a wide variety of clients with a wide range of presenting problems. These experiences ensure that our students have an appreciation for the diversity of clientele served as well as services and programs provided in community agencies. Students must receive a grade of B- or better for each class required to successfully complete this 60-credit hour program.

Students are expected to seek guidance from their advisor or other faculty whenever questions arise. Faculty members are available for appointments to monitor progress in course work and toward practicum, internship and graduation. The following is an overview of the courses required for Clinical Mental Health Counseling degree:

CLINICAL MENTAL HEALTH COUNSELING (60 credits)

The Common Core (27 credits)

EDFN500	Philosophical Foundations for Professionals	3 credits
GDPC643	Career Development	3 credits
GDPC614	Human Development	3 credits
GDPC635	Theories and Techniques of Counseling	3 credits
GDPC638	Group Processes	3 credits
GDPC640	Multicultural Issues for Counselors and Psychologists	3 credits
GDPC644	Psychological Testing	3 credits
GDPC645	Professional Ethics for Counselors and Psychologists	3 credits
GDPC695	Professional Portfolio	0 credits
EDRM506	Research and Evaluation for Counselors	3 credits
EDUC670	Master's Comprehensive Exams	0 credits

Specialty Area (21 credits)

GDPC600	Family Counseling (taught alternate years only)	3 credits
GDPC610	Marital Counseling (taught alternate years only)	3 credits
GDPC619	Professional Issues in Clinical Mental Health Counseling	3 credits
GDPC624	Addictions and Addictive Behaviors	3 credits
GDPC629	Psychopathology: Classification and Treatment	3 credits
GDPC676	Theories of Personality	3 credits
GDPC687	Counseling and Therapeutic Interventions for Adults	3 credits

Electives (3 credits – choose one of the below classes)

GDPC604	Human Sexuality and Sex Therapy	3 credits
GDPC686	Interventions and Diagnosis with Children & Adolescents	3 credits

Clinical Instruction (9 credits)

GDPC650	Practicum in Counseling	3 credits
GDPC655	Internship in Counseling	<u>6 credits</u>

TOTAL MA degree credits: 60 credits

Please Note:

- Continuation in the Clinical Mental Health Counseling Program is based upon a periodic review by the department of the student's academic performance and personal qualifications as a counselor.
- A student who wishes to seek licensure as a Licensed Mental Health Counselor (LMHC) in the State of Indiana should consult with the Clinical Coordinator of the MA in Clinical Mental Health Counseling Program, Dr. Dennis Waite. Extra Internship hours are required for the State of Indiana.

TYPICAL PROGRAM:

MA in Clinical Mental Health Counseling Sequence

First Year

Fall Semester

GDPC645	Professional Ethics for Counselors & Psychologists	3 credits
GDPC635	Theories and Techniques of Counseling	3 credits
GDPC638	Group Process	3 credits
GDPC629	Psychopathology: Classification and Treatment	<u>3 credits</u>
TOTAL CREDITS:		12 credits

Spring Semester

GDPC614	Human Development	3 credits
GDPC640	Multicultural Issues for Counselors & Psychologists	3 credits
GDPC610	Marital Counseling (alt springs)	3 credits
GDPC650	Practicum in Counseling	<u>3 credits</u>
TOTAL CREDITS:		12 credits

Summer Semester

GDPC644	Psych Testing	3 credits
GDPC676	Theories of Personality	<u>3 credits</u>
TOTAL CREDITS:		6 credits

Second Year

Fall Semester

GDPC643	Career Development	3 credits
GDPC619	Professional Issues for CMHC	3 credits
GDPC604	Human Sexual Experience	3 credits
	or	or
GDPC686	Intervention & Diagnosis with Children & Adolescents	3 credits
GDPC655	Internship in Counseling (First Semester)	<u>3 credits</u>
TOTAL CREDITS:		12 credits

Spring Semester

GDPC624	Addictions and Addictive Behaviors	3 credits
GDPC600	Family Counseling (alt springs)	3 credits
GDPC655	Internship in Counseling (Second Semester)	3 credits
GDPC687	Counseling and Therapeutic Interventions for Adults	<u>3 credits</u>
TOTAL CREDITS:		12 credits

Summer Semester

EDRM506	Research and Evaluation for Counselors	<u>3 credits</u>
GDPC695	Professional Portfolio	0 credits
EDFN500	Philosophical Foundations for Professionals	<u>3 credits</u>

TOTAL CREDITS: 60 credits

THE SCHOOL COUNSELING AREA OF PROFESSIONAL PREPARATION

The School Counseling specialization consists of course work and experiences that prepare students to do counseling in a school setting. Students must receive a grade of B- or better for each class required to successfully complete this 60-credit hour program. Upon completion of this 60-credit hour program, students will be eligible to, and are required to, complete the Michigan Test for Teacher Certification (MTTC) which is necessary for the application towards state certification as a school counselor.

Students desiring to be school counselors are trained in the knowledge and skill bases of a comprehensive developmental counseling program that can be implemented at all K-12 educational levels. The program adheres to the American School Counselor Association National model for school counseling. Students are trained to differentiate their work by paying attention to age-specific developmental stages of growth, tasks and challenges. Therefore, students are provided with background information and skills to work with school-aged populations in order to develop the educational, social, career and personal strengths of children and adolescents. Students receive training in the areas of children and adolescents, addictive behaviors, career development, family counseling, behavior and emotional problems of children, small group counseling, and guidance and counseling to students as a whole. School counselors are professional counselors who not only assist students but also work with parents, administrators and teachers.

The following is an overview of the courses required for School Counseling degree:

The Common Core (30 credits)

EDFN500	Philosophical Foundations for Professionals	3 credits
GDPC643	Career Development	3 credits
GDPC614	Human Development	3 credits
GDPC635	Theories and Techniques of Counseling	3 credits
GDPC638	Group Processes	3 credits
GDPC640	Multicultural Issues for Counselors & Psychologists	3 credits
GDPC644	Psychological Testing	3 credits
GDPC645	Prof Ethics for Counselors & Psychologists	3 credits
GDPC695	Professional Portfolio	0 credits
EDRM506	Research and Evaluation for Counselors	3 credits

Specialty Area (21 credits)

GDPC525	Psychology & Education of Exceptional Children	3 credits
GDPC530	Professional Issues in School Counseling	3 credits
GDPC540	Behavioral & Emotional Problems of Children	3 credits
GDPC647	Administration of Guidance Services	3 credits
GDPC600	Family Counseling	3 credits
GDPC624	Addictions and Addictive Behaviors	3 credits
GDPC627	Instructional Design for Special Education	3 credits
GDPC686	Interventions and Diagnosis with Children & Adolescents	3 credits

Clinical Instruction (9 credits)

GDPC650	Practicum in Counseling	3 credits
GDPC655	Internship in Counseling	<u>6 credits</u>
TOTAL MA degree credits:		60 credits

TYPICAL PROGRAM: MA in School Counseling

First Year

Fall Semester

GDPC632	Professional Issues in School Counseling OR GDPC647 Administration of Guidance Services	3 credits
GDPC645	Ethics for Professional Counselors & Psychologists	3 credits
GDPC635	Theories and Techniques of Counseling	3 credits
GDPC638	Group Process	3 credits
TOTAL CREDITS:		12 credits

Spring Semester

GDPC614	Human Development	3 credits
GDPC642	Behavioral and Emotional Problems of Children	3 credits
GDPC640	Multicultural Issues for Counselors & Psychologists	3 credits
GDPC650	Practicum in Counseling	3 credits
TOTAL CREDITS:		12 credits

Summer Semester

GDPC644	Psych Testing	3 credits
GDPC627	Instructional Design for Special Education	3 credits
TOTAL CREDITS:		6 credits

Second Year

Fall Semester

GDPC632	Professional Issues in School Counseling OR GDPC647 Administration of Guidance Services	3 credits
GDPC643	Career Development	3 credits
GDPC655	Internship in Counseling	3 credits
GDPC686	Interventions & Diagnosis /c Children & Adolescents	3 credits
TOTAL CREDITS:		12 credits

