



Western Theological Seminary  
MA in CMHC Program Handbook  
2025-2026

## 1. CMHC Program Mission and Objectives

### 1.1 Mission

The mission of the MA in Clinical Mental Health Counseling program at Western Theological Seminary is to equip students (1) with the knowledge and skills to provide clinical mental health counseling that is research-based, relationally oriented, trauma-informed, and rooted in the Christian soul care tradition, and (2) to provide professional clinical mental health counseling for diverse client populations.

### 1.2 Program Objectives

*Trauma-Informed Counseling Practice.* Graduates will demonstrate proficiency in facilitating client growth through the effective application of evidence-based, trauma-informed counseling theories and techniques in ways that foster holistic client development in the context of a strong therapeutic relationship.

*Ethical Awareness and Integrity.* Graduates will be able to effectively apply ethical decision-making models to counseling situations, perceptively analyzing clinical situations in a holistic manner for the sake of providing ethical care.

*Cultural Competence and Humility.* Graduates will have the ability to select and implement culturally sensitive counseling interventions and effectively engage with clients from diverse cultural backgrounds in ways that demonstrate sensitivity to the client's unique beliefs, practices, and experiences.

*Self-Awareness.* Graduates will recognize their strengths and limitations with humility and wisdom, demonstrating the ability to effectively evaluate their personal development and counseling practice in order to make appropriate adaptations for future professional situations.

*Christian Soul Care.* Graduates will be able to articulate how the Christian soul care tradition informs the modern practice of clinical mental health counseling and will demonstrate the ability to provide counseling services from a theoretical framework that integrates the priorities of Christian care with professional counseling competency.

## 2. MA in CMHC Degree Requirements (see WTS Academic Catalog 2024-2025, p. 52-53)

### 2.1 Curriculum

The MA in CMHC requires 69 credit hours which are typically completed either in three years of full-time study or five years of part-time study.

- The 60 credit hours of counseling-specific classes required for this degree meet the curriculum requirements for individuals interested in applying to become Licensed Professional Counselors in the State of Michigan.
- The MA in CMHC is designed to meet the highest national accreditation standards for professional counseling programs set forth by the Council for Accreditation of Counseling

and Related Educational Programs (CACREP) in the 2024 CACREP Standards. WTS is in the process of pursuing CACREP accreditation, which can be applied for in the year that the first CMHC cohort graduates.

- An additional 9 credit hours in ministry-related courses are required and serve as an opportunity to expose students to Christian theology and practice that can inform and strengthen their work as counselors.
- The clinical experience portion of the degree includes a 100-hour counseling practicum and a 600-hour counseling internship. Clinical experience placements are implemented through partnerships with mental health providers and agencies in west Michigan. The practicum and internship are completed either in the third year of the full-time program or the fifth year of the part-time program. More information on the practicum & internship experience can be found in the *WTS Clinical Experience Handbook* (to be published in Fall 2025).

2.1.1 *Full-Time Curriculum Plan.* See Appendix A or refer to curriculum documents distributed annually by the registrar's office. Alterations to this plan of study should be discussed with the Director of the MA in CMHC Program.

2.1.2 *Part-Time Curriculum Plan.* See Appendix B or refer to curriculum documents distributed annually by the registrar's office. Alterations to this plan of study should be discussed with the Director of the MA in CMHC Program.

2.1.3 *Dual Degree (MDiv + MA in CMHC) Curriculum Plan.* See Appendix C or refer to curriculum documents distributed annually by the registrar's office. Alterations to this plan of study should be discussed with the Director of the MA in CMHC Program and the Director of the MDiv Program.

## 2.2 Transfer Credits

Please see *WTS Academic Catalog 2024-2025*, p. 19 for general policies on transferring credits. In addition to the policies described there related to transferring courses related to bible, theology, or ministry, there are additional policies regarding the transfer of CMHC credits from other institutions.

