

**Program Handbook**  
**Michigan State University**  
*Master of Arts in Counseling*  
**Fall 2009**

**Prepared by**

M.A. Counseling Program Faculty and Staff  
Department of Counseling, Educational Psychology and Special Education  
435 Erickson Hall  
Michigan State University  
East Lansing, MI 48824-1034  
U.S.A.  
Telephone: 517-432-1524

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## Preface

The Michigan State University's masters-level School and Community Counseling programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). This document presents a statement of this Master of Arts in Counseling Program's primary policies and procedures that are in compliance with university requirements and those associated with the CACREP minimum standards. The *Program Handbook* is intended to (a) assist students in planning each phase of their studies; (b) familiarize students with the faculty's general educational policies, expectations, and standards; and (c) assist faculty in their advising of students and in assuring that the program's policies are applied systematically and fairly.

While the *Handbook's* policies are applicable to all current students in the M.A. Counseling Program, the required coursework pertains only to those who have been admitted for the Fall of 2009. Students who began their studies prior to 2008 are responsible for completing the curricular requirements that were in effect at the time of their admission.

This document is designed to compliment both the College of Education and University policy statements and catalogs, and to clarify those academic matters that are unique to the M.A. Counseling Program. The following documents will be referenced in the different sections of the handbook, and students may wish to consult them for further detail on particular issues.

- *Academic Programs*  
<http://www.reg.msu.edu/ucc/ucc.asp>
- *Graduate Students Rights and Responsibilities (GSRR)*  
<http://www.vps.msu.edu/SpLife/default.pdf>
- *MSU/GEU Contract*  
<http://grad.msu.edu/geu/agree.pdf>
- *Guidelines for Graduate Student Advising and Mentoring Relationships*  
<http://grad.msu.edu/staff/mentoreport.pdf>
- *Guidelines for Integrity in Research and Creative Activities*  
<http://grad.msu.edu/staff/mentoreport.pdf>
- CACREP 2001 Minimum Standards  
<http://www.cacrep.org/2001Standards.html>

Recommendations for clarifications in program policies and procedures, or suggestions for improving the usefulness of this *Handbook* will be graciously received by the Program Director. Students are responsible for being familiar with the content of this document in the process of academic planning.

A THOROUGH REVIEW OF THIS DOCUMENT AND THOSE NOTED ABOVE AT THE INDICATED WEBSITES BY EACH STUDENT IS REQUIRED PRIOR TO THE ACADEMIC ADVISEMENT SESSION THAT OCCURS EARLY IN THE FALL SEMESTER.

Robbie J. Steward, Ph.D.  
Program Director  
School and Community Master of Arts in Counseling Program

## Program Faculty and Staff

*Robbie Steward, Program Director*

### Program Faculty



**Robbie J. Steward, Ph.D.**  
Professor  
Program Director  
438 Erickson Hall  
Phone: 517-355-8502  
Email: [devine@msu.edu](mailto:devine@msu.edu)



**Matthew Diemer, Ph.D.**  
Assistant Professor  
441 Erickson Hall  
Telephone: 517-355-6684  
Email: [diemerm@msu.edu](mailto:diemerm@msu.edu)



**Douglas Neil, Ph.D.**  
Assistant Professor  
437 Erickson Hall  
Telephone: 517-355-6682  
Email: [neildoug@msu.edu](mailto:neildoug@msu.edu)

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### Affiliate Faculty

Sonya Gunnings-Moton, Ph.D.  
Assistant Dean  
Student Support Services & Recruitment  
518A Erickson  
517-432-5093  
Email: [gunnings@msu.edu](mailto:gunnings@msu.edu)

### Admissions & Program Assistant

Heather Johnson  
435 Erickson Hall  
517-432-1524  
Email: [john1451@msu.edu](mailto:john1451@msu.edu)

### Adjunct Faculty

Michael Rogell, Ph.D.  
2535 E. Mt. Hope Avenue  
Lansing, MI 48910  
517-372-2300  
Email: [Mrogell@MicroGell.com](mailto:Mrogell@MicroGell.com)

### Adjunct Faculty

Steve Geiger, Ph.D.  
Comprehensive Psychological Services  
MSU Counseling Program  
517-337-2900  
Email: [geigers@msu.edu](mailto:geigers@msu.edu)

### Program Practicum/Internship & Individual Supervisors

Kyron Harvell, M.A., LPC  
Dwight Rich Middle School  
2600 Hampden Drive  
Lansing, MI 48911  
517-490-3633  
Email: [harvellk@hotmail.com](mailto:harvellk@hotmail.com)

Debra Rogell, LMSW, ACSW  
2535 E. Mt. Hope Avenue  
Lansing, MI 48910  
517-372-2535  
Email: [debrogell@comcast.net](mailto:debrogell@comcast.net)

Nancy James, CSW, LPC  
4660 Marsh Road  
Okemos, MI 48864  
517-420-2905  
Email: [james@ceicmh.org](mailto:james@ceicmh.org)

Michael Rogell, Ph.D.  
2535 E. Mt. Hope Avenue  
Lansing, MI 48910  
517-372-2300  
Email: [Mrogell@MicroGell.com](mailto:Mrogell@MicroGell.com)

### Graduate Assistant Advisors

Rosa Oyola  
Email: [oyolaros@msu.edu](mailto:oyolaros@msu.edu)

Lilyana Ortega  
Email: [ortegali@msu.edu](mailto:ortegali@msu.edu)

### Graduate Assistant

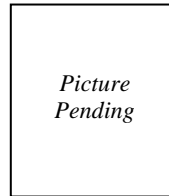
Priscilla Riojas  
Email: [riojaspr@msu.edu](mailto:riojaspr@msu.edu)

## Program Advisory Board

In order to maintain curriculum and program practices and policies that are most current and relevant to both the school and community settings, program faculty have identified and established working relationships with local key professionals who are leaders within the state and local governance, in professional organizations, and who represent various employment arenas for graduates. These individuals are familiar with current program curriculum and training guidelines and have agreed to serve in the Advisory capacity to faculty and as guides for students as community needs shift and critical changes in national and state-wide governance occur. The following presents the list of these individuals:



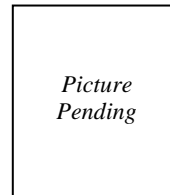
**Sally Boron**  
School Counselor – Retired  
[sboron@casair.net](mailto:sboron@casair.net)



**Jerry Schreiner**  
Leslie Middle School  
400 Kimball Street  
Leslie, MI 49251  
517-589-8200  
[Jschrein@leslie12.net](mailto:Jschrein@leslie12.net)



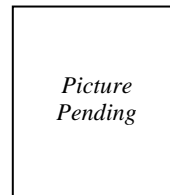
**Nancy James, LMSW, ACSW**  
4660 Marsh Rd  
Okemos, MI 48864  
517-420-2908  
[Nancy\\_James1@comcast.net](mailto:Nancy_James1@comcast.net)



**Norman Stewart, Ph.D**  
Professor Emeritus  
Counseling & Educational Psychology  
Michigan State University



**Michael Rogell, Ph.D.**  
2535 E. Mt. Hope Avenue  
Lansing, MI 48910  
517-372-2300  
[Mrogell@MicroGell.com](mailto:Mrogell@MicroGell.com)



**Kyron Harvell, M.A., LPC**  
Dwight Rich Middle School  
Lansing, MI 48911  
517-325-7490  
[harvellk@hotmail.com](mailto:harvellk@hotmail.com)

## A Career in Counseling

Counseling is a vibrant, growing field that offers a myriad of opportunities to those interested in professionally assisting others with academic, developmental, psychological, grief, substance abuse, and career issues. In the past thirty years, the counseling field has become increasingly recognized and respected through state and national licensing and certification requirements. Both the school counselor and the community counselor enjoy the luxury of working with many different types of clients in many professional venues, including school systems, community colleges, private practice settings, and mental health agencies.

The U.S. Dept. of Labor, Bureau of Labor Statistics, *Occupational Outlook Handbook*, 2002-03 Edition indicated the following job projections:

“Overall employment of counselors is expected to **grow faster than the average** for all occupations through 2010. In addition, numerous job openings will occur as many counselors reach retirement age.

Employment of educational, vocational, and school counselors is expected to grow as a result of increasing student enrollment, particularly in secondary and postsecondary schools; State legislation requiring counselors in elementary schools; and, expansion of the responsibilities of counselors. For example, counselors are becoming more involved in crisis and preventive counseling, helping students to deal with issues ranging from drug and alcohol abuse to death and suicide. Also, in order to decrease the student-to-counselor ratio, school districts in many States are using Federal grants to establish or expand elementary school counseling programs. Over the long term, however, budget constraints may dampen job growth of school counselors in some communities.

The demand for vocational, or employment, counselors, who work primarily for State and local government, is expected to continue to grow as current welfare laws require welfare recipients to find jobs. However, uncertainty about the future of welfare reform (the Welfare Reform Act of 1996 expires in September 2002) could limit this growth. Opportunities for employment counselors working in private job-training services should grow as counselors provide training and other services to laid-off workers, experienced workers seeking a new or second career, full-time homemakers seeking to enter or reenter the workforce, and workers who want to upgrade their skills.

Demand is expected to be strong for substance abuse and behavioral, mental health, and marriage and family therapists and for rehabilitation counselors, for a variety of reasons. The increasing availability of funds to build statewide networks to improve services for children and adolescents with serious emotional disturbances and their family members should increase employment opportunities for counselors. Under managed care systems, insurance companies increasingly provide for reimbursement of counselors, enabling many counselors to move from schools and government agencies to private practice. Counselors also are forming group practices to receive expanded insurance coverage. The number of people who need rehabilitation services will grow as advances in medical technology continue to save lives that only a few years ago would have been lost. In addition, legislation requiring equal employment rights for people with disabilities will spur demand for counselors. Counselors not only will help individuals with disabilities with their transition into the workforce, but also will help companies comply with the law. Employers also are increasingly offering employee assistance programs that provide mental health and alcohol and drug abuse services. More people are expected to use these services as the elderly population grows and as society focuses on ways of developing mental well-being, such as controlling stress associated with job and family responsibilities.”

## General Program Description

The master’s degree in counseling prepares students to become counselors in a wide variety of work settings and with a wide variety of populations. All students in the master’s program take a common set of core coursework. Depending upon specialization, assignment topic emphases within core courses vary, and different electives and sites for their practicum and internship experiences during the second year of preparation are chosen.

The program offers a wide range of training opportunities and experiences. Inherent in all training and curriculum is the infusion of issues related to diversity and development across the lifespan. We as faculty acknowledge that students arrive with attributes that contribute to the uniqueness of their adjustment to training (i.e., interest, age, race, gender, SES, etc.) and

will influence their interactions with faculty, peers, and clientele. Students will be encouraged and sometimes required to engage in discourse that provides multiple perspectives of person variables and societal issues and the influence of each in interpersonal interactions. The Program Model for an appropriate strategy to do so can be found in **Appendix A** when cross-cultural collisions occur. Students are expected to become familiar with and use this model as needed.

All faculty members will demonstrate a commitment to diversity by providing sensitive feedback to students' as they attempt to implement the model as a strategy in interpersonal problem-solving and by attending to diversity in course content and classroom discussion.

Another special feature of the training that also reflects a respect for difference is the faculty's history of providing a collaborative and integrated curriculum. The training and courses are designed to build a unique and integral bridge between theory and practice. For example, during the first semester students are required to integrate knowledge acquired during the multicultural counseling course (CEP 860A) as they practice effective use of basic counseling skills (CEP 862). During the second semester, students are required to show knowledge of diagnosis and assessment (CEP 865) in the identification and implementation of the most effective counseling strategy (CEP 863). Faculty members work together in the development of syllabi and the evaluation of students' progress in knowledge and skill until graduation.

Full-time students complete the master's program in two years. Upon completion of core coursework, all students are required to take a counseling practicum course during the Fall semester. Furthermore, students are required to take an internship that must be completed on a full-time basis during the Spring semester (600 total hours onsite plus 4 hours weekly on-campus). For full-time students, both will occur during their second year of enrollment. The practicum and internship courses are offered once each year. Not completing either of these courses on schedule will delay graduation at least one year. All students planning to work while simultaneously completing their degree should plan to leave their workday schedule open during the semesters of practicum and internship.

"School counselor" refers to people who plan to counsel in either elementary (K-6) or secondary (7-12) schools. Students who select a school counseling emphasis will choose practicum and internship sites in either a K-6 school and/or a 7-12 school, choose advisor-approved electives that will best prepare them for work within a school setting, and successfully pass a Certifying Examination which will include a set of questions that specifically reflect a school counseling emphasis.

"Community counselor" refers to people who plan to counsel in any facility, office, or agency within the State of Michigan other than a K-6 or 7-12 school. Some examples of community counselors are: Community college counselors, university student affairs staff, counselors in private practice, mental health counselors, counselors in correctional institutions, counselors working with marriage and family issues, counselors working with adolescents, counselors working in substance abuse facilities, counselors attached to probate courts, and counselors working with domestic assault victims. Students' who select a community counseling emphasis will choose practicum and internship sites in a setting other than a K-12 school, choose advisor-approved electives that will best prepare them for work within the setting(s) of interest, and successfully pass a Certifying Examination, which will include a set of questions that specifically reflect the work setting(s) of interest.

Students who wish to graduate with a program endorsement for both school counseling and community counseling must enroll in and fulfill the requirements associated with two separate internships, one in the school setting and one in an identified community setting. These students must have supervised and documented internship experience in both sites, enroll in advisor-approved electives associated with each setting, and successfully pass the Certifying Examination that includes questions that specifically address both school and non-school emphases.

Our overarching training focus is to prepare students for work in their specified setting, School or Community, in a manner that respects our belief that work within each setting type effects and is influenced by the work in the other. At the same time, we maintain distinctive curricular and training experiences that highlight our adherence to the 2001 CACREP standards as specified in Standard B. In summary, the MSU MA Counseling program's objectives:

- a) reflect current knowledge and positions from lay and professional groups concerning the counseling and human development needs of a pluralistic society;
- b) reflect the present and projected needs of a pluralistic society for which specialized counseling and human development activities have been developed;
- c) reflect input from all persons involved in the conduct of the program, including program faculty, current and former students, and personnel in cooperating agencies;
- d) are directly related to program activities; and,
- e) are written so that they can be assessed."

**The following sections provide an overview of the distinctions between the two tracks of study.**

## **Standards for School Counseling**

### Foundations for School Counseling

History, philosophy, and current trends in school counseling and educational systems; (CEP 862, 864, 866);

Relationship of the school counseling program to the academic and student services program in the school; (CEP 862, 863, 864, 866, 894C, 893C, Domain 1 elective);

Role, function, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school; (CEP 821, 862, 863, 864, 866, 894C, 893C, Domain 1 elective);

Strategies of leadership designed to enhance the learning environment of schools; (CEP 862, 863, 864, 866, 894C, 893C, Domain 1);

Knowledge of the school setting, environment, and pre-1-12 curriculum; (CEP 862, 863, 864, 866, 894C, 893C, Domain 1);

Current issues, policies, laws, and legislation relevant to school counseling; (CEP 801, 861, 862, 864, 866, 894C, 893C);

Role of racial, ethnic, and cultural heritage, nationality, socioeconomic, status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues in school counseling; (CEP 801, 860A, 861, 862, 863, 864, 866, 894C, 893C);

Knowledge and understanding of community, environmental, and institutional opportunities that enhance, as well as barriers that impede student academic, career, and personal/social success and overall development; (CEP 801, 860A, 862, 863, 864, 866, 894C, 893C, Domain 1);

Knowledge and application of current and emerging technology in education and school counseling to assist students, families, and educators in using resources that promote informed academic career, and personal/social choices; (CEP 821, 862, 864, 865, 866, 894C, 893C, Domain 1); and

Ethical and legal considerations related specifically to the practice of school counseling (e.g., the ACA Code of Ethics and the ASCA Ethical Standards for School Counselors) (CEP 821, 861, 862, 866).

### Contextual Dimensions of School Counseling

Advocacy for all students and for effective school counseling programs; (CEP 801, 821, 860A, 863, 864, 866, 894C, 893C, Domain 1);

Coordination, collaboration, referral, and team-building efforts with teachers, parents, support personnel, and community resources to promote program objectives and facilitate successful student development and achievement of all students; (CEP 801, 862, 863, 866, 894C, 893C, Domain 1, Domain 2);

Integration of the school counseling program into the total school curriculum by systematically providing information and skills training to assist pre-K—12 students in maximizing their academic, career, and personal/social development; (CEP 801, 863, 864, 866, 894C, 893C, Domain 1);

Promotion of the use of counseling and guidance activities and programs by the total school community to enhance a positive school climate; (CEP 801, 863, 864, 866, 894C, 893C, Domain 1);

Methods of planning, developing, implementing, monitoring, and evaluating comprehensive developmental counseling programs; and, (CEP 862, 866, 894C, 893C, Domain 1);

Knowledge of prevention and crisis intervention strategies. (CEP 860A, 862, 863, 864, 865, 866, 894C, 893C).