Spring Semester

GDPC525	Psychology and Education of Exceptional Children	3 credits
GDPC600	Family Counseling	3 credits
GDPC624	Addictions and Addictive Behavior	3 credits
GDPC655	Internship in Counseling	3 credits
TOTAL CREDITS:		12 credits

Summer Semester

EDFN500	Philosophical Foundations for Professionals	3 credits
EDRM506	Research and Evaluation for Counselors	3 credits
GDPC695	Professional Portfolio	0 credits
TOTAL CREDITS:		6 credits

COUNSELOR EDUCATION - CONVICTION CLEARANCE

Upon entering the Counselor Education Programs you may receive training in settings where vulnerable populations are served. Instances where this may occur are course assignments, and practicum/ internship experiences either within schools or in a counseling setting. It is the Department's responsibility to help protect the safety of children and clients. Certain convictions may prevent future licensure/certification eligibility. This Department utilizes two methods to validate and track applicant and student criminal backgrounds: a Conviction Clearance Form and a formal Background Check conducted by an outside agency. Registration holds may be placed on a student's account until proper documentation has been received. A Conviction Clearance form is used as a self-report of criminal activity. You are required to sign an updated copy at key points throughout your program.

The formal Background Check is required of you prior to initial registration and/or participation in fieldwork and clinical experiences. Using the following link, you must pay for a criminal background check: http://www.coeusglobal.com/andrewsu_gpc.html. Results will be kept confidential and reviewed by the Department Chair and relevant Program Coordinators to ensure you are eligible to continue in your chosen program. Failure to provide complete and accurate information on the Conviction Clearance form or on the Background Check will constitute grounds for immediate denial of admission, withdrawal of admission, and/or withdrawal of enrollment.

School Counseling students must sign one additional Conviction Clearance form at the end of their program, prior to applying for certification as a school counselor through the Office of Teacher Certification at Andrews University.

PROFESSIONAL IDENTITY AND AFFILIATION

Students in the Clinical Mental Health and School Counseling Programs are required to join one of the following national professional organizations: American Counseling Association (ACA), American Mental Health Counselors Association (AMHCA), or the American School Counselor Association (ASCA).

You are particularly encouraged to join ACA, which is a professional organization representing about 60,000 counselors and human development specialists. Student membership is open to any graduate student enrolled more than half time in a counseling or human service area. As a student member of ACA, your benefits will include an annual subscription to the *Journal of Counseling and Development* and 12 issues of *Counseling Today*, ACA's official magazine. In addition, you will be eligible for the required professional liability insurance and professional development through workshops, conferences, and conventions. You can reach the ACA website at www.counseling.org. ACA believes that "students are the lifeblood of the counseling profession" and they would like to be a resource for you as you begin your career. We encourage all of you to stop by their site and read the many articles that we're sure you will find interesting and informative.

PLEASE NOTE:

Students in the Clinical Mental Health Counseling Program may choose to join AMHCA rather than ACA and School Counseling students may choose to join ASCA rather than ACA. Students are, however, required to join one. This proof of membership is required during the students' first semester of their program and is part of Checkpoint #1 of the Portfolio as is proof of personal liability insurance.

PROFESSIONAL DEVELOPMENT

Students enrolled in the M.A. in Clinical Mental Health Counseling or the M.A. in School Counseling Programs are expected to take advantage of opportunities for professional development beyond their classroom experiences. The department requires that students attend at least **one** of the following professional development experiences **each year** that they are enrolled: a departmental workshop or a continuing education workshop, or a professional conference. These experiences are documented in the Portfolio.

ADVISING SYSTEM

When a student is admitted into either the Clinical Mental Health Counseling or School Counseling Program, he or she is assigned an advisor who is also the coordinator of their program. Although it is desirable to stay with one's permanent advisor, it is the student's right to change advisors at any time during his or her course of study. The Chair of the department must be consulted if a student wishes to change advisors and the Chair is responsible for reassignment.

It is the student's responsibility to make contact with his or her advisor at least once a semester regarding courses to be taken. Your advisor will help you:

1. Develop a plan of study
2. Advise you each semester about courses to be taken the following semester, and
3. Will be the person to share with you the results of your student evaluations conducted once a year by the Graduate Psychology & Counseling Department.

TRANSFER CREDITS

Transfer petitions for courses taken at another institution prior to starting a GPC Master's degree

Graduate-level courses taken at another institution may be considered for transfer and applied towards a GPC Master's degree if the following guidelines are met:

- All proposed transfers must be submitted for approval within a student's first semester in their program. Any petitions for prior coursework received after the first semester may be denied. Special approval may be given at the discretion of the department for special circumstances.
- Petition forms can be found online at www.andrews.edu/sed/resources/student/grad-forms-index.html. Each form must be accompanied by a course syllabus for the semester in which the class was taken. Course descriptions are not sufficient to determine equivalency.
- Courses must have been taken less than six calendar years before expected graduation year and have received a grade of B (3.00) or better.
- If the original class is in quarter credits, it must meet or exceed the required semester credits at Andrews.
- Content equivalence will be approved by the relevant Andrews professor, Program Coordinator, the Department Chair, the School of Education Dean, and the School of Graduate Studies Dean.
- Universities must meet the School of Graduate Studies accreditation standards in order for approval to be given by all parties.

- Total transfer credits must not exceed 20% of the total credits required for GPC master's degree. (For example, a 60 credit program could accept up to 12 transfer credits)
- Practicum and Internship credits can never be transferred in, and students are strongly advised not to transfer in classes covered on the comprehensive exam.
- An official transcript listing courses proposed for transfer needs to be on file in the Records Office before a petition for transfer will be signed.
- The computation of a student's Andrews GPA does not include grades earned in transfer courses.

Transfer petitions for courses taken at another institution after starting a GPC Master's degree

In addition to the guidelines listed above, coursework taken at another institution, after a student has started their GPC Master's program, must meet the added stipulations that follow:

- Any proposed transfer course must be pre-approved on a Graduate Petition form. The form must be accompanied by a course syllabus from the semester the course will be taken if possible.
- Approval will generally not be given if the student has an opportunity to take the class at Andrews prior to their planned graduation date.
- Once the class is complete, a transcript must immediately be sent to the Records Office, at which time a Course Transfer Petition can be submitted. A grade of B or better must have been received in order for the class to be eligible to be transferred

Course Transfer Policy and Procedures

Andrews University may grant credit for courses completed at a university that is either regionally accredited or a recognized candidate for accreditation according to the Council for Higher Education Accreditation (CHEA). In addition, credits from a foreign post-secondary institution that is recognized and approved by the local Ministry of Education as a degree-granting institution may be accepted.

Transfer courses will be accepted for up to 20% of the program-required credits, only after evaluation by the Registrar, the Department of Graduate Psychology and Counseling, and the School of Graduate Studies. Courses considered for transfer are subject to the following conditions: 1) Evaluation of proposed transfer credits is completed on a course-by-course basis; 2) Transfer credits are evaluated only from an official transcript and official course syllabus from the semester the course was taken. The award of transfer credits for international students may require the submission of the course syllabus and/or course-by-course evaluation by an approved international credential evaluation service; 3) Transfer credit can only be awarded for courses with final grades posted on an official transcript; 4) All information on the official transcript must match the *Transfer Credit Petition Form*; 5) Any course considered for transfer must have a grade of 'B' or above (3.0 on a 4.0 scale); 6) Courses listed with a 'P' or "Pass" grade are not eligible for transfer, 7) Practicum and internship credits are **not** eligible for transfer. All fieldwork (practicum and internship) must be completed at Andrews University; 8) The course grade for a transferred course is not calculated into a student's Andrews University Grade Point Average; and, 9) There must be an 80% overlap in course content between the proposed transfer course and the Andrews course.