In order to assure that all degree-seeking students have met the same (or appropriately similar) curricular requirements upon graduation, and to safeguard against potential threats to ethical practice and clinical competencies, the following guidelines apply to the transfer of credits into the CMHC program:

- 2.2.1 CMHC students can transfer a maximum of 18 credit hours from another institution. For courses taken in a non-CACREP accredited program, syllabi must be provided to the Director of the MA in CMHC Program and will be reviewed for equivalency.
- 2.2.2 Transfer credits may be accepted for the following courses, with approval from the Director of the MA in CMHC Program and the Associate Academic Dean:
- CC305 Professional & Ethical Issues in CMHC
  - CC360 Research & Program Evaluation in CMHC

- CC370 Psychopathology
- CC371 Advanced Diagnosis & Treatment
- CC372 Testing & Assessment
- CC345 Lifestyle & Career Development
- CC330 Multicultural & Social Justice Issues in CMHC
- CC340 Counseling Throughout the Lifespan
- Up to 3 counseling electives (Masters level counseling courses)

2.2.3 Transfer credits will not be accepted for the following courses, which include courses that are distinctive to the WTS program and/or part of the clinical training & practice sequence:

- CC300 Foundations for Counseling
- CC350 Helping Relationships: Skills & Practice
- CC320 Counseling Theories & Practice
- CC335 Group Dynamics & Counseling
- CC365 Trauma & Crisis Counseling: Theories & Practice
- CC490 CMHC Capstone
- CC410 Counseling Practicum
- CC411, CC412 Counseling Internship
- Non-CMHC courses (unless previously taken at WTS):
  - PR401-PR406 Abbey
  - MN335 Foundations of the Christian Life
  - MN336 Christian Interior Life

## 2.3 Program Orientation

In mid-August, new students participate in an online orientation in order to learn how to use the institution's learning management system (Canvas). New CMHC students also attend two in-person orientation days (one specific to the CMHC program and one for all new residential students) held during the week prior to the beginning of the fall semester.

## 2.4 The Abbey

CMHC students participate in the Abbey, a Western Theological Seminary program that invites students into intentional relationships with faculty and fellow students to explore spiritual disciplines, engage in vocational discernment, and integrate their classroom learning with their life of faith. Students will register for the Abbey for three years (six consecutive semesters). As a part of the Abbey, students will meet weekly in Abbey groups made up of five to eight students and facilitated by a faculty member. The Abbey includes on-site retreats once per semester.

### 3. Expectations of CMHC Students

In addition to completing the academic requirements of the program, students enrolled in the MA in CMHC program are also responsible for meeting the following requirements during their time as students.

#### 3.1 Professional Counseling Association Membership

Students are required to actively identify with the counseling profession by participating in professional counseling organizations. (See *2024 CACREP Standards*, Section 1.L.) Therefore, all WTS CMHC students are required to join (at their own expense) a professional counseling association. Full-time CMHC students (those planning to finish their degree in three consecutive academic years) must join a professional organization by the start of the fall semester of their second year at WTS. Part-time CMHC students (those who plan to take more than three consecutive academic years to finish their degree) must join a professional organization by the fall of their third year at WTS. After joining a professional organization, CMHC students must maintain their membership for the remainder of the duration of their time at WTS.

3.1.1 Students can join either the American Mental Health Counselors Association (AMHCA) or the American Counseling Association (ACA).

- Annual dues for student members of AMHCA are \$84 (includes free liability insurance).
- Annual dues for student members of ACA are \$105 (includes free liability insurance).

3.1.2 Once a student joins the professional organization, proof of membership must be uploaded to Supervision Assist by September 15 of that year. In subsequent years of enrollment in the CMHC program, proof of membership renewal must also be uploaded to Supervision Assist by September 15.

3.1.3 In addition to AMHCA and ACA, students may optionally explore professional involvement in, and resources offered by, state and local chapters of national organizations, divisions of the ACA, and Christian counseling associations. These may include the following counseling associations:

- **Michigan Counseling Association** ([micounseling.org](http://micounseling.org))
- **Association for Spiritual, Ethical, and Religious Values in Counseling** ([aservic.org](http://aservic.org))
- **Christian Association for Psychological Studies** ([caps.net](http://caps.net))
- **American Association of Christian Counselors** ([aacc.net](http://aacc.net))
- *Information on other ACA divisions, regions, and branches [can be found here](#).*

#### 3.2 Professional Counseling Identity Development

Another way of actively identifying with the counseling profession is by participating in seminars, workshops, or other activities that contribute to personal and professional growth. (See *2024 CACREP Standards*, Section 1.L.)