Knowledge and Skill Requirements for School Counselors

Program Development, Implementation, and Evaluation (CEP 821, 863, 864, 866)

Counseling and Guidance (CEP 801, 860A, 861, 862, 863, 864, 865, 866, 894C, 893C, Group Experience, Domain 1, Domain 2)

Consultation (CEP 860A, 863, 894C, 893C, Domain 1, Domain 2)

Clinical Instruction

For the School Counseling emphasis, the 600-clock hour internship occurs in a school counseling setting, under the supervision of a site supervisor. The requirement includes a minimum of 240 direct service clock hours. (CEP 894C, 893C)

## **Standards for Community Counseling**

Foundations of Community Counseling

Historical, philosophical, societal, cultural, economic, and political dimensions of counseling and current trends in the community human service/mental health movement (CEP 801, 821, 860A, 861, 862, 865, 866);

Roles, functions, preparation standards, credentialing, licensure and professional identity of community counselors (CEP 860A, 861, 862, 865, 866);

Policies, laws, legislation, recognition, reimbursement, right-to-practice, and other issues relevant to community counseling (CEP 861, 862, 865);

Ethical and legal considerations specifically related to the practice of community counseling (e.g., the ACA Code of Ethics); (CEP 801, 821, 860A, 861, 862, 865); and

Role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, and physical and mental status, and equity issues in community counseling (CEP 801, 821, 860A, 861, 862, 863, 864, 865, 866, 894C, 893C);

Contextual Dimensions of Community Counseling

Roles of community counselors in various practice settings and the relationships between counselors and other professionals in these settings (CEP 801, 821, 860A, 862, 865, 866, 894C, 893C, Domain 1, Domain 2);

Organizational, fiscal, and legal dimensions of the institutions and settings in which community counselors practice (CEP 821, 861, 862, 863, 866, 894C, 893C, Domain 1);

Strategies for community needs assessment to design, implement, and evaluate community counseling interventions, programs, and systems; (CEP 821, 862, 864, 866, 894C, 893C, Domain 1); and,

General principles of community intervention, consultation, education, and outreach; and, characteristics of human services programs and networks (public, private, and volunteer) in local communities (CEP 862, 863, 866, 894C, 893C, Domain 1).

Knowledge and Skill Requirements for Community Counselors

Typical characteristics of individuals and communities served by a variety of institutions and agencies that offer community counseling services (CEP 801, 860A, 861, 862, 863, 864, 865, 894C, 893C, Domain 1, Domain 2);

## *Program Handbook-8*

Models, methods, and principles of program development and service delivery for a clientele based on assumptions of human and organizational development, including prevention, implementation of support groups, peer facilitation training, parent education, career/occupational information and counseling, and encouragement of self-help (CEP 861, 862, 863, 864, 865, 866, 894C, 893C, Group Experience, Domain 2);

Effective strategies for promoting client understanding of and access to community resources (CEP 801, 863, 864, 865);

Principles and models of bio-psycho-social assessment, case conceptualization, theories of human development and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling plans (CEP 801, 860A, 861, 863, 865, Domain 2);

Knowledge of the principles of diagnosis and the use of current diagnostic tools, including the current edition of the Diagnostic and Statistical Manual (CEP 865, 894C, 893C);

Effective strategies for client advocacy in public policy and other matters of equity and accessibility; (CEP 861, 863, 864, 866, 894C, 893C) and,

Application of appropriate individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling, including the use of crisis intervention, and brief, intermediate, and long-term approaches (CEP 860A, 861, 862, 863, 864, 865, 894C, 893C, Group Experience).

### Clinical Instruction

For the Community Counseling Program, the 600-clock hour internship occurs in a community setting, under the clinical supervision of a site supervisor. The requirement includes a minimum of 240 direct service clock hours (CEP-894C).

**The master's program in counseling is not intended to prepare students for licensure as psychologists. A student is NOT eligible to become a licensed psychologist within the State of Michigan upon completion of this program. The primary objective of the program is to prepare students for becoming a licensed professional counselor in the State of Michigan.**

## **Professional Counselor Licensure Requirements**

Students are required to contact the Board of Counseling in the State or States in which they plan to practice upon graduation from this program. The requirements of this program prepare students for licensure in the State of Michigan as professional counselors. For information about these requirements, contact:

State of Michigan-Board of Counseling  
P.O. Box 30018  
Lansing, MI 48909  
Telephone: 517-335-0918

See **Appendix B** for a sample of a completed application for licensure in the State of Michigan. The Michigan Board of Counseling will send a packet containing information and documents required for license at the postgraduate level. Program faculty will only endorse licensure for fields in which a student has a practicum or internship.

It is imperative that students develop program plans that will meet the curriculum requirements of the state of Michigan and any state in which they plan to practice. Guidelines for licensure differ across states; consequently, additional coursework may be required beyond that necessary for program completion at this institution. It is the responsibility of each student to collect state-specific information regarding licensure guidelines prior to program planning. The American Counseling Association provides the information needed.

**THIS PROGRAM DOES NOT PREPARE STUDENTS TO BECOME LICENSED PSYCHOLOGISTS.** If prospective applicants intend to become a limited licensed psychologist, supervision by a licensed psychologist is required.

## Degree Requirements

### School Counselor Specialization

- a. Must complete all current requirements for graduation from the MSU Master of Arts Counseling Program.
- b. Must complete a practicum of 100 hours that includes a minimum of 50 supervised direct contact hours in a K-12 school setting. Practicum must occur under the supervision of a fully licensed school counselor who works on site. (See “Practicum and Internship” sections.)
- c. Must complete an internship of 600 total hours for one semester (full time work) that includes the required direct contact hours for graduation (240). This must be completed in a K-12 school. Internship must occur under the supervision of a fully licensed school counselor who works on site (See “Practicum and Internship” sections.)
- d. Must satisfactorily complete the State of Michigan, Michigan Test for Teacher Certification (MTTC) for Guidance Counselor. (Applications for exam can be picked up in 134 Erickson Hall)
- e. Must submit the University Procedures on Felony Convictions and Teacher Certifications Program form. (See Appendix C) If there are questions about your legal eligibility, we recommend the initiation of a personal background check through the College of Education immediately after enrollment and periodically throughout enrollment if you are subsequently convicted of a felony. Attending to this critical issue is the sole responsibility of the admitted student.
- f. Must enroll in faculty-approved electives that will enhance preparation for work in schools.
- g. If not certified as a K-12 teacher, must show verification of completion of the State facilitated substitute teacher-training workshop.

Please be aware that districts in some states have given preference to applicants who also are a Licensed Professional Counselor (LPC).

***School Counselor Endorsement.*** Graduates of MSU’s Counseling Master’s program who hold a teaching certificate are eligible to apply to have the Guidance Counselor Endorsement on their teaching certificate. To do so they must have successfully completed the master’s program in Counseling with the appropriate practicum and internship, pass the Michigan Test for Teacher Certification (MTTC) in Guidance Counseling, submitted the Felony Conviction form and applied for the endorsement through the College of Education Student Affairs Office (SAO).

***School Counselor License.*** Graduates of the MSU Counseling Master’s program who would like to be a Guidance Counselor in the K-12 school setting, but **do not** possess a teaching certificate, and did not complete their practicum and/or internship in the school setting may be eligible to apply for the School Counselor License in the State of Michigan. Please be aware that this license may not be valid in other states and some Michigan school districts may still require teaching certification. Returning graduates need to complete the application for School Counselor License that is available on the CEPSE Admission’s page. Individuals who are admitted must: complete CEP 860A; complete 6 hours of enrollment in a practicum or internship section including supervised counseling experience in a K-12 school setting; have at least 3 hours of coursework specifically addressing the unique developmental needs of the K-12 student population; pass the Michigan Test for Teacher Certification (MTTC) in Guidance Counseling; submit the Felony Conviction form; and, apply for the license through the College of Education Student Affairs Office (SAO). As in the case of all students, a minimum cumulative grade point average of 3.0 is required.

**School Counseling Specialty Required Coursework**

CEP 801 Learning Differences & Commonalities related to Counseling	3 credits
CEP 821 Measurement and Evaluation in Counseling & Development	3 credits
CEP 860A Perspectives in Multicultural Counseling	3 credits
CEP 861 Counseling Theories, Philosophy, and Ethics	3 credits
CEP 862 Counseling: Individual and Group Processes	3 credits
CEP 890 Group Experience*	1 credit
CEP 863 Counseling Strategies and Consultation	3 credits
CEP 864 Career Counseling	3 credits
CEP 865 Assessment in Counseling	3 credits
CEP 866 Psycho-educational Interventions for Children & Youth	3 credits
CEP 894C Counseling Practicum	6 credits
CEP 893C Counseling Internship	<u>9 credits</u>
Total:	43 credits

In addition to the 43 credits noted above, students who commit to the School Counseling specialty must select an additional two courses (**6 credits**): one course from Domain #1; and, one course from Domain #2.

***Domain 1***

<u>CEP</u> 800	Psychology of Learning in School
CEP 804	Psychology of Adolescence for Teachers
CEP 814	Emotional and Social development of School-Aged Youth
CEP 841	Classroom & Behavior Management in the Inclusive Classroom

***Domain 2***

<u>EAD</u> _853B	Schools, Families, and Community
<u>FCE</u> 801	Family Ecosystems
FCE 812	Adolescents in the Family
FCE 814	Parenthood and Parent Education
FCE 898	Play in Human Development

*Students may propose substitute courses for those listed in the domains above, however, all proposals must be submitted to and approved by faculty prior to including on the program plan and enrollment. Total number of credits required for degree completion in a specialty in School Counseling is **49 credits**.*

**Community Counselor Specialization**

- a. Must complete all current requirements for graduation from the MSU Master of Arts Counseling Program
- b. Must complete a practicum of 100 hours that includes a minimum of 50 supervised direct contact hours in a community agency setting where counseling services are delivered. Practicum must occur under the supervision of a fully licensed mental health practitioner who works on site.
- c. Must complete an internship of 600 hours that includes the required direct contact hours for graduation (240). This must be completed in either an agency or non-K-12 educational setting (i.e., community college or college/university setting). Internship must occur under the supervision of a fully licensed mental health practitioner who works on site. (See “Practicum and Internship” section.)
- d. Must enroll in faculty-approved electives that will enhance preparation for work in community or non-K-12 educational settings.
- e. Successful Completion of the National Counselor Examination (NCE).
- f. Must submit the University Procedures on Felony Convictions and Teacher Certifications Program form. (See Appendix C) If there are questions about your legal eligibility, we recommend that the initiation of a personal background check through the College of Education immediately after enrollment and periodically throughout enrollment **if** you are convicted of a felony. Attending to this critical issue is the sole responsibility of the admitted student.
- g. To become a Licensed Professional Counselor (LPC) after graduation requires 3000 hours of post-graduation practice under the supervision of a Licensed Professional Counselor (LPC).

Following completion of the master’s degree requirements, all students, regardless of selected specialization, **are strongly encouraged to immediately** apply for Limited Licensed Professional Counselor (LLPC) status. This is very important given that some states and schools give hiring advantages to counselors who are also licensed as professional counselors (LPCs). This process will require submission of a personal criminal background check. If you have any questions about your legal eligibility, (delete this space here) contact the Board of Counseling (517-335-0918). Inquiries about charges of professional misconduct of any kind in the State of Michigan or elsewhere will be a part of the process. Both criminal and professional ethical code violations can affect eligibility for licensure. Please be prepared to provide an explanation in either case.

Upon approval of this application, during a two year time period, the LLPC must work (3000 hours) under the direct supervision of a fully licensed counselor, who has training as a supervisor in counseling. After the national counseling examination has been passed and supervisor recommendation completed, the LLPC becomes a fully Licensed Professional Counselor (LPC).

**Community Counseling Specialty Required Coursework**

CEP 801 Learning Differences & Commonalities related to Counseling	3 credits
CEP 821 Measurement and Evaluation in Counseling & Development	3 credits
CEP 860A Perspectives in Multicultural Counseling	3 credits
CEP 861 Counseling Theories, Philosophy, and Ethics	3 credits
CEP 862 Counseling: Individual and Group Processes	3 credits
CEP 890 Group Experience*	1 credit
CEP 863 Counseling Strategies and Consultation	3 credits
CEP 864 Career Counseling	3 credits
CEP 865 Assessment in Counseling	3 credits
CEP 894C Counseling Practicum	6 credits

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CEP 893C Counseling Internship

9 credits

Total: 40 credits

In addition to the 40 credits noted above, students who commit to the Community Counseling track must select an additional 3 courses (**9 credits**) from the following selected faculty-approved community counseling specialty courses below.

Select two courses from Domain #1 (**6 credits**):

### Counseling and Educational Psychology & Special Education (CEPSE)

CEP 870	Stress Management
CEP 875	Substance Abuse and Treatment
CEP 885	Behavior Disorders in Children
CEP 866	Psycho-educational Interventions for Children & Youth
<u>PSY 834</u>	Interpersonal Behavior and Relationships
PSY 854	Behavior Disorders in Childhood and Family
<u>EAD 873</u>	College Students' Experience

Select one course from Domain #2 (**3 credits**):

<u>FCE 801</u>	Family Ecosystems
FCE 812	Adolescents in the Family
FCE 814	Parenthood & Parent Education
FCE 842	Foundations of Family Study
FCE 845	Foundations of Family Study
FCE 847	Theory of Family
FCE 848	Divorce and Remarriage Intervention

*Students may propose substitute courses for those listed in the domains above, however, all proposals must be submitted to and approved by faculty prior to including on the program plan and enrollment. Total number of credits required for degree completion for Community Counseling specialty is **49 credits**.*

*Students who wish to develop 60-credit program plans for either School or Community Counseling specialties in anticipation of post-graduation work in states that have this requirement for licensure, can do so by selecting eleven credits of program-approved electives that are comparable to those required in the state in which they intend to reside. It is each student's responsibility to identify the standards of practice and policies for state **licensure**.*

### **Both School Counselor and Community Counselor Specialization.**

Counseling master's students who would like to receive program endorsement for progress toward certification as school and community counselors, must arrange to have the equivalency of supervised internship experiences in both settings and select electives that will enhance preparation for work in both. Also, six credits of electives must be associated with work in the schools, and six credits must be associated with work in community mental health. Electives are considered opportunities for students to enhance preparedness for work. Please consult with your advisor to arrange the appropriately supervised and

evaluated experiences and to identify appropriate electives. Please be advised that for students who seek to be qualified in both school and community agency settings, the following activities are **required in addition to** degree completion: approximately two years of work experience supervised by a licensed professional counselor; passing the Michigan Test for Teacher Certification (MTTC) in Guidance Counseling; and, passing the National Counseling Examination (NCE) to become a Limited Licensed Professional Counselor.

### Required Coursework for Dual Specialties in School and Community Counseling

CEP 801	Learning Differences & Commonalities related to Counseling	3 credits
CEP 821	Measurement and Evaluation in Counseling & Development	3 credits
CEP 860A	Perspectives in Multicultural Counseling	3 credits
CEP 861	Counseling Theories, Philosophy, and Ethics	3 credits
CEP 862	Counseling: Individual and Group Processes	3 credits
CEP 890	Group Experience*	1 credit
CEP 863	Counseling Strategies and Consultation	3 credits
CEP 864	Career Counseling	3 credits
CEP 865	Assessment in Counseling	3 credits
CEP 866	Psycho-educational Interventions for Children & Youth	3 credits
CEP 894C	Counseling Practicum	6 credits
CEP 893C	Counseling Internship #1	9 credits
<u>CEP XXX</u>	<u>Counseling Internship #2</u>	<u>9 credits</u>
<b>Two</b>	electives from the Community Counseling Domain list	6 credits
<b>One</b>	elective from the School Counseling Domain list	3 credits
<b>Total:</b>		<b>61 credits</b>

*Students may propose substitute courses for those listed in the domains above, however, all proposals must be submitted to and approved by faculty prior to including on the program plan and enrollment. Total number of credits required for degree completion for combined Community and School Counseling specialties is **61 credits**.*

\* This Group Experience will be a required Pass/No Pass course in which all trainees will have a minimum of 12 hours of experience as a participant in a small group led by non-faculty practitioner during the first semester of training.

**IMPORTANT NOTES:**

Elective credits will be used to develop an identified specialization that will prepare them to work with their desired client population during internship. Students are responsible for identifying graduate level courses and submitting their list of proposed elective courses to program faculty for approval. Students must be aware that only program core courses, indicated

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in the grid above, are guaranteed to be offered. The scheduling of elective coursework is left to the discretion of the department(s) that offer(s) the course(s). Such decisions are based on the availability of faculty and the number of students interested in enrollment. Consequently, students' direct contact with departments and/or instructors is required to insure that a course listed in the University Course Catalog will actually be offered at a specified time.

Regardless of program emphasis selected, it is **essential**, as indicated above, that all students understand the implications of personal background (i.e., treatment for substance abuse in the past 2 years), which include a felony and conviction history (i.e., conviction of a misdemeanor punishable by imprisonment for a maximum term of 2 years; conviction of a misdemeanor involving the illegal delivery, possession, or use of alcohol a controlled substance), for training and future application for licensure. (See Appendices B and C.) Such background information may influence the outcome of the practicum/internship site selection process as well as eligibility for licensure as a professional. Although the program has no known related problems in the most recent history, it is imperative that students are aware that in such cases both practicum/internship placement and subsequent licensure are beyond the control of the program and program faculty. Neither can be guaranteed.

