The counseling program prepares students to assess, guide and counsel individuals, couples, families and groups, from early childhood through adulthood and aging. Students graduating from this program function as professional clinical mental health counselors in community agencies and mental health settings, such as mental health centers, family counseling centers, and solo or group private practice.

This program is a CACREP accredited program (Council for the Accreditation of Counseling and Related Educational Programs).

Students in this program can expect small classes, low student teacher ratios, professors who have years of experience as clinicians, and easy teacher accessibility.

**POINTS OF DISTINCTION**

- The program includes supervised practice in counseling, including an internship in the community
- The program is based in Christian philosophy; students develop competencies from a Christian world view
- Small classes provide a favorable student-teacher ratio, enhanced learning opportunities, and easy teacher accessibility

**THE PROGRAM IS DESIGNED WITH THESE STUDENT OBJECTIVES:**

1. To develop a strong professional counseling identity
2. To learn and practice ethically
3. To develop awareness and sensitivity to work competently with clients in a multicultural world
4. To learn to interpret and apply theories of human growth and development in multicultural contexts
5. To develop an understanding and know how to apply theories of career development relevant to career planning and decision-making
6. To develop the skills needed in developing helping relationships
7. To develop the knowledge and skills necessary to lead counseling groups
8. To learn principles of testing and measurement and understand how to apply both individual and group methods of assessment and evaluation
9. To learn the methods and roles of research, statistical analysis, needs assessment and program evaluation

PROGRAM LENGTH
This 60-credit program typically takes two full years; students are given up to four years for completion.

ELIGIBILITY REQUIREMENTS
- Baccalaureate degree from an accredited United States institution (or non-U.S. equivalent)
- Minimum undergraduate GPA of 2.60 (Applicants with a lower GPA may be admitted upon consideration of the composite profile)
- English proficiency—students whose language of education is not English must take the TOEFL or MELAB exam

ADMISSION REQUIREMENTS
- Official transcripts of post-secondary coursework
- Recommendations from two professionals
- Resume describing employment, research or special projects
- GRE score from exam taken within five years prior to admission
- Statement of Purpose explaining your objectives in seeking a graduate degree
- Phone interview with a faculty member in the program
INTERNATIONAL STUDENT REQUIREMENTS

- **Transcripts**—official literal English translations are required for transcripts from institutions where English is not the language of instruction
- **Summary of Educational Experience form**
- **I-20 form**—after academic acceptance and financial approval, Andrews University issues an I-20 form, which is required for obtaining a visa

A CHRISTIAN WORLDVIEW
As a Seventh-day Adventist Christian university, we are confident that our faith, our moral values, and our respect for differing cultural perspectives enhance the graduate experience at Andrews. Classes and activities reflect a Christian worldview; and abundant opportunities for fellowship, spiritual enrichment and service are available to keep your soul fed.

*The Office of Graduate Enrollment Management reserves the right to request additional documents.*

More information is available online at [www.andrews.edu/grad](http://www.andrews.edu/grad)

**ENROLLMENT & ADMISSION**
Phone: 855-428-4723 or 269-471-6321
Email: graduate@andrews.edu
Web: andrews.edu/grad

**DEPARTMENT OF GRADUATE PSYCHOLOGY & COUNSELING**
Phone: 800-471-6210
Email: gpc@andrews.edu
Web: andrews.edu/sed/gpc

Though I began my journey with the CMHC program with trepidation, my fears were alleviated from my first meeting with my advisor. My experience was life changing. From each professor I felt love and attention as if I were their only student. In every encounter I was treated respectfully and as an equal. Since receiving my degree, my job opportunities have greatly increased.

*Russell W. Bates, 2009*