Students must follow the procedure outlined below. Once accepted into the Counselor Education Program, students may begin the process of submitting documentation for review. It is recommended that the student meet with their academic advisor and do a preliminary review of any prior graduate level coursework. If it is determined that prior coursework should be reviewed for equivalency, the student should ask the department for a School of Education *Transfer of Credits Petition Form*. The petition form must be submitted with the official

course syllabus of the course the student wishes to transfer. The Andrews' professor who teaches the course will review the syllabus. The professor considers whether the transfer course aligns with their course syllabus relative to course content. There must be at least 80% course content overlap between the proposed transfer course and the Andrews' course.

In order for the Registrar's Office to be able to conduct a thorough evaluation of transfer credits, information about institutional accreditation, level of course work, grading scales, and the institution's credit system (quarter, ECTS, semester) must be available. Generally, this information is included on the transcript key of an official transcript. However, in the event that some or all of this information is not printed on the transcript, students may be contacted for additional clarification or documentation.

FINANCIAL AID/WORK OPPORTUNITIES

Each year Andrews University School of Education awards over \$150,000 in graduate grants, named scholarships and graduate assistantships based on financial need and/or academic performance. To be eligible for any of these you must be a full-time (8+ credits or equivalent) graduate student on regular or provisional status in the School of Education.

1. *Named University Scholarships* are awarded in the spring of each year (for disbursement during the upcoming fall, spring and summer semesters) to 20-30 graduate students in the School of Education on the basis of financial need. Normally, grants are given in the amounts of \$1,000 - \$3,000 per school year. To be eligible for these grants you must submit an application to the office of the Dean in the School of Education no later than *the first Friday in February*.
2. *Graduate assistantships* totaling approximately \$130,000 for the year are given out each semester to approximately 30 graduate students. These are given to students who do teaching, research, or administrative work for the School of Education. Selection of graduate students is made by the departments. Initial applications are made to the office of the Dean in the School of Education.

Graduate assistantships are also available in other departments on campus, such as the Academic Skills Center, the Scholarly Research Office, the Research and Statistical Consultation Center, the residence halls, the Reading Center, or the Center for Church Ministries. Many other work opportunities are available on campus and can be applied for at the Student Labor office in the Administration Building.

Application forms and further information about graduate grants and named scholarships are available at the office of the Dean in the School of Education.

Tuition Scholarship – 45%

Students accepted into either Counselor Education program for the 2022-2023 School Year are eligible for a 45% scholarship which helps with the cost of tuition. Once received, students will continue to receive this as long as they meet the eligibility requirements each semester. These are as follows:

- Students must maintain full-time status of 8+ credits a semester (no minimum during summer semesters).
- Scholarship only applies to classes required for degree. Any additional courses taken either to maintain FT status or for professional interest will not be eligible.
- Students enrolled in GDPC655 Internship are considered full-time.
- Overall Program GPA of 3.0 must be maintained, and student must not be on probation, either academic or otherwise. If any of these situations occur, the semesters following will not receive the scholarship until it is rectified.

ANNUAL EVALUATION OF STUDENTS

All students in the Clinical Mental Health and School Counseling programs are evaluated by the faculty in the Department of Graduate Psychology & Counseling for their goodness of fit in their program of study. Students will be evaluated throughout the year to ensure that adequate progress is made toward meeting program requirements. A combination of course grades, evaluations of practicum and internship experiences, comprehensive exams, and the professional portfolio will be used to evaluate the professional growth of the student and their progression through the program. Students are evaluated in the areas of: interpersonal and professional competence, self-awareness, self-reflection and self-evaluation, openness to processes of supervision, and resolution of problems or issues that interfere with professional development or functioning in a satisfactory manner. If the faculty have serious concerns regarding a student in any particular area, one of the following options will be recommended:

1. Not to take action, but to continue to monitor the student's performance carefully.
2. To inform the student of the faculty concern in a conference with the Department Chair and the student's advisor and develop a plan to rectify the problem. The student will be put on probation and remain on probation until they have successfully completed the plan.
3. To drop the student from the program and suggest a more appropriate area of study.

The standard form used to evaluate students annually can be seen in the Appendices. Students are evaluated each year during the spring semester. Please make sure to stop by and obtain a copy of your evaluation once notified by your advisor.

READINESS FOR ENROLLMENT IN PRACTICUM IN COUNSELING

Students are screened prior to entering GDPC650 Practicum in Counseling. Not only must the courses listed below be completed satisfactorily, each student is evaluated based on their readiness, both dispositional and academically, for beginning this fieldwork experience.

CMHC

GDPC645 Professional Ethics for Counselors & Psychologists

GDPC635 Theories & Techniques of Counseling

GDPC638 Group Processes

GDPC629 Psychopathology: Classification and Treatment

SC

GDPC645 Professional Ethics for Counselors & Psychologists

GDPC635 Theories & Techniques of Counseling

GDPC638 Group Processes

At the end of the fall semester prior to practicum, the Core Faculty complete a Readiness for Enrollment Form for GDPC650 Practicum in Counseling. Instructors are encouraged to consider the following factors in evaluating the general readiness of students for the practicum experience: academic progress, interpersonal skills, counseling skills, ethical behavior. In addition to providing a grade, instructors are asked to check one of the following:

- _____ I have **no concern** about this student and I see no reason why this student should not be permitted to enter GDPC650 Practicum in Counseling.
- _____ I have **minor concerns** about this student; however, my concerns are not strong enough to exclude him/her from enrolling in GDPC650 Practicum in Counseling. My concerns are indicated in the section below (or in an attached letter).
- _____ I have **major concerns** about this student. My general concerns are indicated in the section below. A detailed description is included on the attached GPC Notification of Concern Form. I do not believe this student should be permitted to enroll in GDPC650 Practicum in Counseling until his/her case is reviewed by the GPC faculty.

If an instructor has major concerns about a student, their case will be reviewed by the GPC faculty and the student's readiness for GDPC650 Practicum in Counseling will be evaluated. If after the faculty's discussion major concerns remain, the student will be informed that he/she will not be permitted to enroll in GDPC650 until improvement is evaluated by the GPC faculty as stipulated in the **Notice of Concern Contract**.

EVALUATION OF STUDENT ACADEMIC PERFORMANCE

Students earn degrees by completing the prescribed number and kinds of credits for the relevant degree. Credits are earned only if all the requirements for the course are completed and an acceptable grade is received. Students must obtain a B- or better in each class for the grades to be acceptable. A student will need to retake any class in which he/she obtains less than a B- grade.

Grading System

The authority to determine grades rests with the teacher of the course. Quality points (on a 4.00 scale) are given to each letter grade (A-F) for use in computing a student's grade-point average (GPA). The GPA is the average number of quality points earned per credit hour in all courses which are assigned grades A-F.

The grading system follows:

Grades shall be given as symbols with quality points per symbol as outlined below: *Grades Quality Points*
Definition

A 4.00

A- 3.67

B+ 3.33

B 3.00 Overall average required for master's level graduate degrees

B- 2.67

C+ 2.33

C 2.00

C- 1.67

D 1.00 Unacceptable grade level for any graduate credit

F 0.00 Unacceptable grade level for any academic credit

A minimum overall GPA of 3.00 (B) is required in courses that apply to a graduate degree. No course with a grade of C, D or F (or U) may count towards either Counselor Education graduate degree.

Deferred Grade (Including DN)

A "DG" may be given in courses for which the requirements are not likely to be completed within one semester. It may be given for tours, field/clinical experiences, internships, project and independent study courses, courses including research requirements, and courses where mastery level learning is required. The Registrar's Office records a DG only for courses previously approved for such a grade by the relevant school courses/curricula or programs committee. An instructor may stipulate a time limit for changing the DG to a grade. An instructor may change the DG to a DN signifying that the course has not been completed and no longer can be completed due to the elapsed time. Prior to graduating, all DGs must be cleared whether they are related or required for the degree or not.

Incomplete (I)

An Incomplete (I) indicates that the student's work is incomplete because of illness or unavoidable circumstances and not because of negligence or inferior performance.