Students who are considering counseling practice in another state **must** contact the State Education Department or Board of Counseling in that state and learn about requirements for certification and/or licensure immediately during the first semester of enrollment. This should be done as early in training as is possible. Our program prepares counselor trainees for certification and/or licensure in Michigan, but requirements vary from state to state. All students must assume responsibility for having accurate information about requirements in other states before beginning the practicum experience. A given state might require a specific course (such as Substance Abuse) that is not a required part of our program, or have specific requirements for the length of practicum and/or internship. Getting accurate information early will allow time to adjust program plans in order to qualify for certification or licensure in another state immediately upon graduation.

**A cumulative GPA of 3.0 is required prior to enrollment in practicum.**

**All master's degree students are required to pass a final comprehensive, departmental Certifying Examination in the area of counseling. (See section on MA Certifying Examination.)**

## **Admission Requirements**

All of the following criteria are considered in the review for admission to the MSU MA Counseling Program:

1. Previous academic performance
2. Scores on the Graduate Record Examination (GRE) General Test
3. Scores on the Test of Spoken English (TSE). ETS is rapidly phasing out the Test of Spoken English (TSE). Although MSU still accepts TSE scores as an alternative to the SPEAK test, the score report cannot have been issued more than two years prior to the student's appointment as a TA. Also note that the spoken section of TOEFL does not substitute for the SPEAK test.
4. Fit between the program's goals and the applicant's goals and interests, as described in a written statement of professional goals
5. Prior experience in 'people-oriented' activities (i.e., residential hall activity, mentoring, undergraduate leadership activities, etc.)
6. Satisfactory recommendations: Three letters of recommendation including at least one letter of recommendation from a professor or employer.
7. Rigor of academic program at undergraduate institution.
8. Completion, organization, and presentation of all required application materials.

Students are admitted to the program once each year. All application materials must be **received by February 15<sup>th</sup>**. Late applications will be considered as space permits.

Acceptance into the program is contingent on enrollment and attendance during the Fall semester courses as indicated in the recommended program plan and in the letter verifying acceptance for admission. Students who are unable to enroll during the Fall semester after being admitted must reapply the next academic year.

## **Financial Support**

The identification of financial assistance and graduate assistantships is an important factor for many students admitted to the program. Unfortunately, we are **not** able to provide guaranteed funding to support enrollment and living expenses. However,

the program has established a number of successful placements on campus and in the surrounding communities that have served as sources of employment for many of our students. The list of such graduate assistantships can be identified on the Michigan State University website <http://www.hr.msu.edu/Hrsite/HiringPostings/Students/GradAsst/>. Many students apply directly to the campus Office of Residence Life for positions as residence Hall Advisors, while some apply for substitute teaching opportunities in schools in the surrounding communities. Admitted students will receive a list of campus openings as they occur throughout the summer. Newly admitted students are strongly encouraged to contact student mentors during the summer months for assistance with any questions regarding employment opportunities, housing, and other issues associated with adjustment to the university and community. Due to 9-month academic appointments, program faculty members are typically not available for consultation during the summer month.

## Faculty-Approved Electives

The following MSU courses have been approved as acceptable electives in program planning. Electives must be chosen that focus on developmental or social issues, in addition to psychological issues. This is **not** an exhaustive list; there may be other courses that fit our criteria for electives that are not on this list. You are encouraged to choose electives that relate to your desired career path. Therefore, if other courses on campus are identified as potential alternatives, students are expected to submit the proposed course description and syllabus to your advisor for approval *before* enrolling in the course.

Three domains students might keep in mind in the selection of electives:

1. human-growth and development
2. special interest/population
3. psychological/emotional/social/cultural foundations of personality

For a list of courses being offered at MSU, see the MSU *Description of Courses* document at <http://www.reg.msu.edu/Courses/Search.asp>. Important note: None of the courses listed below and/or in the *Description of Courses* are guaranteed to be offered during any given semester. It is the responsibility of each student to contact the department that is offering the course to find out if the course will be offered during a particular semester.

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CEP	800	Psychology of Learning in Schools
	841	Classroom & Behavior Management in the Inclusive Classroom
	860	Stress Management
	866	Psychoeducational Interventions for Children & Youths ( <i>Required elective for school track</i> )
	875	Substance Abuse and Treatment
	882	Socio-Emotional Development of School-Age Youth or Psychology & Prejudice & Discrimination
	885	Behavior Disorders in Children
	890	Independent Study
EAD	801	Leadership & Organizational Development
	822	Diverse Students & Families
	853B	Schools, Families, and Community
	864	Adult Career Development
	873	College Students' Experience
FCE	801	Family Ecosystems
	812	Adolescents in the Family
	814	Parenthood & Parent Education
	830	Survey of Marriage & Family Therapy Theories
	842	African American Families
	845	Foundations of Family Study
	847	Theory of Family
	848	Divorce and Remarriage Intervention
	892	Seminar in Family & Child Ecology
	895	Families in Poverty
	898	Play in Human Development
PSY	838	Interpersonal Behavior and Relationships
	840	Group Processes
	846	Development of Psychology--Childhood

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	847	Development of Psychology--Adolescence
	848	Development of Psychology--Adult and Aging
	853	Behavior Disorders
	854	Behavior Disorders in Childhood and Family
	954	Cognitive-Behavioral Theory, Research, & Intervention Across the Life Span
TE	808	Inquiry into Classroom Teaching & Learning
	818	Curriculum in its Social Context (ON-LINE)
	822	Teaching Across Cultural Differences

The following section presents a list of Common Program Course Electives by Department that students use to enhance their preparedness to work in their proposed setting. Those students, who commit to a school setting emphasis, must enroll in school related electives, whereas those who commit to a community emphasis must enroll in electives that will enhance their preparedness for work within that setting.

### **Department of Counseling and Educational Psychology and Special Education**

#### **Course CEP 800 Psychology of Learning in School and Other Settings**

**Semester:** Fall of every year, Spring of every year, Summer of every year

**Credits:** Total Credits: 3 *Lecture/Recitation/Discussion Hours: 3*  
3(3-0)

**Description:** Learning as active, socially-mediated construction of knowledge in school, home, community, and work settings. What is learned, how it is taught and learned, and what learners bring to the setting.

**Effective Dates:** FALL 1992 - Open

#### **Course: CEP 841 Classroom and Behavior Management in the Inclusive Classroom**

**Semester:** Summer of every year

**Credits:** Total Credits: 3 *Lecture/Recitation/Discussion Hours: 3*  
3(3-0)

**Description:** Identification of behavioral, social and academic characteristics of children with special needs. Principles and techniques for classroom and behavioral management in the inclusive classroom: designing school-wide, classroom-based and individual interventions.

**Effective Dates:** SUMMER 2002 - Open

#### **Course: CEP 860 Stress Management**

**Semester:** Fall of every year, Spring of every year

**Credits:** Total Credits: 3 *Lecture/Recitation/Discussion Hours: 3*  
3(3-0)

**Description:** Physiological and psychological foundations of the human stress response. Therapeutic approaches to stress management.

**Effective Dates:** FALL 1992 - Open

#### **Course: CEP 866 Psychoeducational Interventions for Children & Youths**

**Semester:** Summer of every year

**Credits:** Total Credits: 3 *Lecture/Recitation/Discussion Hours: 3*  
3(3-0)

**Restrictions:** Open to graduate students in the Counseling major.

**Description:** Theoretical and empirical bases for designing, implementing and evaluating intervention programs. Child and youth development. Understanding risk and resiliency. At-risk youth.

**Effective Dates:** SUMMER 2008 - Open

**Course: CEP 875 Substance Abuse and Treatment**

**Semester:** Summer of every year

**Credits:** Total Credits: 3 *Lecture/Recitation/Discussion Hours: 3*  
3(3-0)

**Description:** Physical, intellectual, social, and psychological effects of chemical use and abuse. Assessment tools and strategies for therapeutic intervention.

**Effective Dates:** FALL 1992 - Open

**Course: CEP 882 Social-Emotional Development of School-Age Youth  
Or Psychology & Prejudice & Discrimination**

**Semester:** Fall of every year, Spring of every year, Summer of every year

**Credits:** Total Credits: 3 *Lecture/Recitation/Discussion Hours: 3*  
3(3-0)

**Description:** Seminar in the various fields of emphasis in Counseling, Educational Psychology & SE  
Reenrollment Information: A student may earn a maximum of 9 credits in all enrollments for  
this course.

**Effective Dates:** FALL 2002 - Open

**Course: CEP 885 Behavior Disorders in Children**

**Semester:** Fall of every year, Summer of every year

**Credits:** Total Credits: 3 *Lecture/Recitation/Discussion Hours: 3*  
3(3-0)

**Recommended**

**Background:** 12 graduate credits in Educational Psychology or related area.

**Not open to  
students with**

**credit in:** PSY 853 or PSY 854

**Description:** Characteristics, causes, and treatment of school-related behavior disorders in children within  
a developmental framework.

**Effective Dates:** SPRING 2002 - Open

**Course: CEP 891—section 101—Psycho-Educational Interventions for Children & Youth**

**Semester:** Summer of every year

**Credits:** Total Credits: 3 *Lecture/Recitation/Discussion Hours: 3*  
3(3-0)

**Recommended**

**Background:** 12 graduate credits in Counseling, Educational Psychology or related area.

**Not open to  
students with**

**credit in:**

**Description:** Development, delivery, and evaluation of psycho-educational programs for children and  
youth; models (comprehensive guidance, youth development, social capital, developmental  
psychopathology) to provide a theoretical framework for the delivery of intervention  
programs; critical developmental issues that confront children and youth; program  
evaluation.

**Effective Dates:** Summer 2007 - Open

**Department of Educational Administration (Put on next page.)**

**Course: EAD 801 Leadership and Organizational Development**

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**Semester:** Spring of every year, Summer of every year

**Credits:** Total Credits: 3 *Lecture/Recitation/Discussion Hours: 3*  
3(3-0)

**Description:** Interaction of leadership with organizational culture and development within a variety of educational organizations.

**Effective Dates:** FALL 1992 - SUMMER 2007

### **Course: EAD 822 Engaging Diverse Students & Families**

**Semester:** Fall of every year

**Credits:** Total Credits: 3 *Lecture/Recitation/Discussion Hours: 3*  
3(3-0) (Not open to students with credit in EAD 853B)

**Description:** Comparative and historical analysis of education within the broader social, cultural, and linguistic contexts of schools. Students in contemporary schools. Social problems, social policies, and school practice. School, family, and community relationships.

**Effective Dates:** FALL 2008 - Open

### **Course: EAD 853B Schools, Families, and Communities**

**Semester:** Fall of every year, Summer of odd years

**Credits:** Total Credits: 3 *Lecture/Recitation/Discussion Hours: 3*  
3(3-0)

**Description:** Comparative and historical analysis of education within the broader social context.

Families, communities, and the private sector. Social problems, social policies, and school practice.

**Effective Dates:** FALL 1992 - Open

### **Course: EAD 864 Adult Career Development**

**Semester:** Spring of every year

**Credits:** Total Credits: 3 *Lecture/Recitation/Discussion Hours: 3*  
3(3-0)

**Semester Alias:** EAD 862B

**Description:** Psychological, social and institutional elements of careers. Cases and theories of career and adult development in the context of changing conditions of work and learning across the life-span.

**Effective Dates:** FALL 2001 - Open

### **Course: EAD 873 College Student Development**

**Semester:** Fall of every year

**Credits:** Total Credits: 3 *Lecture/Recitation/Discussion Hours: 3*  
3(3-0)

**Restrictions:** Open to masters students in the Student Affairs Administration major.

**Description:** Research, theory, and literature related to student development in the college years.

**Effective Dates:** FALL 2007 - Open

## **Department of Family and Child Ecology**

### **Course: FCE 801 Family Ecosystems**

**Semester:** Fall of every year and Spring of every year

**Credits:** Total Credits: 3 *Lecture/Recitation/Discussion Hours: 3*  
3(3-0)

**Description:** Family viewed from ecosystems perspective. Assessment tools used to analyze family systems.

**Effective Dates:** SUMMER 2006 - Open

**Course: FCE 812 Adolescence in the Family: Ecological Perspectives**

**Semester:** Spring of even years

**Credits:** Total Credits: 3 *Lecture/Recitation/Discussion Hours: 3*  
3(3-0)

**Description:** Ecological factors that influence family functioning and adolescent outcomes.

**Effective Dates:** SUMMER 2006 - Open

**Course: FCE 814 Parenthood and Parent Education**

**Semester:** Spring of odd years

**Credits:** Total Credits: 3 *Lecture/Recitation/Discussion Hours: 3*  
3(3-0)

**Description:** Influence of parents on children/youth and factors that influence parenting; approaches to providing education and support for parents.

**Effective Dates:** SUMMER 2006 - Open

**Course: FCE 830 Survey of Marriage & Family Therapy Theories**

**Semester:** Fall of every year

**Credits:** Total Credits: 3 *Lecture/Recitation/Discussion Hours: 3*  
3(3-0)

**Description:** Contemporary ecosystem theories of marriage and family therapy.

**Effective Dates:** SUMMER 2006 - Open

**Course: FCE 842 African American Families**

**Semester:** Spring of every year

**Credits:** Total Credits: 3 *Lecture/Recitation/Discussion Hours: 3*  
3(3-0)

**Description:** Historical and contemporary approaches to the study of African and African American families. Major theoretical frameworks.

**Effective Dates:** SUMMER 2006 - Open

**Course: FCE 845 Foundations of Family Study**

**Semester:** Fall of every year

**Credits:** Total Credits: 3 *Lecture/Recitation/Discussion Hours: 3*  
3(3-0)

**Description:** Historical and cultural perspectives of the family. Conceptual approaches to family study. Sensitivity to family diversity. Key issues related to the life cycle. Field observations required.

**Effective Dates:** SUMMER 2006 - Open

**Course: FCE 847 Theories of the Family**

**Semester:** Spring of every year

**Credits:** Total Credits: 3 *Lecture/Recitation/Discussion Hours: 3*  
3(3-0)

**Recommended**

**Background:** FCE 845

**Description:** Perspectives on the family. Relationships of theory, research, and practice.

**Effective Dates:** SUMMER 2006 - Open

**Course: FCE 848 Divorce and Remarriage Interventions**

**Semester:** Fall of even years

**Credits:** Total Credits: 3 *Lecture/Recitation/Discussion Hours: 3*  
3(3-0)

**Description:** Impact of changing marital status on the individual, family, and society. Current research, laws, educational programming, and clinical treatment strategies.

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**Effective Dates:** SUMMER 2006 - Open

**Course:** FCE 892 Seminar in Family & Child Ecology

**Semester:** Fall of every year and Spring of every year

**Credits:** Total Credits: 3 *Lecture/Recitation/Discussion Hours:* 3  
3(3-0)

**Description:** Selected content in family relationships, family economics, human development in the family, community services, or programs for children and families.

**Effective Dates:** SUMMER 2006 - Open

**Course:** FCE 895 Families in Poverty

**Semester:** Fall of even years

**Credits:** Total Credits: 3 *Lecture/Recitation/Discussion Hours:* 3  
3(3-0)

**Description:** Causes of poverty. Poverty and family functioning. Proposals for breaking the poverty cycle.  
FCE 891A

**Semester Alias**

**Effective Dates:** SUMMER 2006 - Open

**Course:** FCE 898 Play in Human Development

**Semester:** Spring of even years

**Credits:** Total Credits: 3 *Lecture/Recitation/Discussion Hours:* 3  
3(3-0)

**Description:** Theory related to play behavior. Management of play to enhance developmental capacity.

**Effective Dates:** SUMMER 2006 - Open

## **Department of Psychology**

**Course:** PSY 838 Interpersonal Behavior and Relationships

**Semester:** Fall of even years

**Credits:** Total Credits: 3 *Lecture/Recitation/Discussion Hours:* 3  
3(3-0)

### **Recommended**

**Background:** 15 credits in the social sciences.

**Restrictions:** Open only to graduate students in the Psychology major or approval of department.

**Description:** Theory and empirical research on interpersonal processes. Social comparison, social support, self-evaluation, relationship development and dissolution, attraction, and love.

**Semester Alias:** PSY 842B

**Effective Dates:** FALL 2002 - Open

**Course:** PSY 840 Group Processes

**Semester:** Spring of odd years

**Credits:** Total Credits: 3 *Lecture/Recitation/Discussion Hours:* 3  
3(3-0)

### **Recommended**

**Background:** 15 credits in the social sciences.

**Restrictions:** Open only to graduate students in the Psychology major or approval of department.

**Description:** Contemporary theory and research dealing with the individual in a group context.

**Semester Alias:** PSY 842B

**Effective Dates:** FALL 2002 - Open

**Course: PSY 846 Developmental Psychology: Childhood**

**Description:** Research and theory on the psychological development of school-age children.

**Effective Dates:** FALL 1992 - Open

**Course: PSY 847 Developmental Psychology: Adolescence**

**Description:** Research and theory in human psychological development from puberty until adulthood.

**Effective Dates:** FALL 1992 - SUMMER 2004

**Course: PSY 848 Developmental Psychology: Adulthood and Aging**

**Description:** Theoretical perspectives and research findings on human development from early to late adulthood.

**Effective Dates:** FALL 1992 - SUMMER 2002

**Course: PSY 853 Behavior Disorders**

**Semester:** Fall of every year

**Credits:** Total Credits: 3 *Lecture/Recitation/Discussion Hours: 3*  
3(3-0)

**Restrictions:** Open only to graduate students in the Department of Psychology.

**Description:** Classification, description, and etiology of behavior disorders. Conceptual models, epidemiology, and review of major diagnostic classification systems.