3.2.1 CMHC students are expected to complete 15 hours of professional development activities during their time as students at WTS. It is the student's responsibility to track these hours within Supervision Assist and to provide appropriate documentation.

*Examples of professional development activities:*

- Attending the annual conference of a professional counseling association.
- Attending a training related to a particular area of counseling practice.
- Volunteering on a committee within a professional counseling association.

Please ask the Director of the MA in CMHC if you have any questions regarding whether or not an activity could be counted towards the 15 hour requirement.

### 3.3 Liability Insurance

Students are required to be covered by individual professional counseling liability insurance while enrolled in practicum and internship. (See *2024 CACREP Standards*, Section 4.B.) Free malpractice liability insurance is offered to student members of both ACA and AMHCA. Proof of liability insurance must be uploaded to Supervision Assist by the first day of the academic term in which a student begins Practicum. The Clinical Training Coordinator will notify students when it is time to upload their proof of insurance.

### 3.4 Background Check Prior to Practicum

All students enrolled in the MA in Clinical Mental Health Counseling program at Western Theological Seminary are asked to complete a criminal background check prior to beginning practicum.

It is a common practice for professional healthcare and mental health care organizations to require criminal background checks before permitting individuals to work in their setting. These may be organizations providing services to potentially vulnerable clients (e.g. young children, juveniles, psychiatric inpatients, elders), as well as health and mental health care organizations where there is a well-recognized need for individuals in training and working professionally to practice safely.

The Clinical Training Coordinator will initiate the background check process for CMHC students. Full-time CMHC students (those planning to finish their degree in three consecutive academic years) will be asked to complete a background check during the fall semester of their second year at WTS. Part-time CMHC students (those who plan to take more than three consecutive academic years to finish their degree) will be asked to complete a background check during the fall of their third year at WTS.

If any student's background check comes back positive, the Director of the MA in Clinical Mental Health Counseling program and the CMHC Practicum & Internship Coordinator will meet with the student to better understand their circumstances and to address any concerns related to the student's ability to find a practicum/internship placement or obtain a future professional license.

### 3.5 Supervision Assist

Supervision Assist ([supervisionassist.com](https://supervisionassist.com)) is a comprehensive, HIPAA-secure application that integrates all the tools that counseling programs, supervisors, and students need for successful practicum and internship training.

All CMHC students are required to have a Supervision Assist account. There is a one-time enrollment fee of \$244 that is paid directly to Supervision Assist. The membership will remain active during the student's time enrolled in the CMHC program. Supervision Assist will be used in several courses, beginning in the student's first year, to record and review counseling practice. Supervision Assist will also be the platform used for facilitating your clinical training during practicum and internship.

Questions regarding Supervision Assist should be directed to your course instructor or to the Clinical Training Coordinator (once enrolled in Practicum). Technical support is available directly from Supervision Assist and can be reached at 1-888-318-0520, between the hours of 10am-6pm US Eastern Time.

### 3.6 APA Style (7th Edition)

The 7th edition of the *Publication Manual of the American Psychological Association (APA)* is the official guide to academic writing for students in psychology, counseling, education, and other related fields. In addition to the published manual, students may consult the [apastyle.apa.org](https://apastyle.apa.org) website for free resources. All assignments for counseling courses (those with course numbers that begin with "CC") should be formatted according to the Student Paper Setup Guide that is available at <https://apastyle.apa.org/instructional-aids/student-paper-setup-guide.pdf>. Course instructors may provide additional guidance for assignments in their courses.

The WTS Writing Studio is a free service for enrolled students. Students who would like to improve their writing skills or ask questions about academic writing can set up an appointment with the Writing Specialist, whose office is located in the library.