An “I” may be given when the instructor and the student agree to terms stated in an Incomplete Contract. The I is given to a student and a contract agreed upon when the major portion of the work for the course has been completed. The contract states the work to be completed, a plan with timelines for completion of the work, and the grade the student will receive if the work is not completed by the agreed-upon time. The Incomplete Contract, along with the semester grade sheet, is filed with the Registrar’s Office by the faculty member at the appropriate time. A fee is charged for any Incomplete grade issued.

S/UC Satisfactory/Unsatisfactory

The standard grades for lecture and lecture/laboratory courses are A-F. Certain designated courses, such as individual study/readings, independent research, research projects, workshops, seminars, field/clinical experiences, and practica may be graded with either an S/U or A-F pattern as the school/college determines. In our case, Practicum and Internship courses are graded with an S/U. Completed theses/dissertations (except for undergraduate theses) are always graded on an S/U basis. For a graduate student, an S means a B (3.00) or higher was earned. The letter grade U signifies unsatisfactory performance. Credit is earned only for S grades. No quality points are assigned S/U courses and an S/U notation does not affect the grade point average.

WC Withdrawal

Withdrawal is recorded when a student withdraws within the date limitations indicated by the Academic Calendar. The designation of W is also given in cases where a student who has previously registered for theses or project credit and obtained a Deferred Grade subsequently decides not to complete the work for the thesis or project and instead selects another option for completing the degree. In other circumstances the institution may initiate withdrawal.

Class Attendance & Grades

Student Attendance/Absences

Regular attendance at all classes, laboratories, and other academic appointments are required of each student. Faculty members are expected to keep regular attendance records and may use attendance as a basis for determining the final course grade. The instructor’s course outline alerts students to the attendance requirement. If the number of absences exceeds 10% (for graduate courses) of the total course appointments, the grade of “F” may be recorded. The fact of being absent from campus is not considered an excuse from fulfilling the requirements of the course. Absences incurred because of late registration, suspension and early departures or late returns from holidays or vacations are not considered excused. The instructor is not obligated to allow the missed work to be made up under such circumstances. Non-attendance does not suffice to indicate that the student has dropped the course. The student is counted as a member of the class and is charged tuition until a drop form is filed in the Registrar’s Office.

Tardiness: Three (3) tardies are the equivalent of one absence.

Excused Absences

The individual instructor upon written verification of illness grants excuses for absences due to illness. Residence-hall students are required to see a nurse the first day of any illness that interferes with class attendance. Non-residence hall students should seek such written verification from their own physician before returning to class. The

respective instructor gives excuses for absences not due to illness, such as immigration hearings, court appearances, or death in the immediate family of the student.

Requirement to Complete Work

Excused absences do not alter the responsibility to complete all requirements of a course. Work is made up at the discretion of the instructor.

Performance in Related Non-Academic Areas

Professional programs may require such things as appropriate personality traits, acceptable lifestyle, satisfactory clinical aptitudes and other published special requirements and competencies. For programs where these requirements are stipulated, evaluations are made of students in terms of these requirements.

Academic Dishonesty and Plagiarism

Grade penalties or a failing grade result from academic dishonesty or plagiarism.

Determination of Grades

The authority to determine grades rests with the faculty member(s) teaching the course or substitute instructor(s) assigned by the relevant department chair in consultation with the dean where the regular instructor is unavailable.

Authority of the Department Chair and Dean

The department chair and dean of the school have general oversight responsibility through counsel with each faculty member to ensure that a carefully crafted grading policy is used and that students are fully informed of the policy and its application. Only when a grade complaint is lodged or a grading grievance petition is filed by a student will the department chair and dean become involved with decisions on grading.

Changes of Grades

Updating Grades

Grade changes are made for “I” and DG symbols at the Registrar’s Office. These are to be changed in the appropriate grade book, initialed and dated by the instructor of record (or relevant dean if the instructor has left the employment of the university).

Correction of Errors in Grades

To protect the integrity of the grading system, alterations to the official grade record occur only where instructor error is discovered. Grades are not changed because additional work has been completed since the grade was assigned. Errors are reported on the official grade change form provided by the Registrar’s Office and must be signed by the instructor and the dean. On this form, which becomes the basis for a corresponding correction in the record, a written statement of explanation must be provided.

Timing of Grade Changes

Any change of grade must normally be made within the semester following the term for which the grade was assigned for any class taken on campus. In no case should grades be revised after two (2) semesters. Graduate grade

changes may not be made after one semester without the permission of the dean/program coordinator following the term in which the course was offered except as allowed by a specific policy. In the case of classes offered on an extension campus, the grade change must occur within two semesters following the term in which the course was taken. Resulting changes in the grade point average subsequent to the issuing of the diploma shall not result in withdrawal of the diploma.

Resolution of Grade Disputes

Students who dispute the grade received for a course are to be encouraged, by any faculty member or administrator who is approached, to seek a resolution through the following procedural steps. Succeeding steps should be taken only as failure is experienced in the previous step:

Informal Resolution in Person

A student reporting dissatisfaction over a grade received in a course should be counseled to first seek a resolution in person with the instructor. Should such a meeting not succeed, the student may seek a resolution through the instructor's immediate supervisor, the department chair or, in the absence of the chair, the dean of the school. The supervisor may arrange a joint discussion between the student and the instructor. When such attempts at resolution of the grade problem fail, the student may file a written grade complaint with the relevant instructor's immediate supervisor.

Grade Complaint

A student may request an investigation of a grade through a written grade complaint to the supervisor of the instructor which explains the reasons for the student's belief that the grade was assigned as a result of: carelessness, arbitrariness, or capriciousness. If the chair is also the instructor in question, the chair should direct the grade complaint to the next highest officer for processing. The written grade complaint must be filed within the semester (not counting the summer terms) after the grade was given and/or a grade report card had been issued. Complaints filed after a full semester has elapsed since a grade was given and/or a report card issued, or a written grade complaint that does not detail the evidence called for above, shall not be investigated.

A department chair or the instructor's immediate supervisor can recommend or make a grade adjustment only if his/her findings reveal clear evidence of carelessness, arbitrariness, or capriciousness on the part of the instructor. The department chair or the instructor's immediate supervisor is to render a written report on his/her findings within a week (if school is in session; if not, within the first week after school reconvenes). If the student does not receive a report or remains dissatisfied, he/she may file a written grade grievance with the dean of the relevant school.

Grade Grievance

A student may file a written grade grievance with a dean of a relevant school to resolve a grade problem. The grade grievance must be filed within three weeks of receiving a response to the original filing of the written grade complaint. The written grade grievance shall provide evidence for the claim that the grade was assigned as a result of arbitrariness, capriciousness, or carelessness. Should the dean be the instructor in question, the dean shall direct the grade grievance to the provost. A written grade grievance that does not detail the evidence called for above, or that is filed more than three weeks after the response to the original filing of the complaint, will not be investigated.

Providing the student has met the conditions for filing a grade grievance, the relevant dean or his/her immediate supervisor as noted shall appoint a Grade Review Committee of three (3) faculty members with authority to investigate the matter further and to recommend a resolution. The dean's or his/her supervisor's shall issue a written verdict in response to a specific Grade Review Committee within one week after having received the written recommendations of the Committee that shall be final and binding on both student and faculty member. The verdict may necessitate a grade change.

Consequences of Failing Grades

Grades considered to represent an unsatisfactory level of achievement by a student in a given class are defined as failing grades. A student may be dismissed from a particular program during a given semester because of failing grades. Where a student fails to meet the published professional and lifestyle requirements for some programs he/she may be refused a degree even when all the other academic requirements have been satisfactorily completed.

STUDENT RETENTION POLICY

Department of Graduate Psychology and Counseling

Andrews University

All students pursuing degrees in the Department of Graduate Psychology and Counseling (GPC) at Andrews University will be reviewed yearly as to their goodness of fit in the program in which they are enrolled. Please refer to the respective program handbook for further details on how these evaluations will be conducted.