**Effective Dates:** FALL 2005 - Open

**Course: PSY 854 Behavior Disorders in Children and Families**

**Semester:** Spring of every year

**Credits:** Total Credits: 3 *Lecture/Recitation/Discussion Hours: 3*  
3(3-0)

**Recommended**

**Background:** PSY 853

**Restrictions:** Open only to graduate students in the Department of Psychology.

**Description:** Developmental psychopathology. Explanations for the development of child behavior disorders.

**Effective Dates:** FALL 2005 - Open

**Course: PSY 954 Cognitive-Behavioral Theory, Research & Intervention Across the Life Span**

**Semester:** Spring of odd years

**Credits:** Total Credits: 3 *Lecture/Recitation/Discussion Hours: 3*  
3(3-0)

**Recommended**

**Background:** Course(s) in behavioral disorders.

**Description:** Theories, techniques, and empirical bases of behavioral and cognitive-behavioral psychotherapy.

**Effective Dates:** SPRING 2008 - Open

**Department of Teacher Education**

**Course: TE 808 Inquiry into Classroom Teaching and Learning**

**Semester:** Fall of every year, Spring of every year, Summer of every year

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**Credits:** Total Credits: 3 *Lecture/Recitation/Discussion Hours: 3*  
3(3-0)

**Prerequisite:** TE 807

**Restrictions:** Open only to masters students in Curriculum and Teaching.

**Description:** Alternative forms of classroom inquiry to improve teaching and learning of subject matter. Social context of teaching and learning, pedagogy, and teaching effects. Social and academic outcomes for diverse learners.

**Effective Dates:** SUMMER 2003 - Open

**Course: TE 818 Curriculum In Its Social Context**

**Semester:** Fall of every year, Spring of every year

**Credits:** Total Credits: 3 *Lecture/Recitation/Discussion Hours: 3*  
3(3-0)

**Description:** Philosophical, social, and historical foundations of curriculum. Issues and practices across subjects, grades, and school settings. Moral consequences of curriculum decisions for teachers and students.

**Effective Dates:** FALL 1992 - Open

**Course: TE 882 Seminar in Teaching: Teaching Across Cultural Differences**

**Semester:** Fall of every year, Spring of every year, Summer of every year (courses vary)

**Credits:** Total Credits: 3 *Lecture/Recitation/Discussion Hours: 3*  
3(3-0)

**Reenroll Info** A student may earn a maximum of 9 credits in all enrollments for this course.

**Description:** Intensive study of selected topics in curriculum and teaching.

**Effective Dates:** FALL 1992 - Open

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**RECOMMEND PROGRAM PLAN  
FIRST YEAR OF STUDY**

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	Course Title	Number of Credits
<b>Fall Semester</b>		
CEP 821	Measurement and Evaluation for Counseling and Development / Approaches to Educational Research	3
*CEP 860A	Perspectives in Multicultural Counseling	3
CEP 861	Counseling theories, Philosophy, and Ethics	3
*CEP 862	Counseling: Individual and Group Processes	3
<b>Spring Semester</b>		
*CEP 863	Counseling Strategies	3
CEP 864	Career Counseling	3
*CEP 865	Assessment and Research in Counseling	3
CEP 891	Group Experience	1
	<b>Elective</b>	<b>3</b>
<b>Summer Semester</b>		
CEP 801	Learning Differences & Commonalities	3
CEP866	<b>Elective</b> OR Psychoeducational Intervention for Children & Youths, (which is required for school track students)	3

**SECOND YEAR OF STUDY**

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	Course Title	Number of Credits
<b>Fall Semester</b>		
CEP 894C	Counseling Practicum	6
	<b>Elective</b>	<b>3</b>
<b>Spring Semester</b>		
CEP 893C	Counseling Internship	9

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**Recommended Program Plan for Full-time Enrollment**

\*These courses are designed to integrate theory and practice. It is strongly recommended that these courses are taken concurrently given the integrated curriculum and that assignments receive credit in both courses. Failure to do so will result in completing a series of integrated curriculum twice and will require a much greater time commitment. This strong recommendation is most relevant to those students who are enrolled part-time.

Students are responsible for scheduling electives based upon interest and availability. It is important to note that full-time graduate enrollment is 9 credits/semester, so an elective must be taken with practicum to insure full-time status.

**Part-Time Student Status**

Although strongly recommended, if full-time study is not possible, it is ESSENTIAL that students work closely with an assigned academic advisor after the program orientation meeting in August to insure appropriate sequencing of courses. For part-time students, **failure to enroll in CEP860A and CEP862 in the Fall schedule and CEP 863 and 865 in the Spring semester** will result in a larger number of required evaluated mock counseling sessions than that required of full-time enrollees because of the nature of integrated curriculum. However, in spite of the additional work, some part-time students in the past have found some merit in choosing to link a theory and applied course each semester of enrollment to increase the probability of optimal levels of counseling skill immediately before enrollment in practicum. Nevertheless, each student is responsible for making the final decision after consultation with his or her assigned advisor.

## **Counseling Practicum and Internship Experiences**

Before completing you're the master's degree in counseling, one semester of practicum followed by a one semester in internship must be completed. The practicum builds upon the skills learned in the core courses and allows application of these skills through counseling people in a school or community agency on a part-time basis, whereas internship requires full-time work in the selected setting.

### **Nature of the Field Activity**

Students will work in a professional capacity for the first time in this program and, therefore, must be aware of the professional expectations of counselors within the particular office where you are doing your practicum. The first programmatic as well as professional responsibility is to **purchase professional insurance** that will cover practice during practicum and internship. **THIS IS A REQUIREMENT FOR PRACTICUM.** Not doing so is to proceed to work as a member of the profession without being aware of the possible unanticipated implications of doing so. It is critical that students submit documentation of this insurance with a completed practicum/internship contract to Heather Johnson, the **Admissions & Program Assistant**, AND you're the course instructor during the first class meeting in the fall. Both the contract and the verification of professional insurance should also be included in individual students' professional dossiers. The best strategy for identifying options for professional insurance is through membership in one of the professional counseling organizations. MSU will not provide liability insurance for individual students.

Practicum and Internship allow students the opportunity to practice in a setting of preference. The following are a few critical questions that you must consider in site selection and which you must reassess after placement. What are their basic expectations? What are the rules and regulations within this office? Do the site expectations meet the program expectations for training and service delivery? Does the site provide a private space for counseling and the confidential filing of case notes? What hours are you expected to be in the office? Will I be able to acquire the necessary number of direct contact hours required to fulfill course requirements? What type of clothing is the preferred 'uniform' of counseling staff?

Practicum allows an opportunity to acquire "hands-on" experience. Students will learn how to: initiate contact with prospective clients; determine whether or not these clients can appropriately be counseled within your office; determine ways in which they might be helped; and appropriately maintain records and procedures used in keeping track of client information.

While in the practicum and internship setting, students are expected to adhere to the customs, regulations, and practices of that setting as regularly employed counselors in compliance with the standards of ethical/legal practice. Opportunities to observe staff members' counseling skills as well as opportunities for practice a wide variety of activities that are part of a counseling setting are experiences most desired in training sites. Experiences in assessment and in working with groups are strongly recommended.

In addition, each student **must** attend a weekly 3-hour class (CEP 894C and CEP 893C) for small group supervision and a one-hour weekly meeting for individual supervision by a program supervisor. (These contacts are in addition to the ongoing individual supervision that each student must receive from an onsite supervisor.) The completion of weekly assignments and active participation in these supervision experiences are required. Each student **must** document all professional activities for course completion and to maintain records in preparation for application for licensure. This documentation will be in the form of a professional portfolio/dossier that will include their counseling competence evaluations by onsite, individual and small group supervisors.

Note. During the most recent program self-study, a critical finding was revealed that required the specification of the limitations of our multicultural/cross-cultural emphasis in training policies and practices. Even though this program is committed to respectfully attending to diversity of the students and prospective clients whom our trainees and graduates will serve, we are currently only prepared to provide opportunities for supervision and instruction in English. Consequently, all required, evaluated services ,instruction, practica, and internship sites will occur in English. However, understanding the unique challenges associated with cultural adjustment to a new environment, faculty members accommodate language differences in instruction (i.e., extended examination time, and additional opportunities to review training videotapes), and welcome individual meetings during office hours to clarify course content and program policies.

### **Practicum in Counseling**

Before receiving a master's degree in counseling, students must complete a 100-hour counseling practicum.

### **Nature of the Practicum**

Over the Fall semester, a practicum student is expected to spend a minimum of 100 hours on-site, 50 of which must be direct contact hours. Direct contact hours include face to face interventions with clients, client advocacy, professional consultation with senior members of the profession (**not including program small group and individual supervision**), outreach activities, facilitation of in-service training, and clients' parental/guardian contact. **At least 50% of direct contact hours must include individual counseling with clients.** During practicum, all group service delivery experiences must occur in the presence of a licensed co-facilitator.

**The other 50 hours can include activities such as on-site individual supervision, record-keeping, professional development, on-site peer consultation, and session preparation (not including small group and individual supervision provided by program representatives). Time allocated to developing transcripts for the purpose of fulfilling practicum requirements cannot be counted toward these 50 hours.**

## Internship in Counseling

Before receiving a master's degree in counseling, students must complete a 600-hour counseling internship.

### Nature of the Internship

Students must complete a total of 600-clock hours of internship, which will be done on a full-time basis over the 15-week spring semester. Of the 600 clock hours, a minimum of 240 hours must include activities that fit the category of direct contact hours described in the above section. At least 50% of these hours must include individual counseling. The remainder of you're the 600 hours must include all other site-based professional activities (see above examples identified in Practicum section). Students who choose both school and community counseling specializations must enroll in 2 semesters of internship.

**Special Note:** As soon as practicum students are able to document that the assigned site will not provide the necessary experiences for passing practicum or do not adhere to the criteria required by the program, immediate notification of the instructor and identification of an alternative site that will allow opportunities to show competence are imperative. In the event that students are unable to complete all written and/or hourly requirements for practicum because of this reason, course instructors will assign a deferred (D) or an incomplete grade (I). In either case, such students will be ineligible to enroll for more than 6 credit hours of internship the following Spring semester. Successful completion of practicum is a prerequisite for full-time enrollment in internship. Failure to complete all requirements for practicum during the fall semester will automatically require students to complete at least three additional internship credits during the first session of the following summer term for a total of twelve internship credits. Just as in the case of practicum, enrollment in internship is not guaranteed and students may fail practicum because of failure to exhibit a required level of counseling competency and professionalism.

## Requirements for Securing a Practicum/Internship Site

### Practicum and Internship sites must:

1. Provide a room with privacy wherein counseling can occur, with an electrical outlet to be used for audio recording trainee/client sessions;
2. Agree to the use of or development of a consent form for the taping of counseling sessions and for the purpose of informing clients and/or clients' guardians of the students' status as trainee;
3. Provide a locked file wherein counselor trainees' confidential files can be maintained;
4. Maintain a staff that includes professionals who are certified/licensed to provide counseling services to clientele;
5. Employ a staff that includes one individual committed to overseeing the trainee's onsite professional activities, to provide onsite individual supervision of counselor trainees' counseling work weekly and on an as needed basis, and to facilitate trainees' integration into the site's organizational structure;
6. Maintain a well-established clientele base that will allow trainees opportunities to acquire the required number of direct client contact hours;

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7. Follow a service delivery model that incorporates multiple individual counseling contacts; and
8. Provide a safe environment with professional staff visible and available during trainees' presence onsite.

### **Site Supervisors must provide counselor trainees with:**

1. An orientation for counselor trainees that includes an overview of site management and organization, procedures for client assignment; descriptions of client services provided, record keeping forms, procedures and paperwork;
2. Guidance during client emergencies;
3. Individual weekly supervision to monitor and oversee work with clients and clients' current status;
4. Two written evaluations of trainees' counseling and staff work to be reviewed with trainees and submitted to the practicum/internship instructor (mid-term and final); and
5. Agreement to engage in periodic onsite meetings and discussions with the university's practicum/internship instructor when necessary to review trainees' progress and development.

The practicum/internship supervisor must have a master's degree in counseling or a closely related field (e.g., social work or psychology) and appropriate certifications and/or licenses (full licensure). In addition, the American Counseling Association requires that all supervisors have a minimum of two years of pertinent counseling experience before supervising students.

### **Contacting the Field Site**

**Students are responsible for securing their practicum and internship sites** and are encouraged to complete such arrangements at least three months before actual enrollment in practicum. Students planning to take practicum during the Fall should complete arrangements by June 1 at the latest. It is recommended that students begin the process of preparing resumes in January of the year of enrollment in practicum. Interview materials should be prepared before interview appointments are made in February and March.

The Graduate Assistant Advisor(s) and 2<sup>nd</sup> year students can help in locating prospective sites and in deciding upon the site that most closely meets selected career goals. At a designated program meeting before the end of their first Fall semester, all students will receive lists of school and community sites, which include previous students who have worked there and the supervisors with whom they have worked.

After sites have been identified, all students must return the completed Practicum/Internship Agreement Form (see Appendices D, E, F, & G) to the Practicum/Internship instructor for a signature the first day of class, make copies, and give a copy, along with documentation of professional insurance, to the Heather Johnson, the Program Administrative Assistant. At this point, the contract becomes an official part of students' files. Program faculty approval of the selected site must have been received before that time. It is the responsibility of each student to update any site placement changes that occur during the semester by submitting an additional contract to the program individuals noted above.

### **Supervision**

A licensed or certified professional in the field setting must be designated for supervision and to provide feedback to the student, to the MSU faculty small-group supervisor, and MSU individual supervisor. Two MSU representatives will also supervise students. Each student will receive small group supervision by a MSU faculty member and individual supervision by faculty, a doctoral student, or a contracted licensed practitioner in the community. This supervision entails listening to audio taped recordings made in the counseling sessions. All audiotape cassettes will be re-used so that no collection of taped sessions will occur. The field supervisor will be expected to contact the MSU faculty supervisor if any problems should arise within the context of the practicum setting. In addition, students are expected to do the same in the event of client-, setting-, or supervisor related concerns.

### **Training in Supervision**

During practicum, students will be exposed to the counseling supervision literature and supervision training tapes. In addition, faculty guided/supervised opportunities to review tapes of mock counseling sessions, evaluate the counseling skills, and provide feedback and recommendations for improvement of 1<sup>st</sup> year students' work in CEP 860A and CEP 862 will

occur. Evaluation forms and faculty's written or audio critiques of their counseling skill development during first year activities will provide models and guidelines for these 'supervision' activities.

During internship, students will be required to select a client with whom they worked during practicum to serve as the basis of the client role that they will assume in sessions with a 1<sup>st</sup> year student as counselor. After 3-4 sessions in which the 'counselor' (1<sup>st</sup> year student) will do a formal intake, develop a diagnosis, and identify and implement an appropriate strategy, the 'client' (2<sup>nd</sup> year student) will in a 'supervisory/summary session, switch roles to discuss with the counselor their experience and decision-making in their work with this client. In this discussion the 'supervisor' (2<sup>nd</sup> year student) will provide direct feedback and evaluation of the overall counseling experience as they also share their experiences in their work with the same client.

### **What makes this MA Counseling Program comparable to other leading MA Counseling Programs?**

The MSU MA Counseling Program is similar to many other leading and reputable programs housed within comparable institutions of higher education in two well-defined ways. First, the curriculum and training experiences adhere to the 2006 standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP), which is a national accrediting agency of the American Counseling Association (ACA), which specifies minimal standards in the training of counselors. These guidelines for training are the most recent at this time. In terms of the curriculum, the following CACREP core requirements are represented within the program coursework:

- Professional Identity (CEP 862, 863, 894C, 893C)
- Social and Cultural Diversity (CEP 860A + all required core coursework)
- Human Growth and Development (CEP 801, 861, 862, + all required core coursework)
- Career Development (CEP 864 + 821, 863)
- Helping Relationships (CEP 860A and 862)
- Group Work (CEP 862, 863, 865, 894C, 893C)
- Assessment (CEP 865, 863)
- Research and Program Evaluation (CEP 821, 865, 864, 894C, + Research Team)

In addition to the curriculum, program policies and practices reflect those specified within the CACREP guidelines. If there are questions about CACREP guidelines, please visit the website address, [www.cacrep.org](http://www.cacrep.org), for any additional information or need for clarification

The second way that this program is comparable to other leading programs is that the Michigan Comprehensive Guidance Model is used as a guide for facilitating student development in the essential competencies as School Counselors. This Model, though Michigan-based, reflects all of the core components of the national model, which include the following awareness, knowledge, and skills related to:

- Understanding the school culture
- Understanding career counseling in schools
- Understanding the influence of diversity within the schools
- Understanding the role of school counselors
- Experience in development and evaluation of programs
- Experiences in making formal presentations
- Experiences in developing research questions and move through stages of research within schools
- Experiences in consultation with parents, teachers, and key contacts within the community
- Experiences in providing supervision with junior members of the profession

National and international leaders within the field of Counseling have deemed these learning points as being representative of the cutting edge knowledge and experiences essential for effective service delivery within the school setting.