## **4. Technology Requirements for Students**

### 4.1 CMHC-Specific Technology Requirements

Students are required to use Supervision Assist. User technical requirements for Supervision Assist, including supported browsers and operating systems, can be found at <https://help.supervisionassist.com/article/190-user-technical-requirements>.

### 4.2 WTS Student Tech Requirements

For a detailed description of requirements and recommendations regarding hardware, operating systems, web browsers, applications, internet speed, and Canvas, please refer to the *WTS 2023-2024 Student Handbook*, page 13.

## 5. Individual Student Assessment Procedures

The MA in CMHC faculty continuously monitor student development to ensure that CMHC students attain the knowledge, skills, and dispositions needed by professional counselors. Each course syllabus includes specific learning outcomes for that course and indicates the relationship of course learning outcomes to CACREP curricular and professional practice standards. Course syllabi outline assignments and explain how they are designed to evaluate student learning outcomes. Across the CMHC curriculum, some course assignments or assessments are designated as *key performance indicators* (KPIs). Data related KPIs are used by the CMHC faculty to assess the overall quality of the MA in CMHC degree program.

### 5.1. Professional Dispositions

The MA in CMHC is a professional degree program that prepares students to pursue licensure as professional counselors. Due to the unique nature of professional counseling, the faculty believes that academic standards alone are not sufficient to ensure that requisite skills and values are present in the personal qualities of prospective degree candidates. Therefore, in addition to evaluation related to academic progress and development of clinical competency, the CMHC faculty also assess the professional disposition development of students.

Professional dispositions include the commitments, characteristics, values, beliefs, and behaviors that influence a counselor's professional growth and their interactions with clients, faculty, supervisors, and peers. The professional dispositions that are assessed include the following:

- *Interpersonal Relationships*. The student demonstrates a commitment to respecting the dignity and value of each person and promotes the welfare of others (including clients, peers, supervisors, staff, faculty, and administrators).
- *Self-Awareness*. The student demonstrates self-awareness (regarding values, attitudes, beliefs, and behaviors), a desire for personal and professional growth, and is engaged in ongoing personal and professional development.
- *Ethical Behavior*. The student demonstrates ethical behavior and decision making, both in the classroom and in clinical environments.
- *Cultural Humility*. The student approaches others with genuine curiosity and respect for their unique cultural perspectives and experiences, while demonstrating commitment to continuous learning and growth in understanding cultural perspectives.
- *Professional Interactions*. The student develops and maintains positive working relationships within educational and professional settings, including: timely and appropriate communication, adherence to educational and clinical policies, and professionalism within the clinical experience environment.

### 5.2 Periodic Formative & Summative Evaluation of CMHC Students

In an attempt to ensure competent practice in the field, the faculty hold CMHC students to high standards and regularly evaluate their academic, professional, and personal progress. The practice of regular student review and an adherence to retention policies is consistent with the 2024 CACREP Standards, existing WTS due process, and the American Counseling Association's 2014 ACA Code of Ethics.

Therefore, in addition to evaluations that take place within specific courses, the development of CMHC students is also assessed in the following manner:

- 5.2.1 *Semi-Annual Review.* At the end of each fall and spring semester, CMHC faculty and staff gather for an assessment meeting. In this meeting, each CMHC student is assessed in relationship to their (1) academic progress, (2) development of professional dispositions, and (3) clinical skills based on the student's academic work and professional engagement throughout the semester.

If this review reveals concerns related to a student's development, the Director of the MA in CMHC will set up a meeting with the student in order to communicate the concerns and make a plan for development (as needed). If there are no concerns regarding a student, no action is taken at this time.

- 5.2.2 *Pre-Practicum Review.* During the spring semester immediately before a student enrolls in practicum, each CMHC student will engage in a Pre-Practicum Review (PPR) process. The purpose of the PPR is to assess student readiness to begin the clinical experience courses (practicum and internship).