Apart from these times, if for any reason a professor should have significant concerns regarding a student's academic progress, interpersonal skills, counseling skills, testing skills, goodness of fit for the relevant profession/program, and/or a student's ethical behavior, the following steps will be followed:

1. **Concerns are presented to the full faculty** (which typically occurs at the next GPC faculty meeting). The full faculty is involved so that multiple perspectives can be offered to avoid situations in which one faculty member has a concern with a student but other faculty do not. Additionally, discussion with the full faculty has historically led to actions more beneficial to the student given the more objective and more creative ideas that come from a group process.

The goal of the discussion is that faculty recommends actions to remediate the problem (rather than actions that are solely punitive in nature). Faculty:

- a. **recommends actions** to be taken by faculty and student
- b. identify immediate and/or future **consequences**
- c. identify the **timeline** related to when the concern needs to be resolved and/or reevaluated.

Potential actions may range from minor (e.g., require the student to increase organization and timeliness in attending classes) to major (e.g., program termination). The nature of actions are commensurate with the nature of the concern. During the GPC meeting, the Notice of Concern form is completed based on the faculty's voted actions, consequences and timeline.

2. The student is presented with the **Notice of Concern form** (a copy of the Notice of Concern will be placed in the student's official file). The Notice identifies:
 - a. what the **concern** is
 - b. what the voted **actions** are
 - c. the **timeline** related to when the concern needs to be resolved and/or reevaluated
 - d. any immediate and/or future **consequences**.

The student will receive the **Notice of Concern by both email and by certified mail with return receipt**. The receipt will be kept in the students' file as verification that the student has received the Notice. Within 7 days of receipt of the Notice of Concern the student must either (A) **arrange to meet** with the faculty named in the "Voted actions the student must take" section of the Notice of Concern form **or** (B) notify those faculty of the student's decision to **appeal** the Notice of Concern. Failure of the student to arrange a meeting **within 7 days** or failure to communicate his/her decision to appeal will be interpreted to mean that the student does not intend to meet the requirements of the program and will thus be treated as the student choosing to withdraw from the program. The withdrawal will be acknowledged by an official letter (also sent certified mail with return receipt) noting the student's choice to withdraw and notifying the student that they are dropped from the official list of program participants. After such a withdrawal, students would have to complete a new application to a program if they wished to return to a program.

When the student meets with the faculty named in the “Voted actions the student must take” section of the Notice of Concern, the faculty discuss the concern with the student and work toward remediating the situation.

Attached to the Notice of Concern (or to a termination letter) is information about the Appeal Process. Anytime a student is placed on probation or terminated, they have the option to request a student hearing at the next GPC full Faculty meeting. Subsequent to the hearing, if the student disagrees with any aspect of the Notice he/she may pursue the appeal process. During the appeal process the student will continue to engage in all academic activities unless the concern is such that continuation in those activities jeopardizes compliance with ethical or legal mandates (e.g., if there is a concern about the nature of a student’s interaction with clients during practicum, the student would not be allowed to continue meeting with clients during the appeal process).

3. **Case review.** If indicated, the concern will be reevaluated according to the timeline presented in the Notice of Concern. This review process follows the same procedures outlined in steps 1 and 2 above. **Further actions may be voted, or, the case may be considered closed.** In either case the student will be provided a copy of the updated Notice.



Counselor Education Programs

NOTICE OF CONCERN

Student: _____

Date: _____

Program Coordinator: _____

Program: _____

Professor Concerned: _____

Course: _____

What is the concern?

Voted actions the student must take:

Voted timeline for resolution of the concern and date when the concern will be reevaluated:

Voted immediate and/or future consequences:

Please see attached information about the Appeal Process should you choose to appeal.

Within 7 days of a receipt of this Notice of Concern, the student must contact his/her faculty advisor and arrange an appointment to discuss the recommended actions.



Counselor Education Programs
Notice of Concern Follow-up

Student: _____

Date: _____

Date of Original Notice: _____

Summary of Notice of Concern

Voted Actions and Timeline Given

Student Outcomes to Voted Actions

Result of Notice of Concern:

- ☐ Student removed from probation status
- ☐ Probation extended an additional semester (see additional documentation)
- ☐ Student removed from the program for not meeting probation requirements

Program Coordinator Signature

Date

Student Signature

Date

GRIEVANCE PROCEDURE

If you find yourself in conflict with the resolution of a complaint, or questioning a practice or decision that you believe unnecessarily impacts you adversely, you may seek to have your situation considered, improved or settled by following the steps in the order outlined below. The nature of the conflict will, in part, determine the procedure to follow. Fundamental to any procedure, however, is the basic commitment to Christian principles.

Candidate Complaint Procedure

If you feel that your academic rights have been violated, you should speak directly with the relevant professor. If you are dissatisfied with the professor's response, you may appeal to the department chairperson. Following a decision by the department chairperson, you (or the professor) may appeal to the appropriate academic dean, followed by an appeal to the Office of the Provost.

Resolution of Grade Complaint

In keeping with the Andrews University Working Policy (2:437:6), if you dispute a grade received for a course (providing that you believe the grade was assigned as a result of **carelessness, arbitrariness, or capriciousness**), you should seek a resolution within one semester through the following steps:

1. You should seek a resolution in person with the instructor of the course.
2. If the dispute is not resolved, you may file a written grade complaint with the instructor's immediate supervisor, normally the department chair. The immediate supervisor must render a written report of his/her findings within a week.
3. If you do not receive a report or remain dissatisfied, you may file a written grade grievance with the Dean of the School of Education.
4. After reviewing all the facts about the case, the Dean may choose to issue a final decision in the case or appoint a Grade Review Committee of three Faculty members, who will investigate the matter and recommend a resolution to the Dean.
5. The Dean will then issue a final decision, taking into account the recommendations of the Grade Review Committee.

Resolution of All Other SED Complaints

Please use the following protocol in dealing with all other complaints:

1. If applicable, you may first consult with your instructor or advisor.
2. If your complaint remains unresolved, you may discuss it with the department chair
3. If the issue is still unresolved, you may submit a written complaint to the SED Dean.
4. If the issue remains unresolved, you may discuss the matter with the Provost who will provide a written decision which will be considered final.

At any point in the complaint process you may consult with either of two University Ombudspersons whose role is to facilitate understanding, communication, and resolution of conflicts. They may help by identifying and explaining relevant university policies, procedures, and problem-solving channels. The Ombudspersons will also help you to explore options or help identify University programs and resources that might be of benefit. The Ombudspersons do not get involved in:

- Legal advice or legal representation
- Non-University related disagreements or problems
- Filing grievances or making formal complaints
- Representation of students in formal University procedures

PRACTICUM

Students entering in the Fall Semester are typically eligible to begin practicum during the second (spring) semester of their first year. Prerequisites for GDPC650 Practicum in Counseling are: GDPC635 Theories and Techniques of Counseling, GDPC638 Group Processes, GDPC645 Professional Issues for Counselors, and GDPC629 Psychopathology for CMHC students. In addition, each student must participate in a minimum of eight weekly personal counseling sessions, which can be received through the Andrews University Counseling and Testing Center or a licensed counselor in the community of your choice, before starting practicum. If you plan to obtain the eight counseling sessions needed through the Counseling and Testing Center (also housed within Bell Hall, Suite 123), please make sure to visit the Counseling and Testing Center early in the Fall Semester in order to set up the eight personal counseling sessions as soon as possible.

During their practicum experience, students are expected to complete a minimum of 100 clock hours of clinical experience, 40 hours of which must be accumulated in direct client contact. Each student in practicum receives liability insurance coverage through the university up to \$1,000,000. Additionally, CACREP requires that each practicum and internship student maintain an individual professional counseling liability insurance policy. This must be documented through Check Point #1 of the Professional Portfolio before being allowed to start practicum. Free liability insurance is available through the ACA student membership.

Students receive one and a half hours of group supervision and one hour of individual or triadic supervision each week. Each session with a client must be recorded and students must be prepared to present selected portions of recorded sessions in group supervision as well as individual or triadic supervision.

For this practicum experience, all sessions are conducted in the Andrews Community Counseling Center (ACCC). Clear professional boundaries must be maintained in the therapeutic relationship. Each session should last 45 to 50 minutes and may be scheduled once a week or more frequently as the case demands. Students are expected to adhere to ACCC procedures as outlined in the *ACCC Manual*.