### **What distinguishes the MSU MA Counseling Program from most other leading MA Counseling Programs?**

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Although the program is similar to many of the well-established CACREP-accredited masters counseling program across the nation, there are also a number of noteworthy points of distinction in curriculum and training that exceed the minimum standards of practice assumed by most training program. The following presents a list of the points of uniqueness that makes this program different from many other training environments:

- School and Community students both acquire knowledge of the Diagnostic and Statistical Manual of Mental Disorders (DSM), the process of diagnosis, and the selection and implementation of appropriate strategies.
- Prior to contact with actual clients, counseling laboratory experiences provide students with multiple opportunities to practice skills, and receive feedback and supervision from various faculty sources through jury evaluation.
- Students have many opportunities to engage in faculty guided self-evaluation and critique of skill development and overall counseling competence.
- Hours of individual and small group supervision practicum/internship exceed minimum guidelines specified by CACREP.
- Issues of diversity are infused throughout all core coursework as well as specifically addressed within one multicultural course.
- Issues of development across the lifespan are infused throughout all core coursework as well as specifically addressed within one developmental course specifically designed for counseling students.
- Curriculum is integrated in such a manner that students' learning is meaningful and reflects the process and outcomes of the actual day- to-day practice of counselors in multiple settings.
- The curriculum is based upon a practitioner-researcher training philosophy.
- All students acquire the knowledge associated with providing counseling supervision and are given the opportunity to serve in the role as a supervisor and evaluator of counseling competence.
- Students are provided the opportunity to participate in research team activity, which leads to annual presentations at professional conferences, the development of a publishable paper, and a possible publication.
- This program is one of the only MA Counseling programs across the nation that has an ongoing longitudinal self-study research program for the evaluation of training process and outcomes toward continued enhancement of training practices. All course products of participating students become part of a data set in a study of counselor development.
- The program has consistently high graduation rates of highly academically competitive applicants.
- The program is based on the cohort model, having a smaller admission number than most other programs (16-25) in order to facilitate some semblance of a doctoral level training experience for master's level counselor trainees.
- The program has a longstanding, successful admission record of graduates to accredited, leading, doctoral programs (i.e., Counseling Psychology, Psy.D., Organizational Psychology, and Educational Policy).
- The program has a longstanding, successful placement record of graduates in employment sites of choice in which counseling competence is required.

Contact with current students and/or the Graduate Student Advisors are welcomed to verify the exceptionally high standards and rigor of this unique training environment that exceed the minimal standards in most.

## **University and Program Policies**

### **Academic Standards**

The M.A. Counseling Program is committed to high academic standards and expects all counseling majors to excel. By university policy, the highest grade assigned for any course is 4.0. **A 3.0 cumulative grade-point average for all courses counting toward the counseling degree is the university and program minimum.**

The minimum grade for inclusion of a particular course within the graduate program is 2.5. Students are expected to **maintain a cumulative average of 3.00 at all times during the program.** A student who fails to meet this standard will not be permitted to continue to enroll in the counseling program. Students will receive notification at the end of each semester indicating their current academic status in the program.

Grades of Incompletes (I) are given in cases in which instructors and students have negotiated a plan for the completion of course requirements beyond the end of the semester in which the student is enrolled in the course. To receive a passing grade, students **MUST** complete and submit the requirement(s) and receive an adequate evaluation prior to the university-regulated deadline during the following semester.

Deferred Grades (DF) are given in cases usually in extreme hardships where the completion of the course requirement(s) is extended beyond the deadline posted for grades of Incomplete. **The required work must be completed and a grade reported within 2 years.** If the required work is not completed within the time limit, the DF will become U-Unfinished and will be changed to DF/U under the numerical and Pass-No Grade (P-N) grading systems, and to DF/NC under the Credit-No Credit (CR-NC) system.

### **Transfer of Credit**

Questions frequently arise concerning the transfer of credit either from another institution or from another program at Michigan State University. Policies that apply to all students include:

1. Students may transfer courses taken before admission into the program, if the coursework was not earned in the process of acquiring another degree. If a student has previous counselor related graduate coursework (e.g., child development) and it was applied toward another degree, the equivalent course requirement may be waived, however, credit is not applied to the 48 credit hour requirement. When courses are waived, the student chooses an elective course that will enhance counselor preparation. Determination of course equivalencies will be made by the program faculty.
2. All courses transferred must be graduate courses that will directly assist in the preparation of a counselor.
3. Judgment as to whether a course is or is not appropriate for transfer is made by the program faculty. Program faculty will notify the student of the decision to accept or deny the request after consultation during program meetings.
4. Not more than 10 credits can be transferred into the graduate program, regardless of when they were taken or at which institution they were taken.
5. The university's five-year limit for completion of degree applies to transfer credits, as well as those taken within the program.

### **Time Limit**

The time limit for the completion of the requirements for the master's degree in counseling is five years from the date of enrollment in the first class to the date of enrollment in the final class. For example, if a student first enrolls in a course Fall Semester 2008, the five-year limit would end with the conclusion of Summer Semester 2013. Courses can be taken thereafter only if an extension of time is granted by program faculty, Departmental Committee, and a representative from the Dean's Office.

## **Master's Degree Certifying Exam**

### **Purpose**

Consistent with University requirements, the Department of Counseling, Educational Psychology and Special Education (CEPSE) has instituted an examination for candidates for the Master's Degree. The purpose of the Certifying Examination is to provide students the opportunity to demonstrate their knowledge, awareness and skills in the domain of professional counseling.

### **The Nature of the Examination**

The examination reflects the objectives of the M.A. Counseling Program as outlined in the Informational Bulletins for Educational Psychology, Counseling, Rehabilitation Counseling, and Special Education. The following domains are

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covered: Counseling Foundations, Counseling Theories, Counseling Ethics, Multicultural Counseling, Individual Counseling Knowledge/Skills, Group Counseling Knowledge/Skills, Counseling Strategies and Consultation, Diagnosis & Assessment, Human Development, Measurement, School Counseling Community Counseling, and Career Counseling. The time allotted for the 300-400 item objective assessment of students' understanding of core counseling coursework is three to four hours.

#### **Scoring the Examination**

The Certifying Exam is offered in November of each year during the semester in which students are enrolled in practicum. The content domains of the exam will include all core coursework, including course syllabi, textbooks, lectures, additional

readings, and exams. These will be the sole reference for exam preparation. A correct response to seventy percent of the items will be considered a passing score. Those who do not pass must retake another form of the exam during the next semester by early March.

#### **Procedures**

A student may take the examination upon completion (or current enrollment) of two-thirds of the coursework required for the degree. This typically occurs the second November of students' full-time enrollment. All students must be registered for coursework the semester they take the examination and it is the *student's* responsibility to be up-to-date on all exam material. The program will report the results of the examination to the student and the College of Education's Office of Student Affairs within 30 days.

#### **Retakes**

An overall score of 70% is needed to pass the Certifying Examination. If a student fails the exam, a retake is required prior to degree completion. Retakes of the examination will be offered in late February or early March of the following Spring semester. The composition of the retake examination will be tailored to individual students. Only those sections that student's failed will be addressed in the re-take examination. Faculty advisors will work with students to develop a study plan in preparation for the retake. No more than two retakes will be allowed unless the retake and a plan of preparation are authorized by a vote of 66% of the M.A. Counseling program faculty.

## **Advising Policies and Practices**

#### **Faculty Advisors**

The counseling faculty is committed to establishing advisement relationships that will support, challenge, and contribute to the professional development of students. Each new student will be assigned to an advisor who is a member of the counseling faculty; however, faculty members are committed to being available to all students for the purpose of professional development in their area of expertise, to supervise independent study projects, and for research team activity, discussed later in the Handbook.

Advisors will make every effort to be available and responsive to the needs of students. It is equally important that students take initiative in establishing contact with their advisors in requesting assistance and guidance, as needed. Students should consult with their advisors at all major decision points, including prior to registering each term, drafting the plan of study, and selecting prospective practicum and internship sites. Advisors should also be consulted promptly if students encounter any problems with coursework, practicum, or any other aspect of the master's program. Students are responsible for maintaining communication so that the advisor can carry out his or her roles as consultant, advocate, mentor, and monitor of the master's experience. All faculty members post weekly office hours for the purpose of meeting with students. These office hours are varied from week to week to accommodate students' life circumstances that extend beyond the program.

In terms of program decision-making, faculty work as a collective in providing guidance to the student body to insure that all students have access to the same information and held accountable to the same program policies and practices. Therefore, general decisions about students' selection of electives and special requests, advisors will submit students' questions for discussion during regularly scheduled program meetings held every two weeks.

#### **Brown Bags**

A long-standing tradition within the program was implemented to facilitate professional development activity. Brown bag meetings are opportunities for program faculty, staff, and students to interact informally at least three times each semester. At these times, students have opportunities to hear external speakers presentations that address various critical topics related to professional development (i.e., counseling supervision, the business of private practice, multicultural counseling in action, writing resumes, preparing for practicum and internship, licensure and certification). This is a great time to get to know the faculty and other students in a setting away from the classroom. ALL students are strongly encouraged to attend these invaluable experiences.

### **Doctoral Student Program Affiliate**

The role of the Doctoral Student program affiliate is to assist students in their professional development in three distinctly different areas: the development in counseling competence and adjustment to practicum and internship training experiences; preparation for the process of seeking pre- and post-graduation employment opportunities; and, in preparing effective application for doctoral training. The Doctoral Student program affiliate provides students' individual supervision during practicum and internship and works closely with faculty in guiding students' progress during practicum and internship. These positions are not standard in the program and are only used periodically as the need arises and funding permits.

### **Graduate Assistant Advisor**

The role of the Graduate Assistant Advisor, a ¼-time assistantship (10 hours each week), is to assist students in program planning and to provide opportunities for professional growth and development throughout the course of personal experiences in the program. The Graduate Assistant Advisor will assist students in learning about the university community and understanding the learning environment of graduate training departments in the field of counseling. The Graduate Assistant, a 2<sup>nd</sup> year full-time student, is best able to describe the experience to beginning graduate students. Therefore, program faculty expect students to view the Graduate Assistant Advisor as a resource for objective information from a perspective that faculty may not be able to provide.

### **Doctoral Student Research Assistant**

Periodically, due to the acquisition of grant monies, individual faculty members can provide opportunities for doctoral level research assistantships, which assist faculty in their individual research endeavors and may also provide leadership with faculty in research team activities with master's level counselor trainees.

### **Graduate Assistant Work-Related Policies**

Graduate assistantships are an important part of students' programs, not only for the financial support they provide but also for the opportunities for professional development that they offer. The MA Counseling Program provides opportunities for graduate assistantships described above and administers assistantships in a manner consistent with University policies. This section governs employment for graduate students administered within the CEPSE Department and more generally within the College of Education. If students are employed in other University Departments or Units, the policies of that Department or Unit apply.

Graduate assistantships are of two basic types: Teaching Assistantships and Research Assistantships. Teaching Assistantships involve teaching students, usually undergraduates but sometimes Masters students, under the supervision of a faculty member or in a direct co-teaching role with a faculty member. Research Assistantships involve the conduct of research, typically under the direction of a faculty member or members. All graduate assistantships must be listed before they are filled. Complete listings of currently available assistantships in the College of Education can be found at <http://ed-web3.educ.msu.edu/college/jobs/grad/default.htm>.

Graduate students should check these listings regularly in order to learn of assistantships for which they might wish to apply. Students should also be active in pursuing assistantship opportunities. First, they should make their interests and availability known to their advisor. Second, they should ask faculty who might have or know of assistantships for which they might be appropriate. Third, students can increase their likelihood of being chosen for assistantships by performing well in courses, attending seminar talks and brown bag presentations and other sessions at which research and teaching projects may be discussed, by developing relationships with professors, and by volunteering their time for projects where funded work is not yet available.

Graduate students are generally permitted to work a maximum of 1/2-time (20 hours per week) to insure that they make sufficient progress in their program. 1/2-time positions may involve a single 1/2-time assistantship or a combination of two 1/4-time assistantships. In order to maximize the equitable distribution of available graduate assistantships and to accelerate academic progress, it will be an exceptional case for a student to hold positions totaling more than 1/2-time or to hold

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positions beyond the second year. More information about these limits is available at <http://ed-web3.educ.msu.edu/college/college-policy/grad-assistant-policy.htm>.

Teaching assistantships are subject to a contract between Michigan State University and the Graduate Employees Union (GEU). That contract, which is renegotiated periodically, can be accessed at <http://grad.msu.edu/geu/agree.pdf>. This document also contains information about the monthly stipend and tuition payment associated with teaching assistantships. All students should use every opportunity to improve their teaching. The new tuition waiver is in the amount of nine credits for Fall and Spring semester, and five for Summer semester. The University has many resources available including workshops, videotapes, and so on. The list below contains some examples of the kinds of resources students may draw upon.

Center for Scholarship of Teaching in the College of Education  
<http://www.educ.msu.edu/cst/>

MSU Teaching Assistant Program  
<http://tap.msu.edu/>

MSU Teaching Assistant Program Resources  
<http://tap.msu.edu/taprogramresources.html>

*Learning to Teach at MSU* videotape  
<http://ed-web3.educ.msu.edu/college/coe-movielist.htm>.

Receipt of externally funded fellowships by students who have written their own grant applications that result in at least \$20,000 (direct costs) now makes the students eligible for in-state tuition rate. The in-state tuition rate applies only to the semesters during which the student is supported by the fellowship. This policy applies only to grants funded through a competitive process by a US institution/agency/foundation. Funds obtained through non-competitive processes (e.g., need-based fellowships) or from international sources do not qualify the students for in-state tuition rates. For more information contact Melissa Del Rio ([mdelrio@msu.edu](mailto:mdelrio@msu.edu)) in 110 Linton Hall.

## **Program Planning**

Courses taken toward a Master's degree should fit with a unified plan aimed at providing the student with a comprehensive background and depth of understanding in the counseling field.

Graduate students are required to develop a plan for completing their programs of study in an efficient and timely manner. The purpose of the program plan is to determine exactly which courses, required and recommended, will be taken. Once the program plan is developed, each student will know exactly which courses to take in order to complete degree requirements and the Office of Student Affairs will be able to monitor students' progress toward graduation.

To help students meet this requirement during the first semester of study, small group advisement meetings will be scheduled and announced within the first four weeks of the semester. **Attendance is mandatory.** During this meeting, materials and information necessary for students to make educated decisions concerning their academic programs will be presented. All

exceptions to program requirements (course transfers or waivers) will be addressed at this meeting. Prior to the meeting, students must have reviewed the handbook and have selected faculty-approved coursework for their 9 credits of electives (3 courses). It is **critical** that students review the course schedule and course description handbook so that they will be able to submit courses of interest to them for advisor/faculty approval prior to this meeting.

## **Dismissal Policies**

The dismissal of a student from the M.A. Counseling Program is a significant event for both the student and the program faculty. This decision represents the conclusion of the faculty that the student has not demonstrated an adequate level of competency in either academic performance, clinical skills, or in other critical areas of professional conduct. Dismissal action is generally the final outcome of several informal and formal communications with the student regarding his or her unsatisfactory progress through the program and, when appropriate, special efforts at helping the student meet program

requirements and training objectives have failed. The final decision regarding whether or not a student should be terminated from the program, or under what conditions a student making unsatisfactory progress will be allowed to continue, is a decision that rests with the counseling faculty.

### **Reasons for Dismissal from the Program**

At any point during the student's matriculation through the program, the faculty retains the right to review any student circumstances or personal performances that may negatively affect the student's competencies for independent professional practice or that may threaten client welfare. The following are offered as examples of circumstances or performances that may be the basis for dismissal action:

1. Failure to maintain minimum academic standards; \*
  2. Unsatisfactory performance in counseling practice courses (e.g., practicum or internship);
  3. Academic dishonesty;
  4. Criminal misconduct;
  5. Failure to comply with established University or Program timetables and requirements;
  6. Unethical practices and/or unprofessional conduct in service delivery and/or research.
  7. Cognitive, affective, and/or behavioral impairments that obstruct the training process and/or threaten client welfare;
  8. Failure to pass the re-take Certifying Examination;
  9. Plagiarism; and,
  10. Noncompliance to general university and program guidelines.
- **\*A 3.0 cumulative grade point average for all courses counting toward the M.A. Counseling degree is the university and program minimum.** The minimum grade for inclusion of a particular course within the graduate program is 2.5. Students are expected to maintain a cumulative average of 3.0 at all times during the program. The semester and annual review will state whether the student currently has "acceptable academic standing," (*GSRR* 2.3.3) with an average GPA in master's level courses of 3.0 or higher, with no more than one master's course with a grade of 2.5. "Satisfactory progress toward a degree" is defined as steady progress toward completing coursework, practicum, and certifying examination requirements. A student who fails to meet this standard **will be dismissed from** the M.A. Counseling Program and will be informed by the program in writing of this change in status. The faculty decision to dismiss a student may be appealed through the following process: The student will prepare and submit a written explanation of the circumstances leading to insufficient academic performance and a proposal outlining a plan for improved academic success to the M.A. Counseling Program Director; program faculty will review the statement of circumstances and plan for improved academic performance; program faculty will respond in writing with a decision regarding the final status of the student. Appeals of a faculty decision to dismiss may result in continuation of the decision to dismiss; or, students may be granted one additional semester to raise the cumulative GPA above 3.0 if program faculty determine that doing so will likely lead to the student's degree completion. Final decisions will also be influenced by the current student: faculty ratio in order to maintain compliance with CACREP standards.
  - Although full-time enrollment and graduation within a 2 year period is **STRONGLY** recommended. However, the completion of program requirements must not extend beyond a 5-academic year timeframe of enrollment.