In order for a student to accumulate 40 hours of direct client contact in one semester, it is usually necessary for them to maintain an active caseload of four clients. These clients may include children, adolescents, adults, or elderly persons. The presenting problems of clients may be related to academic, career, or personal/interpersonal concerns.

To successfully complete practicum, students must:

1. Demonstrate satisfactory competence.
2. Accumulate a minimum total of 100 clock hours of experience of which 40 hours must involve direct client contact.

Students are reminded that the total of 40 hours of direct client contact is a minimum and that, if deemed necessary by their supervisor, they may need more experience to develop satisfactory competency.

PERSONAL COUNSELING EXPERIENCE

As briefly mentioned before, all students in the Clinical Mental Health Counseling or School Counseling programs are required to attend eight (8) sessions of personal counseling. These sessions may be held on campus at the Counseling and Testing Center (call for an appointment at (269) 471-3470 or by a licensed therapist of your choice in the community. A letter from your counselor upon the completion of the 8 individual sessions is required. The topics or outcome will remain confidential. The department only needs to know that the requirement has been completed.

We invite you to take advantage of this experience to its fullest. Not only will this allow you to experience what it feels like to go and see a counselor, but it will also allow you to celebrate, heal from, work on, or reflect upon the experiences of your life. Some of the areas you may want to explore are the following:

- Why did I pick counseling as a career?
- What is my world view on sensitive topics such as race, racism, homosexuality, abortions, etc.
- What are my strengths? My weaknesses?
- What areas do I need to grow in?
- How has my family-life affected who I am today?
- How have I developed mentally, socially, spiritually, and physically. Any areas need more attention by me than the others?
- What were some of the critical turning points in my life?
- How might I become a better person?
- Address personal issues.
- Address personal relationships.
- Etcetera

These are just some of the few ideas to get you started. Enjoy each session. They will go fast.

INTERNSHIP

After students have successfully completed their counseling practicum, they then must complete a 600-clock-hour counseling internship in either a school counseling situation or a mental health counseling facility. Of the 600 clock hours required, a minimum of 240 clock hours must be in direct service work (face-to-face interaction with clients). Typically, the internship requires 20 clock hours per week for two consecutive semesters (30 weeks) during the second year of enrollment. Students receive 3 credits per semester for each 300 hours of internship completed. They must accumulate a minimum of 6 credits in GDPC655 Internship in Counseling to meet

graduation requirements for the M.A. in either Clinical Mental Health Counseling or School Counseling. Each student doing an internship receives liability insurance coverage up to \$1,000,000 through the university. During the internship students receive one hour per week of individual supervision on-site as well as one and one-half hours per week of group supervision, usually by a faculty supervisor on campus. Most internship sites are located outside of the village of Berrien Springs. Students must have access to reliable transportation and are responsible for transporting themselves to and from their internship site. It should not be assumed students will be placed in internship sites on the Andrews University campus or in the village of Berrien Springs.

Planning for an internship should begin early in the Spring semester while taking GDPC650 Practicum in Counseling. Typically, students will be contacted during the practicum group meeting by the Clinical Coordinator to discuss internship placement with you and to distribute an internship manual that outlines procedures that must be followed prior to and during the internship. If for any reason you are not able to attend this supervision time, it is your responsibility to inform the Clinical Coordinator of your desire to obtain internship placement the following semester (or whenever you choose in the near future).

The following steps must be completed prior to internship placement.

____1. During the second month of practicum, students should fill out an application and submit it to the Clinical Coordinator.

____2. The Internship Placement Coordinator will make arrangements for students to interview at selected sites and will notify students in writing so that the students can call and schedule an interview as soon as possible.

____3. The student calls the agency or school and schedules an interview. They prepare a resume. It is recommended that they contact the Andrews University Counseling and Testing Center for assistance if necessary. A student may wish to send the resume and cover letter to the agency or school prior to the interview.

____4. If the agency or school is able to place the student, then the student discusses with the agency or schools the internship contract and the possible date of internship. Along with the contract the student writes a list of objectives after consulting with the on-site supervisor. Three copies of the contract and objectives are then signed by the On-Site Supervisor and the student, and then brought to the Clinical Coordinator for a final signature. One copy is kept by the student, one by the On-Site Supervisor, and one by the Clinical Coordinator. The student must obtain a vita or resume from the internship On-Site Supervisor.

The student will be assigned to a Faculty Internship Supervisor who will be available to the On-Site Supervisor. During one's internship experience, the student must maintain a Daily Activity Log and an Internship Semester Summary Form. All paperwork pertaining to the internship should be submitted to the Faculty Internship Supervisor in his/her mailbox, **weekly**. Students will usually be assigned to the same Faculty Internship Supervisor for the entire internship experience. A final on-site evaluation session is arranged by the Faculty Internship Supervisor with the student and the On-Site Supervisor during the last regular week of the internship for the purpose of discussing the On-Site Supervisor's written evaluation of the student's performance and exchanging feedback. The student then submits the Internship Semester Summary Form to the faculty supervisor. All internship requirements are detailed, including necessary forms and paperwork, in the Internship Manual.

The internship is a very important part of a student's training and our Clinical Coordinator will do all in his power to aid you in finding an internship site that is a good fit for you. In order to obtain an internship placement, however, it is imperative that you "sell yourself" at the various internship sites and be proactive in finding such a site. Although you will be given a list of internship possibilities, it is ultimately your responsibility to find an agency that will grant you the clinical experience needed to complete this requirement. Letters of recommendation are usually required for consideration for employment and much of the content of these letters is based on student performance in practicum and internship experiences.

PROFESSIONAL PORTFOLIO

In order to manage the abundance of data on candidate performance needing to be gathered for the counselor education programs within the SED, all students will be required to assemble a professional portfolio. The professional portfolio is to be designed to provide a venue where professors, students and possibly future employers are able to assess a student's growth and development throughout their program. The professional portfolio should do the following:

- Assess a student's knowledge and ability to integrate knowledge with skills
- Showcase a student's experience and mastery of practice with explanation and reflection on the meaning or significance of their experiences
- Allow counseling students to actively engage in the development, demonstration and evaluation of their own competence
- Allow the program to assess the knowledge, skill and practice outcomes specified in the CACREP (2016) standards, along with program-specific learner outcomes
- Allow students to consider what and how they have learned by writing reflections on significant facets of their development in becoming professional counselors
- Give students a forum to show the development and application of their skills to future employers
- Demonstrate how students made the most of their graduate-level training, whether it be through the research papers written, practicum or internship experiences shared, or a multitude of other activities involved in their professional development
- Allow students to be able to review their accomplishments and present them to others (professors, future employers, applications to a doctoral program, etc.) effectively
- Ultimately documents the benefits the counseling profession has to offer society

Format: The portfolio is to be an electronic one. All graduate students will use LiveText, a program all graduate students subscribe to upon matriculation into one of our programs, to design their own portfolios. An electronic portfolio has its benefits in that it is portable, easy to edit over time, aids in demonstrating technological competencies and is convenient for interviewers to examine should the need arise. It is imperative that you obtain the Portfolio Guidelines manual so that you know what is required of you and the various deadlines and check points along the way of your two-year program.

COMPREHENSIVE EXAMINATIONS

Students in the Clinical Mental Health Counseling and School Counseling Programs must take a Comprehensive Examination near the end of their academic program. This examination is given each semester. Typically, full-time students would take the examination during Spring Semester of their second year of enrollment. An Advancement to Candidacy form must be filed prior to taking Comprehensive Examinations. This form should be filed upon completion of one-half of the maximum number of required credits of course work, but no later than the semester prior to the scheduled date of the comprehensive examinations. In addition, students must complete an Application for Comprehensive Examination form. Both forms are available from the Graduate Programs Coordinator or online at <http://www.andrews.edu/sed/resources/gradresource.html>. Students are responsible for meeting deadlines and it is suggested that they double-check with the Graduate Programs Secretary early during the semester prior to the semester in which they plan to take the Comprehensive Examination to determine deadline dates. A Comprehensive Exam handbook is available from the Administrative Assistant.