### **Dismissal Procedures.**

Program dismissal procedures strictly follow section 2.4.9 of the Graduate Students Rights and Responsibilities document. To protect students' due process rights as well as the rights of faculty to uphold the academic and professional standards of the training program, the following steps will be taken as part of the dismissal review process:

1. The student will be informed in writing by the Program Director of any charge, event, performance, or circumstance that may threaten the student's immediate status within the Counseling Program. Such charges or complaints may emanate from members of the program faculty, clinical supervisors, clients, or professionals and agents outside of the University community.
2. As part of the above communication, the Program Director may initially advise the student to seek an informal resolution of the charge or complaint with the accusing party, and to inform the Director of the outcome of this action within 30 days.

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3. If, however, informal methods at problem resolution are inappropriate or unsatisfactory, the Program Director will inform (in writing) the student that a formal meeting of the program faculty will be necessary to review the nature of the threat to the student's status and to arrive at a decision regarding dismissal. The Program Director may invite any persons judged to have relevant information to submit such information either in person at this meeting or in writing prior to the meeting. The student will be given copies of all written materials under consideration in advance of the meeting. The student and, if desired, his/her counsel (as defined in the Graduate Student Rights and Responsibilities document) would be invited to attend this meeting and to present testimony. In addition, the student may invite other individuals who have relevant testimony to attend the meeting or to present written information. The student will provide the Program Director with a list of these individuals at least five days in advance of the scheduled meeting.
4. Following the presentation of testimony and evidence, the program faculty will convene separately to deliberate and to arrive at a decision regarding the student's standing in the program. This decision may result in either (a) a dismissal of the charges or threats against the student and a restoration of the student's good standing in the program, (b) a judgment to allow the student to continue in the program pending satisfactory completion of, or compliance with, specified conditions, or (c) immediate dismissal of the student from the Counseling Program.
5. Following completion of the program faculty's decision-making, the Program Director will inform the student (in writing) of the faculty's decision and, if appropriate, clearly specify what, if any, conditions must be satisfied by the student to maintain his or her standing within the program. The student will also be advised that if he or she wishes to grieve the outcome of the faculty's decision, the grievance procedures specified in Graduate Student Rights and Responsibilities should be followed.

### **Students' Voluntary Withdrawal from the Program**

Circumstances in which students choose to withdraw from the program voluntarily may also arise. Under such circumstances, students are to first consult their advisor and formally notify the Program Director and Advisor in writing of their final decision to do so. If at any time, students decide to return, reapplication to the program will be required. Re-admission is not guaranteed.

### **Records Policies**

The program maintains records concerning each student's completion of the departmental Certifying Examination, any products of remediation in case the student fails the exam, annual review documents, (which includes letters notifying students of an area of need for attention or remediation), practicum and internship contracts, practicum and internship evaluations, and other materials that are deemed necessary. These are stored in a locked cabinet within the program area. Only program faculty and staff have access to this material.

The program maintains records concerning each student's progress through the master's degree program of study. These include the basic application materials, the program plan, correspondence with the advisee, and grade reports for courses taken.

Students may request to examine their own files. This request should be directed to the student's adviser or the Program Director. The only material that will be withheld is that which the student has clearly waived his or her right to examine (e.g., confidential reference letters). Other than the latter, files generally only contain records of which students already possess copies. Once students graduate, a permanent file is maintained by the program, which, among other things, may assist in documentation for future licensure and credentialing. All students have the right to access their educational records, to view

those records, and if in disagreement, challenge the accuracy of the contents (*GSRR 3.2.3*). (Note that for teaching assistants a separate "personnel file" is prescribed by the GEU/MSU contract.)

## Ongoing Program Evaluation

This is one of the rare masters or doctoral-level training environments in the nation that is committed to the education of counselors, which also includes an established, university-approved, structured programmatic line of research. The objectives of the research include program evaluation and to increase understanding of the development of general and specifically multicultural counseling self-efficacy and competence. All of participating students' course products are considered data for analysis in ongoing research to enhance counselor-trainees development as future members of the profession and to add to the literature through faculty members' and students' professional presentations and publications. Although informal, ongoing, faculty contact with most of the program graduates is common, once every three year's, all alumni are contacted to identify their current status within the world of work or higher education, and their perception of their training and preparation for what they are doing. The program in its current form is based upon the information that has been gathered from these contacts over a number of years now.

### Some Practical Suggestions

1. When in doubt, see the Graduate Assistant Advisor. Students may become uncertain or confused as to policy or procedure regarding course selection, requirements, appropriate practicum/internship site, or any of a number of other issues. Do not rely upon hearsay. Contact the Graduate Assistant Advisor by telephone or visit during office hours to verify the accuracy of the information received. Visiting with the Graduate Assistant Advisor before visiting with your advisor will help to make the most of the time with faculty members. However, to insure the best outcome in all advisement contacts, it is critical that the Handbook is first consulted!
2. Take courses in the recommended sequence. The basic counseling courses are sequenced to prepare for practicum, which prepares internship. Make certain to stay in sequence to avoid being locked out of a required course.
3. When possible, take required courses first. Given the choice between two required courses, take the one offered less frequently. As previously stated, stay in sequence. If in doubt as to which course to take at a particular time, seek advisement! Be alert to changes in course offerings. The course catalog is usually accurate. Occasionally, however, a course may be added or dropped after the catalog goes to press. Before making a final choice concerning courses to take, it is wise to check the supplemental listings, which the department secretary has and notify your advisor in any change in plans so that the appropriate paperwork can be completed.
4. Buy a **good quality** cassette recorder and microphone before the first semester of enrollment. Students need this for several courses, as well as the practicum and internship experiences. An early sound investment in audiotape equipment is wise. In addition, the purchase of mini DVC videotapes and digital disks is **particularly imperative** throughout the first year when students participate in counseling laboratory experiences.
5. Have firm arrangements well-documented for practicum and internship at least three months before planning to begin counseling at the site. Information will be given in classes and you're the assigned advisor will provide help in answering specific questions. Waiting to develop a contractual relationship with a site can have serious implications for fulfilling practicum and internment requirements. Those who choose to do so may find that field sites already have made commitments to other people from this program or other programs. . Students will benefit significantly from early identification of and interviews with a number of sites, which result in completed contracts for practicum and internship.
6. If planning to practice counseling in a state other than Michigan after program completion, students must obtain a packet of counseling certification and/or licensure procedures and materials no later than your first semester of study. The rule for this is: the sooner the better! Another state may require specific courses or additional courses or different documentation of practicum/internship experiences than in Michigan. Verifying these between-state differences in licensure requirements immediately will establish a guide in developing individual program plans for degree completion.

### Membership in Professional Organizations

All students are **required** to become members of at least one professional association that is most closely related to their future career goals. We consider this a critical part of professional development in that membership allows access to

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information through professional journals and newsletters. These associations also provide knowledge of employment opportunities as students graduate. Furthermore, benefits of student membership include affordable insurance that students **are required** to purchase before their practicum and internship experiences (i.e., ACA Trust, etc.). Some associations recommended for consideration are listed below:

Michigan Counseling Association (MCA) Headquarters  
530 W. Ionia Street  
Suite C  
Lansing, MI 48933  
Telephone: 800-444-2014  
Fax: 517-371-1170  
<http://www.wccnet.org/orgs/mca>

American Counseling Association (ACA)  
5999 Stevenson Avenue  
Alexandria, VA 22304-3300  
Telephone: 800-347-6647  
Fax: 800-473-2329  
<http://www.counseling.org>

American College Personnel Association  
One Dupont Circle Suite 300  
Washington, DC 20036  
Telephone: 202-835-2272  
Fax: 202-296-3286  
<http://www.myacpa.org>

American School Counselors Association  
801 North Fairfax Street Suite 310  
Alexandria, VA 22314  
Telephone: 703-683-2722  
Toll-free: 800-306-4722  
Fax: 703-683-1619  
<http://www.schoolcounselor.org>

Lansing Area Counseling Association (a Chapter of MCA)  
C/O Ingham Intermediate School District  
611 Hagadorn Road  
Mason, MI 48854  
Attn: Andrea Yokich,  
Telephone: 517-244-9181  
Fax: 517-676-3602  
<http://www.counseling.org>

Students considering doctoral training in Psychology are strongly encouraged to become members of the American Psychological Association (APA). The MSU MA Counseling program has a long-standing reputation of an almost 100% success rate of trainees' successful application and admission into accredited doctoral training programs across the nation (i.e., Counseling Psychology, Psy, D, etc.). Please notify the assigned advisor immediately of your interest to pursue doctoral training. Assistance in building a vita in the appropriate manner in preparation for this process will be provided.

**American Psychological Association**  
750 First Street, NE  
Washington, DC 20002-4242  
Telephone: 800-374-2721  
<http://www.apa.org>

## **Opportunities for Professional Development**

### **Seminar: Getting into Doctoral Programs**

Every Spring semester, faculty members offer a seminar for first-year students wishing to enter doctoral programs the academic year following the completion of the master's degree. It is estimated that the application process for doctoral programs takes 6-9 months. Therefore, this seminar focuses on the decision-making processes involved with program selection and organizational skills. Students are invited to participate in the seminar early Spring semester.

### **Professional Conference Attendance**

Conferences and professional training seminar attendance is strongly recommended and required. When required, papers critiquing the experience and formal presentations to the student body in which students summarize the content occur each fall semester. A folder of upcoming conferences and seminars is kept with the program administrative assistant. Please contact her/him for this information.

### **Workshop: Developing Effective Professional Vitae**

Each year faculty present a formal workshop specifically designed to address the structure of an effective cover letter and professional resumes. The dos and don'ts of interviewing for practicum/internship placement and future employment opportunities are also included.

### **Workshop: Choosing Private Practice as Career**

Each year a professional within the community who is in private practice and is also an adjunct profession provides a workshop on the business of developing and maintaining a private practice.

### **PREP Program**

This university-wide program offers a gateway to Career and Professional Development Resources at MSU. Featuring relevant workshops, activities, web links and contact people, it helps graduate students organize a wealth of available information according to different phases of a doctoral program.

PREP focuses on four professional skills that are key to career and professional development: planning throughout the graduate career to identify and successfully achieve career goals; developing resilience and tenacity to thrive through personal and professional stages; practicing active engagement in making important life decisions and in acquiring the skills necessary to attain career goals; and attaining high standards of professionalism in research and teaching. Employing these skills at every stage of the graduate program helps students to maximize their opportunities for professional growth and to discover a fulfilling career path. In partnership with graduate and professional programs across campus, the Graduate School seeks to introduce students to a range of career activities and opportunities with the goal of assisting degree completion and enhancing professional success. The workshops are based on current scholarship on graduate student development and are themselves part of an ongoing research project through evaluation and assessment. The MSU MA Counseling faculty members strongly encourage contact with this office throughout enrollment (<http://grad.msu.edu/cpd.htm>).

### **Travel Abroad**

A few students who wish to extend cross-cultural awareness, knowledge, and skills opt to pursue opportunities for travel abroad. The following website provides information about health risks and required necessary immunizations (<http://www.travelclinic.msu.edu/>). The International Studies and Programs website presents an overview of the issues related to safety around the world (<http://keywords.msu.edu/viewpathfinder.asp?id=31>). The Graduate School serves as one possible funding resource that provides assistance for these endeavors and will also provide an emergency card. Students traveling abroad should visit the "Travel Smart" website (<http://grad.msu.edu/travel/>) before their trip. When students appointed as TAs or RAs travel outside the U.S. to conduct required thesis or dissertation research or to collaborate with investigators conducting research abroad, the department or research grant supporting the work will be required to pay for all needed vaccinations and or medications (e.g., anti-malarials) as determined by the MSU Travel Clinic. Students may include those costs in applications for funds from the Research Enhancement or Travel Grant programs administered by the Graduate School.

### **Research Team Participation**

This program has a long-standing success rate of research team productivity over a 10-year period. Faculty will offer the opportunity for students to participate in research team activity that will require enrollment in a variable number of independent study credits, engagement in each of the steps of research as a team, development of a manuscript, and submission for presentation at a professional conference. Please notify your assigned advisor immediately if this invaluable opportunity is a personal interest. Most students who wish to pursue doctoral training after graduation choose to participate in this activity. Because an interest in the researcher-practitioner model is strongly encouraged throughout the curriculum for all students, acquisition of the guidelines for ethical engagement in research is required. Therefore, it is critical that all students review and adhere to the following important points.

**DEPARTMENTAL POLICIES: INTEGRITY AND SAFETY IN RESEARCH AND CREATIVE ACTIVITIES.**

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*Integrity in research and creative activities is based on sound disciplinary practices as well as on a commitment to basic values such as fairness, equity, honesty and respect. The MA Counseling Program expects all research and creative activities to be conducted with integrity.*

The MA Counseling faculty members provide education in research integrity via the following:

- (1) Faculty conducting their research with integrity and ‘thinking aloud’ about this with students apprenticing that research.
- (2) Research ethics content is included in CEP 821 and CEP 865 and reviewed during participation in research team activity.
- (3) Students are provided, through this Handbook, documents on research integrity, including:
  - a. *Guidelines for Integrity in Research and Creative Activities* (<http://grad.msu.edu/staff/mentoreport.pdf>);
  - b. MSU policy related to the use of humans for research via the University Committee for Research Involving Human Subjects: <http://www.humanresearch.msu.edu/>
  - c. The American Psychological Association's Ethical Guidelines: <http://www.apa.org/ethics/homepage.html>
  - d. The American Psychological Association's Publication Manual, which includes guidelines on plagiarism: <http://www.apa.org/monitor/sep01/pubmanual.html>
  - e. The Office of the Ombudsman's guidelines on plagiarism: <http://www.msu.edu/unit/ombud/plagiarism.html>

Although there some research team activity does not actually require the collection of data. There are periodically opportunities for students to participate in team activity and/or independent study activity that involve(s) data collection. In these cases, MA Counseling students are expected to:

- (1) Consult the five principles for research ethics as needed and abide by all guidelines in the following article that will be distributed during research team activity.

Smith, D. (2003). Five principles for research ethics. *APA Monitor on Psychology*, 34(1), 56-62.

- (2) Complete the online tutorial at the UCRIHS website: [http://www.humanresearch.msu.edu/training/training\\_index.htm](http://www.humanresearch.msu.edu/training/training_index.htm)
- (3) Obtain approval from the University Committee for Research Involving Human Subjects (UCRIHS) prior to conducting any research involving humans.
- (4) Abide by the All University Policy on Scholarship and Grades: <http://www.vps.msu.edu/SpLife/rule32.htm>, including guidelines on plagiarism.

Conducting research without approval of UCRIHS may result in dismissal from the program. Any incidence of plagiarism may result in dismissal from the program.

- Although research with animals and chemical or biological materials is rare in our program, students should be aware that strict guidelines exist for any such research:  
Office of Radiation, Chemical, and Biological Safety: <http://www.orcbs.msu.edu/>  
All University Committee on Animal Use and Care: <http://www.aucauc.msu.edu/>

### **Workshop: Licensure and certification in the state of Michigan**

A representative from the State of Michigan provides an extensive overview of the licensure and certification process. Students become well-informed about the application and the steps toward full licensure as a professional counselor in the state of Michigan.

### **Student-Guided Workshops**

Students enrolled in independent study credit and/or who participate in research team may also choose to guide a brown bag in-service workshop on a topic of interest that is also of importance to the field of Counseling. This opportunity provides a forum of presentation and discussion and also serves as a practice session when students’ are preparing to present at a professional conference.

### **Training in Counseling Supervision**

Based on expressed interest within the community, faculty will periodically provide opportunities for onsite training workshops in counseling supervision for program graduates and participating practicum/internship onsite supervisors for a specified, minimum, university designated fee. The training will be based on guidelines specified by the American Counseling Association (ACA) and will include information such as: the definition of supervision; national standards for supervision; how to conduct individual and group supervision; legal/ethical issues in counseling and supervision; supervision liability; case conceptualization; and supervision contracts and evaluation guidelines.

## **UNIVERSITY RESOURCES**

The University offers many resources to support graduate students in their studies. The MA Counseling program encourages students to take advantage of the full range of resources available at MSU. Some examples are listed below.

- MSU Library  
<http://www.lib.msu.edu/>  
<http://www.lib.msu.edu/events/classes/>
- MSU Graduate School Resources  
<http://grad.msu.edu/current.htm> - resources
- Writing Center  
<http://writing.msu.edu/>  
<http://writing.msu.edu/resources/online.php>
- Office of International Students and Scholars  
<http://www.isp.msu.edu/OISS/>  
[http://www.isp.msu.edu/OISS/for\\_students/links/](http://www.isp.msu.edu/OISS/for_students/links/)
- English Language Center  
<http://www.elc.msu.edu/index.html>
- College of Education Information for Students  
<http://ed-web3.educ.msu.edu/infostu/>
- Learning Resources Center  
<http://www.msu.edu/~lrc/>  
<http://www.msu.edu/~lrc/links.html>
- Center for Service-Learning and Civic Engagement
- MSU Test Prep Consortium  
<http://grad.msu.edu/testprep.htm>

## **MSU Masters in Counseling Program Student Awards**

Students who make the best use of opportunities for development provided within the program, who excel in academic achievement, who extend themselves in service to the program, university, and surrounding community in a unique manner are acknowledged in a number of ways. Such noteworthy students are nominated for national, regional, and state-wide awards sponsored by professional organizations. In addition, the program has annual Awards to acknowledge excellence

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exhibited within the student body. The following provides a list of descriptions of such Awards that include the criteria for selection.