The Comprehensive Examination is a seven-hour written examination. Its purpose is to give graduate students in the Clinical Mental Health Counseling and School Counseling Programs an opportunity to demonstrate that they can apply and integrate knowledge. The examination is given on two days. Typically, the 1st day is from 8:30-12:30 p.m. and the 2nd day is from 8:30-11:30 am.

The 1st day covers content in core courses common to the M.A. in Clinical Mental Health Counseling and the M.A. in School Counseling. The examination consists of four essay-type questions, one in each of the following areas: theories and techniques of counseling, group processes, psychological testing, and ethics. Students have four hours in which to write.

The 2nd day covers content more specific to either Clinical Mental Health Counseling or School Counseling. Three essay-type questions are included on this portion of the examination. Students in the Clinical Mental Health Counseling write one question in each of the following areas: psychopathology, career development, and life span development. Students in the School Counseling program write one question in each of the following areas: administration of guidance services, career development, and life span development. Students have three hours in which to write.

RESEARCH

All students are encouraged to become consumers of counseling research. It is recommended that those students who intend to pursue further graduate work beyond the Master's degree include GDPC699 Thesis in their plan of study. The thesis will be completed under faculty supervision. The current faculty research interest areas are as follows:

- Dr. Ronald Coffen - Children's and parenting issues; child and family therapeutic interventions; self-management and internalized importance via experiential techniques.
- Dr. Elvin Gabriel - Religiosity, mental health, discipline classroom management
- Dr. Bradly Hinman - Family dynamics, communication, and behavior disorders within families; sexuality and Christianity, including sexual orientation, pornography, sex addiction, and hypoactive sexual desire; supervision of minority supervisees by majority supervisors.
- Dr. Jimmy Kijai – School effects (non-cognitive), research & statistical methodology.

- Dr. Nadia Nosworthy – Numeracy development in children, individual differences in math achievement.
- Prof. Portecop-Prentice – Self-efficacy for teaching students with Autism Spectrum Disorder
- Dr. Carole Woolford-Hunt- Cross-Cultural Communications, International Psychology, Bias Research, Multicultural Education, Supervision & Counseling, The intersect between Spirituality, Psychology & Philosophy.
- Dr. Nadine Isaac-Dennis – Community Violence, Trauma and Traumatic Stress in children; Social and Emotional Learning in Diverse Settings.

DOCUMENTATION

After completing your degree, you will probably be seeking licensure as a counselor in the state, province, or country where you want to practice. Because the requirements for licensure are controlled by the local government, there is no one set of requirements, which will apply to all localities.

It is your responsibility to prepare yourself for the licensure requirement in the locality where you intend to practice.

1. We advise you to write to the licensing boards or consult their web sites and request the latest information about licensure requirements. “Googling” the state’s counseling board is perhaps the best way to find out who you should be sending your inquiries to. Some sites have all that information on their official web pages. It is your responsibility to be sure your program includes the course work required for licensure in the locality where you intend to practice.
2. When you seek licensure you may need to provide documentation acceptable to the licensing board which documents that your program meets their requirements. To provide this documentation you should have the following:
 - a. A copy of the *School of Education Bulletin* **under which you graduated.**
 - b. A copy of the *Student Handbook* for your program.
 - c. A copy of the outline for **each** course you took as part of your program, including the qualifications, degree, and license of the instructor.
 - d. A description of your internship experience (including agency, experiences, length, and supervisor) and certification of completion of internship, should this be necessary. Be sure your internship and practicum records at AU are complete. Keep a copy of the summary form for your practicum experience.
 - e. A copy of your candidacy form as accepted by the SED Director of Graduate Programs. Transcripts will be sent directly from the Registrar’s office to the licensing board, but the candidacy form will provide you with a complete record of the courses you took for your counseling program. The licensing boards will only accept a copy of your transcript sent directly from the university, but you also need a copy of your transcript for your own records.

Keep all of the above documents together in a secure place so they will be available whenever you need them.

ENDORSEMENT

Students who successfully complete all requirements for the M.A. in Clinical Mental Health Counseling or School Counseling will be endorsed by the faculty in their area of specialization. Graduates of the Clinical Mental Health Counseling Programs will be formally endorsed by recommending them for licensure as professional counselors and employment as professional counselors in a mental health setting consistent with their training. Graduates of the School Counseling Program will be formally endorsed by recommending them for state certification and employment as school counselors. In addition, graduates of both programs will be provided with the information necessary to assist them in applying for national certification through the National Board of Certified Counselors (NBCC).

COUNSELOR CERTIFICATION/LICENSURE

Clinical Mental Health Counseling in Michigan

The State of Michigan is one of 50 states that currently license or certify professional counselors. To be eligible for a professional counselor license in Michigan you must have obtained a minimum of a master's degree in a program of not less than 48 semester hours which included graduate studies in all of the following: career development, consulting, counseling techniques, counseling theories, counseling philosophy, group techniques, professional ethics, multicultural issues, research methodology, testing procedures, practicum, and an internship that consists of not less than 600 hours of supervised clinical experience in counseling. Currently, the M.A. in School Counseling Programs at Andrews University meet the criteria for licensure as a professional counselor. This may be subject to change as state laws are reviewed.

Students interested in becoming licensed as a professional counselor in Michigan can download licensure applications online at https://www.michigan.gov/lara/0,4601,7-154-89334_72600_72603_27529_27536---,00.html.

After receiving application materials, students will need to do the following to apply for a Limited License.

1. Complete the Counselor License Application form and submit it, along with the appropriate fee and their professional disclosure statement, to the board office.
2. Arrange for an official transcript of their graduate work at Andrews to be forwarded directly to the Michigan Board of Counseling from the Director of Records at Andrews University.
3. Complete Section I of the Certification of Counseling Education form and forward it to the director of their counselor education program for certification of the program they completed.

You cannot practice counseling in the State of Michigan without having at least a Limited License to practice. In order for you to become a fully licensed professional counselor you must do the following:

1. Complete the Counselor Licensure Application form and submit it along with the appropriate fee.
2. Meet the educational requirements for a Limited License.
4. Accrue 3,000 hours of post-degree counseling experience in not less than a two-year period with at least 100 hours accrued under the immediate physical presence of the supervisor, who is a fully licensed professional counselor.
5. Pass the National Counselor Examination for Licensure and Certification (NCE).

6. Submit a Professional Disclosure Statement.

Clinical Mental Health Counseling in Other States

Please note that each state has its own requirements for licensure and certification and what is described above relates to Michigan alone. It is recommended that if you know the state in which you plan to reside after completing your degree, you contact the Board of Counseling in that particular state now and inform yourself of any special requirements that are needed. We will be happy to aid you in meeting those requirements as best we can and make them a part of your program. In order to find and contact the state professional licensure boards, please visit www.counseling.org/counselors/licensureAndCert/TP/StateRequirements/CT2.aspx or go directly to each state's licensure webpage.

Any questions that you might have regarding licensure or certification as a clinical mental health counselor should be directed to the Coordinator of the M.A. in Clinical Mental Health Counseling Program: Dr. Nancy Carbonell. Students wishing to pursue licensure in State of **Indiana** as Licensed Mental Health Counselors should also consult with Dr. Dennis Waite since extra hours of the Internship experience are required.

Students wishing to pursue licensure in the State of **Indiana** as a licensed Mental Health Counselor are required to complete 100 extra hours of internship beyond what our program requires. Please consult with Dr. Dennis Waite about this when you begin your internship experience.

SCHOOL COUNSELING

Even if you do not plan to work in the state of Michigan as a school counselor, it is **strongly recommended** that you take and pass the state of Michigan exam for school counselors and become certified or licensed in Michigan as a school counselor. If you are not certified or licensed in Michigan as a school counselor, Andrews University often **cannot recommend** you for certification or licensure as a school counselor in any other state.