### **MSU Masters in Counseling Community Citizenship Award**

The Masters in Counseling Community Citizenship Award is an honor given annually to a first and/or second-year student who has demonstrated a continuous effort to better themselves and others through their integration into the Masters Counseling Program activities and functions as well as the greater Michigan State University campus as a whole. Such students will have shown a consistent interest in others development within the profession of counseling and general well-being throughout their tenure in the program. The Masters in Counseling Community Citizenship Award carries a one time monetary disbursement. In order to be considered eligible for this award, students must have their annual review forms completed and turned into department secretary Heather Johnson by April 28<sup>th</sup> of each year.

### **MSU Masters in Counseling Excellence in Diversity Award**

The Masters in Counseling Excellence in Diversity Award is an award given annually to one or more first and/or second year Masters in Counseling student(s) who has demonstrated a sustained attention to and appreciation of ethnic and cultural issues within their practice as well as their time as a cohort member/student within the program. Winners of the award will be individuals who have integrated the profession's emphasis on multicultural competencies and shown a well-formed multicultural worldview. The Masters in Counseling Excellence in Diversity Award carries a one-time monetary disbursement. In order to be considered eligible for this award, students must have their annual review forms completed and turned into department secretary Heather Johnson by April 28<sup>th</sup> of each year.

### **MSU Masters in Counseling Distinguished Professionalism Award**

The Masters in Counseling Distinguished Professionalism Award is an award given annually to one or more student in each the first and second year of the program who have demonstrated an understanding and application of the scientist-practitioner model within the academic year. Winners of the award will be individuals who have displayed excellence through their practice and research efforts. Such students will have shown interest in research through participation in research teams, conferences and publications as well as dedicated practice through integration within their respective practicum and internship sites. The Masters in Counseling Distinguished Professionalism Award carries a one-time monetary disbursement. Students who win this award in their first year are eligible for the award the second year, but are not guaranteed to receive it. In order to be considered eligible for this award, students must have their annual review forms completed and turned into department secretary Heather Johnson by April 28<sup>th</sup> of each year.

### **MSU Masters in Counseling Scholastic Achievement, Educational Excellence Award**

The Masters in Counseling Scholastic Achievement, Educational Excellence Award is given annually to one or more students in their first and/or second year of the program that have demonstrated a commitment to scholarly distinction throughout the academic year. The winner(s) of the award will be individual(s) who have displayed excellence throughout the entirety of their coursework. Such students will have shown consistency throughout the quality of their presentations, grade point average, and academic documents. The Masters in Counseling Scholastic Achievement, Educational Excellence Award carries a one-time monetary disbursement. In order to be considered eligible for this award, students must have their annual review forms completed and turned into department secretary Heather Johnson by April 28<sup>th</sup> of each year.

### **MSU Masters in Counseling Exceptional Practitioner Award**

The Masters in Counseling Exceptional Practitioner Award is an honor given annually to a first and/or second-year student who has demonstrated excellence during their practicum and internship experience. Such students will have shown an excellence in development within the profession of counseling and general well-being throughout their tenure in the program. The Masters in Counseling Exceptional Practitioner Award carries a one time monetary disbursement.

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## ***Revisiting Graduate Student Rights and Responsibilities***

Now that you have completed reading this Handbook and the other University documents relevant to graduate students' experiences, rights and responsibilities, we, as faculty, reiterate your rights as a student to raise questions about this program's adherence to University policies and guidelines noted within this Handbook and to appeal and or challenge faculty assigned grades, the content of your academic file, and the content included in any University document. The University Ombudsman, an official chosen from among senior faculty, is available to assist students who appeal for assistance in resolving complaints involving academic or non-academic matters. The Ombudsman has broad powers of investigation, including direct access to

university officers, faculty, and official records. Operating in a confidential, independent and neutral manner, the Ombudsman assesses the validity of each complaint, advises on possible remedies, and where indicated, actively assists students in requesting formal grievances in situations where students remain dissatisfied with suggested resolutions. Once admitted into this program, if either of these circumstances applies to you, and you have not been able to effectively move toward resolution at the program level, please contact the Office of the Ombudsman at: 129 N. Kedzie Hall, 517-353-8830, [www.msu.edu/unit/ombud](http://www.msu.edu/unit/ombud).

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*We sincerely do thank you for your interest in the MSU Master of Arts Counseling program. We wish you well in your search for graduate education and hope that this information has provided you with a model for comparison as you make the best decision in your pursuit of a Master's degree in Counseling.*

## **APPENDIX A**

### **Programmatic Proposal Addressing Within Group Diversity Among Trainees as a Part of Professional Development**

The Michigan State University M.A. Counseling Program is committed to maintaining an atmosphere that values and appreciates all unique perspectives that students bring to the training arena. Training will encourage cognitive and behavioral flexibility, which will enhance cross-cultural interactions among peers and with clients. We have historically included a one-semester multicultural counseling course as part of the required core curriculum. However, we have recognized one critical training limitation, which has resulted from this tradition. Trainees currently leave training with general counseling competency, which can at times mimic multicultural counseling competency; however, they maintain an inability to sensitively (tone), respectfully (verbal response), and effectively (follow-up) address points of contention that commonly occur among peers. Consequently, trainees' skill development in maintaining effective working alliances with those who are "different" is often left to chance. The probability for the development of factions and student alienation increases with individuals' unwillingness and/or inability to resolve 'cultural collisions' (Steward, Gimenez, & Jackson, 1995). Trainees are then less prepared to thrive and survive in work environments wherein these skills will be required. Though individual faculty members are often called to intervene in the negative aftermath of an interpersonal problem, there is currently no full-faculty, programmatic model for prevention of long-term problems among trainees. Though faculty members' silence may be initially perceived as easier, the identification of the 'problems' as opportunities for introspection and learning would result in a more effective colleague. The cost of continuing to ignore these learning opportunities will reinforce cross-cultural incompetence, a state that we all would like to avoid.

Recognizing the challenge involved in addressing this deficit, the faculty decided to do what few other programs have done: develop a programmatic model that provides procedural guidelines for addressing and responding to interpersonal glitches that are certain to occur among training cohorts with a critical representation of diversity. The purpose of this document is to provide a brief description of the model for prevention/intervention of 'cultural collisions' among trainees.

#### **Prevention/Intervention Model for Cultural Collisions**

First, trainees must be aware of the normalcy of cultural collisions. Some students arrive with the idea that "appreciation of diversity" is and should be easy, and are frightened or angered at any point of contention that arises among peers. Some students arrive expecting that their unique area of diversity should be valued more so than others, particularly when values are in direct opposition or in competition for attention in the mainstream media. Factions arise. Majority representation often rules; minority representation often loses. This dynamic is typically exacerbated by perspectives of student factions with faculty allies. All such outcomes arise out of the expectation that one perspective or interpersonal style must reign and others must not. These outcomes arise when the development of cognitive and behavioral flexibility is not the primary goal of training.

First, trainees must be aware that there are patterns of responding to 'difference' that increase the probability of a negative outcome as well as those that do not. This increased awareness would compose the prevention component of the model. The following are basic steps for addressing cultural collisions that distinguish responses that are reactive from those that are responsive:

<b>SPIRIT OF SELF-PRESERVATION</b>			<b>SPIRIT OF SELF AND OTHER PRESERVATION</b>	
<b>Negative Outcomes</b>		<b>vs.</b>	<b>Positive Outcomes</b>	
1.	What is wrong with him/her?		1.	What is going on with me that I am responding this way?
2.	Sharing cultural collision with personally biased social support network persons for self-validation and/or publicly embarrassing the other person in front of your support members.		2.	Going directly to the person with whom you have an issue to seek understanding of their reaction and to share yours; using support network to seek mediation and possible resolution and understanding.
3.	Outcome-based attitudes with winning or outdoing as a goal behavior.		3.	Non-outcome based behavior changes tone of all interactions; win-win situation results because an accurate conceptualization of which one is in relation to another is attached.

The positive outcome activities allow students opportunities for assessing their personal responsibility in maintaining the negative outcomes of cultural collisions. Students also have some guidelines for assessing when there is a need for faculty intervention. Student orientation, multicultural counseling coursework, professional seminars, and the ethics course might commit time to present an overview of these guidelines and discuss potential barriers to compliance. Second, trainees must be aware that they are not alone in developing skills in attending to diversity among themselves. Trainees must know that they are not expected to be experts in ‘fixing’ interpersonal problems, given the status differences which can exist among student cohorts (i.e., alliances with faculty, interpersonal style differences, and popularity with other students, etc.). Trainees must be aware that full faculty assistance will be available and that no perspective that promotes divisiveness and alienation will be reinforced verbally or in silence. When guidelines have been followed and negative outcomes prevail because of unwillingness or inability to effectively address points of contention, trainees will report immediately to hi/her advisor. The advisor(s) will then present the case to the entire faculty for discussion and the generation of alternative strategies toward resolution. The following is a set of guidelines for the second part of this model, the intervention component.

1. One or both of the trainees report the ‘collision’ to their respective advisor(s) with a typewritten detailed description of the event or set of events.
2. Advisor(s) inform(s) the program coordinator in order to place the discussion of the event on the staff agenda. Expediency would be key, and a special staff meeting might be called in order to address the issue immediately. Only those reports that involve two people will be addressed. Trainees must assume responsibility for reporting their individual collision with another.
3. During the staff meeting, faculty would review the written report, hear the views of each of the parties involved, consider the match between the reports, and work together with the individuals to offer recommendations toward resolution (i.e., faculty mediation, counseling, etc.).
4. Follow-up reports after faculty recommendations will occur. The intent is to support the notion that working toward the maintenance of effective alliances is a normal part of professional development and day-to-day professional life.

The MA Counseling Program desires to resolve conflicts according to University guidelines and in a manner agreeable to all parties whenever possible. In addition to these guidelines for conflict resolution, the Graduate School provides information on conflict resolution to aid such efforts at the following website: <http://www.msu.edu/user/gradschl/conflict.htm>.

## APPENDIX B

DCH/LCN-020 (02/07)

Michigan Department of Community Health

Page 1

### Board of Counseling

P.O. Box 30670  
Lansing, MI 48909  
(517) 335-0918  
www.michigan.gov/healthlicense

### CERTIFICATION OF COUNSELING EDUCATION

Authority: Public Act 368 of 1978, as amended.  
If this form is not completed, certification will not be issued.

**INSTRUCTIONS:** Type or print your name exactly as it appears on your application. Complete Section I and, if necessary, Section II. Forward this form to the director of your counseling education program for completion of **Section II**. **This certification must be submitted directly to the Michigan Board of Counseling by your educational institution.**

#### SECTION I - APPLICANT INFORMATION

First Name Jane		Middle Name Ann	Last Name Doe	
U.S. Social Security Number 999-99-9999		Date of Birth 1-01-1960	Daytime Telephone Number 517-555-1234	
Street Address 123 Main Street				
City East Lansing		State MI	ZIP Code 48824	
All Previous Names and/or Birth Name Used (if applicable)				
Name of Educational Institution Michigan State University			Date of Admission August 22, 2006	Date Degree Granted May 5, 2008
Level of Degree Granted Masters of Arts		Discipline/Program Title Counseling		

Was the program you completed accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP)?  Yes  No

Was the program you completed accredited by the Council on Rehabilitation Education (CORE)?  Yes  No

**If the answer is Yes to either of the above questions, it is not necessary to complete Section II. Please sign and forward to your educational institution for completion of Section III on the reverse side of this form.**

#### SECTION II - PROGRAM INFORMATION

Was the institution you attended Regionally accredited? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<b>My counseling education program consisted of areas of study in the courses indicated below as defined in Rule 338.1751 of the Board's Administrative Rules. List course titles and course numbers for each area below.</b>	
CAREER DEVELOPMENT: CEP864 CAREER COUNSELING	CONSULTING: CEP863 COUNS & CONSULT MODELS
COUNSELING PHILOSOPHY: CEP861 COUNS THRY PHILOSOPHY & ETHICS	GROUP TECHNIQUES: CEP862 COUNS INTRO IND & GROUP COUNS
COUNSELING TECHNIQUES: CEP862 COUNS INTRO IND & GROUP COUNS	RESEARCH METHODOLOGY: CEP865 ASSMT AND RES IN COUNSELING
TESTING PROCEDURES: CEP865 ASSMT AND RES IN COUNS	PROFESSIONAL ETHICS: CEP861 COUNS THRY PHILOSOPHY & ETHNICS
COUNSELING THEORIES: CEP861 COUNS THRY PHILOSOPHY & ETHICS	
Signature of Applicant	Date of Signature

Name  
Jane Ann Doe

**EDUCATIONAL INSTITUTION INSTRUCTIONS:**

Please complete Section II below and forward the completed form to the Michigan Board of Counseling office at the address on Page 1 of this form. Attach additional sheets if needed to clarify the information provided by on the certification.

**SECTION III - CERTIFICATION OF COUNSELING PROGRAM**

Name of Educational Institution Michigan State University	
Street Address of Institution College of Education - 435 Erickson Hall	
City, State and ZIP Code East Lansing, MI 48824-1034	
I certify that <u>Jane Ann Doe</u> (Applicant's Name) attended the educational institution named above from <u>August 2006</u> to <u>May 2008</u> (Month/Day/Year) and was granted a <u>Masters of Art</u> (level) degree in <u>Counseling</u> (Discipline/Program Title)	
and that the length of the program was at least 48 semester hours or 72 quarter hours. I certify that the program information on Page 1 of this form is correct.	
This program included a/an:	
Practicum	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Internship of at least 600 hours of supervised experience	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Signature of Program Representative Robbie J. Steward, Ph.D.	Date of Signature
Print or Type Name of Program Representative	
Telephone Number or e-mail address of Program Representative 517-432-1524	

**Sample Form**

The Department of Community Health will not discriminate against any individual or group because of race, sex, religion, age, national origin, color, marital status, disability or political beliefs. If you need assistance with reading, writing, hearing, etc., under the Americans with Disabilities Act, you may make your needs known to this agency.

## APPENDIX C

### Michigan State University Conviction Disclosure Form

The Michigan State Board of Education has authority under Part 10 Administrative Hearings, of the Administrative Rules Governing the License/certification of Michigan Teachers, to deny, suspend or revoke a teaching certificate (R 390.1201).

Students and license/certification candidates are asked to provide responses to critical questions of moral character prior to (1) admission to the teacher education program, (2) intern teacher placement, and (3) recommendation for initial teacher license/certification, renewal of provisional license/certification and/or professional license/certification. An applicant who has been convicted as an adult of a felony or misdemeanor involving questions of moral turpitude may be denied admission, field placement or recommendation for license/certification. An applicant who has been convicted of such a felony or misdemeanor at any point in his or her academic program will be granted a hearing prior to a final decision regarding admission, field placement or recommendation for license/certification. Such a hearing will be initiated by the College of Education and referred to the Hearing Board of the Undergraduate Education Policy Committee for review and recommendation.

#### Supply the following information:

Answer each question by checking "yes" or "no". If you answer "yes" to any question, please provide complete information on the back of this sheet.

- A. Have you been dismissed, resigned from, entered into a settlement agreement or otherwise left employment to avoid investigation and/or dismissal for alleged misconduct?  
\_\_\_ Yes \_\_\_ No
- B. Did you ever receive a discharge from the Armed Forces of the United States, which was other than "Honorable"? \_\_\_  
Yes \_\_\_ No
- C. Have you ever been convicted in Michigan or any other state jurisdiction of any crime (misdemeanor or felony) other than minor traffic violations, whether upon a verdict or plea of guilty or upon a plea of nolo contendere (no contest), or received a suspended sentence for a crime or an attempt to commit a crime? \*\*\* \_\_\_ Yes \_\_\_ No
- D. Do you currently have any criminal charges pending against you? \_\_\_ Yes \_\_\_ No
- E. Have you ever had an application for a teaching credential in Michigan or any other jurisdiction denied?  
\_\_\_ Yes \_\_\_ No
- F. Have you ever had a teaching credential issued in Michigan, or any other jurisdiction suspended, revoked, nullified, or otherwise invalidated? \_\_\_ Yes \_\_\_ No
- G. Have you ever had a teaching credential issued in Michigan or any other jurisdiction retain its validity with a conditional agreement? \_\_\_ Yes \_\_\_ No
- H. Have disciplinary proceedings ever been initiated against your Michigan teaching credential or your teaching credential issued by any other jurisdiction? \_\_\_ Yes \_\_\_ No

\*\*\*Submit a copy of the Register of Action (ROA) and/or other court records including the charge(s) and disposition of the case.

1. If you answered yes to question C, please answer the following questions for each conviction. (You may attach a separate sheet, if necessary.)

a) What specific crime? \_\_\_\_\_

Fully explain the circumstances. (Attach an additional page if necessary.)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

b) What was the date of conviction? \_\_\_\_\_

c) In what city and state did this occur? \_\_\_\_\_

d) In what court were you convicted? \_\_\_\_\_

e) Please provide any other facts that you consider relevant to this conviction:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. If you answered yes to any other question on the previous sheet, fully describe the nature of the issue, and the item to which you are responding. (Attach an additional page, if necessary.)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

RELEASE:

I declare and affirm, under penalty of committing fraud in the application process, that all the statements made in the foregoing application, including its accompanying statement or form, are true, complete and correct. I further declare and affirm that any conviction that occurs subsequent to the date of this application but prior to the issuance of any certificate will be reported, in writing, to the License/certification Officer, 134 Erickson, Michigan State University, East Lansing, MI 48824.