In order to be licensed or certified in Michigan as a school counselor you will need to do the following:

1. Complete the state of Michigan application for a school counseling license.
2. Take and pass the Guidance Counselor section of the Michigan Test for Teacher Certification.
3. Have one official transcript of all college and/or university credits earned in colleges or universities other than at Andrews University sent directly to the following address:

Jeannie Wolfer
Certification Registrar
Department of Teaching and Learning, Bell Hall 014C
Andrews University
Berrien Springs, MI 49104-0114

By completing the coursework for your M.A. in School Counseling, you will have satisfied the requirements for certification or licensure as a school counselor for grades K-12 in the state of Michigan. You should be aware, however, that other states might require you to document that you have internship experience in **two or more** of the following areas: elementary school, middle school, or high school. Please use the Internet to check on the certification/licensure requirements for the states in which you intend to seek employment. Any questions that

you might have regarding licensure or certification as a school counselor should be directed to the Coordinator of the M.A. in School Counseling Program: Dr. Brad Hinman.

THE NATIONAL BOARD OF CERTIFIED COUNSELORS

Graduates of the Clinical Mental Health Counseling and School Counseling Programs are encouraged to seek national certification through the National Board for Certified Counselors (NBCC). NBCC is an independent, voluntary, not-for-profit organization whose primary purposes are to establish and monitor a national certification system, to identify to professionals and the public those counselors who have voluntarily sought and obtained generic counselor certification, and to maintain a register of these counselors. This process grants recognition to counselors who have met predetermined NBCC standards in their training, experience, and performance on the National Counselor Examination for Licensure and Certification (NCE). A counselor who is certified by the NBCC uses the designation NCC, National Certified Counselor.

NATIONAL CERTIFIED COUNSELORS: Is Certification for you?

National certification can be a continuing source of pride and career enhancement for you as a counselor professional. Certification:

1. Promotes counselor's professional identity.
2. Identifies those counselors who have met national professional counseling standards to the profession and the public.
3. Advances cooperation among professional organizations and other credentialing and professional agencies development.
4. Encourages professional growth and development of counselors.

Requirements for the National Certified Counselor (NCC) credential:

1. Hold a Master's degree in Counseling from a regionally accredited university with a minimum of 48 semester hours in: Human Growth & Development, Social & Cultural Foundations, Helping Relationships, Group Work, Career & Lifestyle Development, Appraisal, Research & Program Evaluation, and Professional Orientation & Ethics.
2. Document 2 years of post-master's counseling experience with 3,000 client contact hours and 100 hours supervision. **This requirement is waived for graduates of CACREP programs.**
3. Provide 2 professional reference assessments. **CACREP graduates only need to provide a Supervisor's Reference.**
4. Pass the National Counselor Examination for Licensure and Certification (NCE).

Length of NBCC Certification

National Certified Counselors are certified for a period of five years. At the conclusion of each five-year cycle, NCC's are required to meet the following recertification requirements:

1. Provide evidence of completion of 100 contact clock hours of continuing education or re-examination.
2. Adhere to the NBCC Code of Ethics in professional practice.
3. Pay, on a yearly basis, the annual maintenance fee.

WHO'S WHO IN THE DEPARTMENT OF GRADUATE PSYCHOLOGY & COUNSELING

Department Chair	Carole Woolford-Hunt
Administrative Assistant	Monica Cervantes
Accreditation Coordinator	n/a
Andrews Community Counseling Center	Ron Coffen, Director
Clinical Coordinator for Counselor Education	Stacey Nicely (interim)

Program Coordinators

M.A. Clinical Mental Health Counseling	Bradly Himmna
M.A. School Counseling	Nadine Isaac-Dennis
M.A./PhD. Educational Psychology	Nadia Nosworthy
Ed.S. School Psychology	Renette Portecop-Prentice
Ph.D. Counseling Psychology	Carole Woolford-Hunt
Research/Statistics Consultants	Michael Milmine

Internship Placement Coordinators

Clinical Mental Health Counseling	
School Counseling	Dennis Waite
School Psychology	Renette Portecop-Prentice
Counseling Psychology	Judith Fisher (interim)
Educational Psychology/Fieldwork	Nadia Nosworthy

OTHER PEOPLE YOU SHOULD KNOW

Graduate Programs, Executive Secretary	Anna Piskozub
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COUNSELOR EDUCATION STUDENTS

Dispositions and Skills Evaluation

Candidate's Name: _____

DATE: _____

Rating Scale: 5. Exceptional 4. Proficient 3. Satisfactory 2. Emerging 1. Unsatisfactory n/o. Not Observed

The Educational/Counseling Professional . . .

	5	4	3	2	1	n/o
1. Believes that all individuals can learn and grow						
<ul style="list-style-type: none"> Shows respect to those they work with Shows patience and seeking support for even the most difficult student/client Instills hope for change and growth in their students/clients Demonstrates concern for the welfare of others 	Comments:					
2. Values fairness						
<ul style="list-style-type: none"> Demonstrates equitable treatment of others Seeks to understand others' needs Supports diversity Applies processes and policies to ensure fair treatment of others 	Comments:					
3. Values respectful communication						
<ul style="list-style-type: none"> Listens thoughtfully to others' views, including opposing ones Uses appropriate tone and affect in communication Maintains professional appropriate communication across different settings Demonstrates appropriate levels of self-disclosure Interacts positively with others, with corresponding body language Demonstrates skills in public speaking Communicates clearly using verbal, nonverbal, and written skills in a professional context; demonstrates clear understanding and use of professional language 	Comments:					
4. Values diversity						
<ul style="list-style-type: none"> Interacts in ways that recognize the worth of all individuals Validates the uniqueness and strengths of each individual Listens to the voice of those who share views different from their own Welcomes and works to understand diverse views to gain a more comprehensive understanding 	Comments:					

5. Recognizes personal leadership responsibility						
<ul style="list-style-type: none"> Shows awareness of one's positional and personal influence on others Takes initiative Follows through on responsibilities Develops one's own voice and opinion Plans, prioritizes tasks, and manages time effectively Demonstrates flexibility Is punctual, meets appointments and deadlines Demonstrates personal accountability and accepts responsibility for own actions 	Comments:					
6. Values personal and professional growth						
<ul style="list-style-type: none"> Seeks opportunities to learn new skills and knowledge Seeks and uses feedback to improve personally and professionally Demonstrates spiritual, physical, mental, and emotional balance Demonstrates awareness and understanding of self and others Displays an appropriately defined professional identity Has a positive self-image and is self-reliant Provides effective feedback to others, receives feedback non-defensively, and integrates feedback appropriately 	Comments:					
7. Is committed to inquiry						
<ul style="list-style-type: none"> Manifests inquisitiveness and academic curiosity Initiates participation in class discussion and experiential learning activities Demonstrates ability to engage in research and track down information Demonstrates understanding of counseling and psychological practice as an applied behavioral science 	Comments:					
8. Is committed to service						
<ul style="list-style-type: none"> Engages in activities that support and benefit others Seeks to understand and respond to the needs of others Is involved in professional organizations 	Comments:					
9. Values ethical behavior						
<ul style="list-style-type: none"> Adheres to the professional ethical standards of their chosen field Displays integrity in all they do, personally and professionally Exhibits truthfulness and fairness in all areas Evidences adherence to professional values throughout professional work 	Comments:					
10. Is committed to team/group relations						
<ul style="list-style-type: none"> Engages effectively in group situations and works well with others Works collaboratively on group projects Forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors, and professionals from within and across disciplines Negotiates differences and handles conflict satisfactorily 	Comments:					
11. Written Communication						

<ul style="list-style-type: none"> ▪ Is able to integrate assessment information and other knowledge bases and present a clear, concise and grammatically correct reports; research papers 	Comments:
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12. Professional Demeanor and Appearance						
<ul style="list-style-type: none"> ▪ Dresses appropriately and is neatly groomed ▪ Manages stress well and displays appropriate emotional control and stability ▪ Maintains professional appropriate conduct across different settings 	Comments:					

Student feedback and recommendations for program improvement:

Signature of Advisor: _____ Date _____

Signature of Student: _____ Date _____