By signing this form, I consent to the release of information to Michigan State University for the purpose of ascertaining my moral character and to the State of Michigan, Office of Professional Personnel Services, as necessary.

DATE \_\_\_\_\_

STUDENT #: \_\_\_\_\_

SIGNATURE \_\_\_\_\_

NAME (Print) \_\_\_\_\_

ADDRESS \_\_\_\_\_

E-MAIL \_\_\_\_\_

TELEPHONE \_\_\_\_\_

**Sample Form**

## APPENDIX D

Michigan State University

DEPARTMENT OF COUNSELING, EDUCATIONAL PSYCHOLOGY  
AND SPECIAL EDUCATION

### Practicum Affiliation Agreement (AGENCY)

Michigan State University, for its Department of Counseling, Educational Psychology and Special Education, hereby referred to as CEPSE, hereby enters into the following agreement with

\_\_\_\_\_, hereby referred to as the Agency, for the period of

*(Printed Name of Agency)*

\_\_\_\_\_ through \_\_\_\_\_.  
*(date of the first day of the semester) date of the last day of finals week)*

Michigan State University's insurance policy will cover the counselor-trainees' practice and service delivery during practicum and internship. The MSU insurance coverage is limited strictly to the period between the date associated with the first day of the semester and that of the last day of the semester.

1. CEPSE recognizes the practicum experience in the Agency as a partial fulfillment of the requirements for the **Master of Arts in Counseling**. In particular, this experience will partially fulfill the requirements for the course, **CEP 894C - Counseling Practicum**. CEPSE agrees to keep the Agency advised concerning the objectives and requirements of this course.
2. The Agency agrees to provide students with an educationally sound practicum experience under the supervision of a qualified practicum instructor.
  - a. The Agency agrees to the following:
    1. Make available the necessary office space and other required facilities.
    2. Agree to the use or development of a consent form for the taping of counseling sessions.
    3. Provide a locked file wherein counselor trainees' confidential files might be maintained.
    4. Maintain a staff that includes professionals who are certified/licensed to provide counseling services to clientele.
    5. Maintain a well-established clientele base that will allow trainees opportunities for direct client contact (this would include a minimum of 3 individual client hours each week for practicum).
    6. Follow a service delivery model that promotes multiple counseling contacts, when appropriate.
    7. Provide a safe environment with staff visible and available during trainees' presence onsite.
    8. (Ideal practicum sites must provide trainees experiences with both individual and group interventions.) Trainees' involvement in providing group services must include opportunities for co-leadership with an experienced group facilitator.

- b. The Agency agrees to provide a practicum instructor who meets CEPSE's qualifications. The Agency further agrees to provide the practicum instructor sufficient time for student instruction. The assignment of grades is the responsibility of CEPSE's faculty liaison in consultation with the Practicum Instructor.

Site Supervisors must provide counselor trainees with:

1. An orientation for counselor trainees that includes an overview of site management and organization, procedures for client assignment; descriptions of all client services provided, record keeping forms, procedures and paperwork;
2. Guidance during client emergencies;
3. Individual weekly supervision to monitor and oversee work with clients and clients' current status (minimum 1 hour per week);
4. Two written evaluations of trainees' counseling and staff work to be reviewed with trainees and submitted to the practicum instructor.
5. Agreement to engage in periodic meetings with the university's practicum instructor for orientation as a supervisor and to discuss trainees' progress and development.

(The practicum supervisor must have a master's degree in counseling or a closely related field [e.g., social work or psychology] and appropriate certifications and/or licenses [full licensure]. In addition, the American Counseling Association requires that all supervisors have a minimum of two years of pertinent counseling experience before supervising students).

CEPSE is responsible for the selection of students for practicum placement subject to the approval of the Agency. CEPSE will advise students of the expectations that they will fulfill practicum obligations to the Agency, as outlined in the course syllabus. Normally, students will be excused from practicum responsibilities during term recesses.

<i>MA Counseling Faculty Advisor</i>	<i>Date</i>	<i>Agency Executive/Principal</i>	<i>Date</i>
<i>MA Counseling Group Supervisor</i>	<i>Date</i>	<i>Site Supervisor</i>	<i>Date</i>
<i>Individual Supervisor</i>	<i>Date</i>	<i>Printed Name of Site Supervisor</i>	
<i>Internship Student</i>	<i>Date</i>	<i>Address Line 1 of Site</i>	
<i>Printed Name of Student</i>		<i>Address Line 2 of Site</i>	
<input type="checkbox"/> <i>Check if you have read course syllabus</i>		<i>Site Telephone Number</i>	
<input type="checkbox"/> <i>Check if you have had prior supervision experience</i>		<i>Site Fax Number</i>	
<input type="checkbox"/> <i>Check if you have had training in supervision</i>			



## APPENDIX E

Michigan State University

DEPARTMENT OF COUNSELING, EDUCATIONAL PSYCHOLOGY  
AND SPECIAL EDUCATION

### Practicum Affiliation Agreement (SCHOOL)

Michigan State University, for its Department of Counseling, Educational Psychology and Special Education, hereby referred to as CEPSE, hereby enters into the following agreement with

\_\_\_\_\_, hereby referred to as the School, for the period of  
*(Printed Name of School)*

\_\_\_\_\_ through \_\_\_\_\_.  
*(date of the first day of the semester)* *(date of the last day of finals week)*

Michigan State University's insurance policy will cover the counselor-trainees' practice and service delivery during practicum and internship. The MSU insurance coverage is limited strictly to the period between the date associated with the first day of the semester and that of the last day of the semester.

1. CEPSE recognizes the practicum experience in the School as a partial fulfillment of the requirements for the **Master of Arts in Counseling**. In particular, this experience will partially fulfill the requirements for the course, **CEP 894C - Counseling Practicum**. CEPSE agrees to keep the School advised concerning the objectives and requirements of this course.
2. The School agrees to provide students with an educationally sound practicum experience under the supervision of a qualified practicum instructor.
  - a. The School agrees to the following:
    1. Make available the necessary office space and other required facilities.
    2. Agree to the use or development of a consent form for the taping of counseling sessions.
    3. Provide a locked file wherein counselor trainees' confidential files might be maintained.
    4. Maintain a staff that includes professionals who are certified/licensed to provide counseling services to clientele.
    5. Maintain a well-established clientele base that will allow trainees opportunities for direct client contact (this would include a minimum of 3 individual client hours each week for practicum).
    6. Follow a service delivery model that promotes multiple counseling contacts, when appropriate.
    7. Provide a safe environment with staff visible and available during trainees' presence onsite.
    8. (Ideal practicum sites must provide trainees experiences with both individual and group interventions.) Trainees' involvement in providing group services must include opportunities for co-leadership with an experienced group facilitator.

- b. The School agrees to provide a practicum instructor who meets CEPSE's qualifications. The school further agrees to provide the practicum instructor sufficient time for student instruction. The assignment of grades is the responsibility of CEPSE's faculty liaison in consultation with the Practicum Instructor.

Site Supervisors must provide counselor trainees with:

1. An orientation for counselor trainees that includes an overview of site management and organization, procedures for client assignment; descriptions of all client services provided, record keeping forms, procedures and paperwork;
2. Guidance during client emergencies;
3. Individual weekly supervision to monitor and oversee work with clients and clients' current status (minimum 1 hour per week);
4. Two written evaluations of trainees' counseling and staff work to be reviewed with trainees and submitted to the practicum instructor.
5. Agreement to engage in periodic meetings with the university's practicum instructor for orientation as a supervisor and to discuss trainees' progress and development.

(The practicum supervisor must have a master's degree in counseling or a closely related field [e.g., social work or psychology] and appropriate certifications and/or licenses [full licensure]. In addition, the American Counseling Association requires that all supervisors have a minimum of two years of pertinent counseling experience before supervising students).

CEPSE is responsible for the selection of students for practicum placement subject to the approval of the school. CEPSE will advise students of the expectations that they will fulfill practicum obligations to the school, as outlined in the course syllabus. Normally, students will be excused from practicum responsibilities during term recesses.

<i>MA Counseling Faculty Advisor</i>	<i>Date</i>	<i>Agency Director/Principal</i>	<i>Date</i>
<i>MA Counseling Group Supervisor</i>	<i>Date</i>	<i>Site Supervisor</i>	<i>Date</i>
<i>Individual Supervisor</i>	<i>Date</i>	<i>Printed Name of Site Supervisor</i>	
<i>Internship Student</i>	<i>Date</i>	<i>Address Line 1 of Site</i>	
<i>Printed Name of Student</i>		<i>Address Line 2 of Site</i>	
<input type="checkbox"/> <i>Check if you have read course syllabus</i>		<i>Site Telephone Number</i>	
<input type="checkbox"/> <i>Check if you have had prior supervision experience</i>		<i>Site Fax Number</i>	
<input type="checkbox"/> <i>Check if you have had training in supervision</i>			



## APPENDIX F

Michigan State University

### DEPARTMENT OF COUNSELING, EDUCATIONAL PSYCHOLOGY AND SPECIAL EDUCATION

#### Internship Affiliation Agreement (AGENCY)

Michigan State University, for its Department of Counseling, Educational Psychology and Special Education, hereby referred to as CEPSE, hereby enters into the following agreement with \_\_\_\_\_, hereby referred to as the Agency, for the period of \_\_\_\_\_,  
(printed name of agency)

\_\_\_\_\_ through \_\_\_\_\_.  
(date of the first day of the semester) (date of the last day of finals week)

Michigan State University's insurance policy will cover the counselor-trainees' practice and service delivery during practicum and internship. The MSU insurance coverage is limited strictly to the period between the date associated with the first day of the semester and that of the last day of the semester.

1. CEPSE recognizes the internship experience in the Agency as a partial fulfillment of the requirements for the **Master of Arts in Counseling**. In particular, this experience will partially fulfill the requirements for the course, **CEP 893C – Counseling Internship**. CEPSE agrees to keep the Agency advised concerning the objectives and requirements of this course.
2. The Agency agrees to provide students with an educationally sound internship experience under the supervision of a qualified internship instructor.
  - a. The Agency agrees to the following:
    1. Make available the necessary office space and other required facilities.
    2. Agree to the use or development of a consent form for the taping of counseling sessions.
    3. Provide a locked file wherein counselor trainees' confidential files might be maintained.
    4. Maintain a staff that includes professionals who are certified/licensed to provide counseling services to clientele.
    5. Maintain a well-established clientele base that will allow trainees opportunities for direct client contact (this would include a minimum of 16 individual client hours each week for internship).
    6. Follow a service delivery model that promotes multiple counseling contacts, when appropriate.
    7. Provide a safe environment with staff visible and available during trainees' presence onsite.
    8. (Ideal internship sites must provide trainees experiences with both individual and group interventions.) Trainees' involvement in providing group services must include opportunities for co-leadership with an experienced group facilitator.

- b. The Agency agrees to provide an internship instructor who meets CEPSE's qualifications. The Agency further agrees to provide the internship instructor sufficient time for student instruction. The assignment of grades is the responsibility of CEPSE's faculty liaison in consultation with the internship instructor.

Site Supervisors must provide counselor trainees with:

1. An orientation for counselor trainees that includes an overview of site management and organization, procedures for client assignment; descriptions of all client services provided, record keeping forms, procedures and paperwork;
2. Guidance during client emergencies;
3. Individual weekly supervision to monitor and oversee work with clients and clients' current status (minimum 1 hour per week);
4. Two written evaluations of trainees' counseling and staff work to be reviewed with trainees and submitted to the internship instructor.
5. Agreement to engage in periodic meetings with the university's internship instructor for orientation as a supervisor and to discuss trainees' progress and development.

(The internship supervisor must have a master's degree in counseling or a closely related field [e.g., social work or psychology] and appropriate certifications and/or licenses [full licensure]. In addition, the American Counseling Association requires that all supervisors have a minimum of two years of pertinent counseling experience before supervising students).

CEPSE is responsible for the selection of students for internship placement subject to the approval of the Agency. CEPSE will advise students of the expectations that they will fulfill internship obligations to the Agency, as outlined in the course syllabus. Normally, students will be excused from internship responsibilities during term recesses.

<i>MA Counseling Faculty Advisor</i>	<i>Date</i>	<i>Agency Executive/Principal</i>	<i>Date</i>
<i>MA Counseling Group Supervisor</i>	<i>Date</i>	<i>Site Supervisor</i>	<i>Date</i>
<i>Individual Supervisor</i>	<i>Date</i>	<i>Signature of Site Supervisor</i>	
<i>Internship Student</i>	<i>Address Line 1 of Site</i>		
<i>Printed Name of Student</i>	<i>Address Line 2 of Site</i>		
<input type="checkbox"/> <i>Check if you have read course syllabus</i>	<i>Site Telephone Number</i>		
<input type="checkbox"/> <i>Check if you have had prior supervision experience</i>	<i>Site Fax Number</i>		
<input type="checkbox"/> <i>Check if you have had training in supervision</i>			



# APPENDIX G

Michigan State University

DEPARTMENT OF COUNSELING, EDUCATIONAL PSYCHOLOGY  
AND SPECIAL EDUCATION

## Internship Affiliation Agreement (SCHOOL)

Michigan State University, for its Department of Counseling, Educational Psychology and Special Education, hereby referred to as CEPSE, hereby enters into the following agreement with \_\_\_\_\_, hereby referred to as the School, for the period of

\_\_\_\_\_  
*(print name of school)*

\_\_\_\_\_ through \_\_\_\_\_.  
*(date of the first day of the semester)* *(date of the last day of finals week)*

Michigan State University's insurance policy will cover the counselor-trainees' practice and service delivery during practicum and internship. The MSU insurance coverage is limited strictly to the period between the date associated with the first day of the semester and that of the last day of the semester.

1. CEPSE recognizes the internship experience in the School as a partial fulfillment of the requirements for the **Master of Arts in Counseling**. In particular, this experience will partially fulfill the requirements for the course, **CEP 893C – Counseling Internship**. CEPSE agrees to keep the School advised concerning the objectives and requirements of this course.
2. The School agrees to provide students with an educationally sound internship experience under the supervision of a qualified internship instructor.
  - a. The School agrees to the following:
    1. Make available the necessary office space and other required facilities.
    2. Agree to the use or development of a consent form for the taping of counseling sessions.
    3. Provide a locked file wherein counselor trainees' confidential files might be maintained.
    4. Maintain a staff that includes professionals who are certified/licensed to provide counseling services to clientele.
    5. Maintain a well-established clientele base that will allow trainees opportunities for direct client contact (this would include a minimum of 16 individual client hours each week for internship).
    6. Follow a service delivery model that promotes multiple counseling contacts, when appropriate.
    7. Provide a safe environment with staff visible and available during trainees' presence onsite.
    8. (Ideal internship sites must provide trainees experiences with both individual and group interventions.) Trainees' involvement in providing group services must include opportunities for co-leadership with an experienced group facilitator

- b. The School agrees to provide an internship instructor who meets CEPSE's qualifications. The School further agrees to provide the internship instructor sufficient time for student instruction. The assignment of grades is the responsibility of CEPSE's faculty liaison in consultation with the internship instructor.

Site Supervisors must provide counselor trainees with:

1. An orientation for counselor trainees that includes an overview of site management and organization, procedures for client assignment; descriptions of all client services provided, record keeping forms, procedures and paperwork;
2. Guidance during client emergencies;
3. Individual weekly supervision to monitor and oversee work with clients and clients' current status (minimum 1 hour per week);
4. Two written evaluations of trainees' counseling and staff work to be reviewed with trainees and submitted to the internship instructor.
5. Agreement to engage in periodic meetings with the university's internship instructor for orientation as a supervisor and to discuss trainees' progress and development.

(The internship supervisor must have a master's degree in counseling or a closely related field [e.g., social work or psychology] and appropriate certifications and/or licenses [full licensure]. In addition, the American Counseling Association requires that all supervisors have a minimum of two years of pertinent counseling experience before supervising students).

CEPSE is responsible for the selection of students for internship placement subject to the approval of the School. CEPSE will advise students of the expectations that they will fulfill internship obligations to the School, as outlined in the course syllabus. Normally, students will be excused from internship responsibilities during term recesses.

\_\_\_\_\_  
*MA Counseling Faculty Advisor*                      *Date*                      *Agency Executive/School Principal*                      *Date*

\_\_\_\_\_  
*MA Counseling Group Supervisor*                      *Date*                      *Site Supervisor*                      *Date*

\_\_\_\_\_  
*Individual Supervisor*                      *Date*                      *Site Supervisor*

\_\_\_\_\_  
*Internship Student*                      *Date*                      *Address Line 1 of Site*

\_\_\_\_\_  
*Printed Name of Student*                      *Address Line 2 of Site*

\_\_\_\_\_ *Check if you have read course syllabus*                      \_\_\_\_\_

\_\_\_\_\_ *Check if you have had prior supervision experience*                      *Site Telephone Number*

\_\_\_\_\_ *Check if you have had training in supervision*                      \_\_\_\_\_  
*Site Fax Number*