Each student will assemble a PPR portfolio that includes examples of course assignments and a self-evaluation. Each student will meet with a review team that consists of at least two CMHC faculty and/or clinical staff to discuss their portfolio. An explanation of the PPR process will be provided to students during the fall semester prior to their review, including rubrics that will be used for evaluation.

If areas of significant concern (related to key knowledge areas, counseling skills, or professional dispositions) are identified during this process, then the Director of the MA in CMHC, in consultation with the Clinical Training Coordinator and other CMHC faculty, will create a Personal Development Plan to help the student effectively address areas of concern. This process is described in Section 6.7 of this document.

- 5.2.3 *Capstone Course Portfolio.* During the CMHC Capstone course, taken during a student's final semester in the CMHC program, students assemble a final portfolio that contains written assignments from the CMHC Capstone course, evaluations from practicum & internship supervisors, and other designated documentation (described in the course syllabus). The instructor of the CMHC Capstone course, along with other CMHC faculty and/or clinical staff, meet with each student to review their portfolio prior to graduation. Final, summative evaluations are completed with the student at this meeting.

### 5.3 Outcome of Periodic Evaluations

As a result of any formative evaluation of student development outlined in section 5.2, three options will be considered:

- 5.1.1 *Meets Expectations.* The student is identified as meeting expectations for academic progress and professional development. If this option is decided upon, no action is taken other than sharing this information with the student.

- 5.1.2 *Recommendation for Remediation.* If significant areas of concern emerge through the evaluation process, the student is recommended for remediation. Remediation is a process of providing a student with extra support and accountability to develop their knowledge, skills, and dispositions. See Section 6 of this handbook for more information on the remediation process. In cases where remediation is recommended, the Director of the MA in CMHC will initiate a meeting with the student.
- 5.1.3 *Recommendation for Dismissal.* If the evaluation process reveals that the student is facing significant impairment that is preventing their academic success or professional development, the Director of the MA in CMHC (in consultation with CMHC program faculty, clinical staff, and internship site supervisors) may recommend that a student be dismissed from the program. At this point, the Vice President of Academic Affairs and the Associate Academic Dean will be included in the process. See Section 6 of this handbook for more information on the dismissal process.

## 6. Policies for Student Retention, Remediation, and Dismissal

### 6.1 Satisfactory Academic Standing

All WTS students may be placed on academic probation for failure to meet minimum GPA standards (see *WTS Academic Catalog 2024-2025*, p. 27). Due to the potential to cause harm to future counseling clients based on lack of adequate preparation, students in the MA in CMHC program are held to higher standards.

- 6.1.1 *Minimum GPA.* In counseling courses (those designated by course numbers that begin with the prefix “CC”), CMHC students enrolled in their first 9 credit hours must achieve a cumulative GPA of 2.5 or higher, while CMHC students who have completed more than 9 credit hours must maintain a GPA of 3.0 or higher. Failure to maintain this standard may result in academic probation. See *WTS Academic Catalog 2024-2025*, p. 27 for policies related to academic probation.
- 6.1.2 *Course Grades.* Students who receive below a C- (<70%) in a counseling course must repeat the course. A student receiving more than one F (<60%) in a counseling course will be recommended for dismissal from the program.
- 6.1.2 *Course-Related Performance Thresholds.* CMHC students must achieve a “B” grade (> 84%) or better in the following courses. Failure to achieve a “B” in these courses will result in the student having to repeat the course and the initiation of a remediation process.
- CC350 Helping Relationships
  - CC410 Practicum
  - CC411 Counseling Internship 1
  - CC412 Counseling Internship 2

### 6.2 Academic Appeal Policy

Academic policies and procedures that apply to all WTS students can be found in the *WTS*

*Academic Catalog 2024-2025* on pages 18-27. These policies address issues such as class attendance and participation, plagiarism, grading, and academic probation. CMHC students are encouraged to acquaint themselves with these policies. If a student receives a recommendation for remediation based on marginal academic performance, the policies for academic probation will be followed.

### 6.3 Student Discipline

All students should familiarize themselves with the policies on student discipline that are found in the *WTS Student Handbook 2024-2025* on page 14. This policy details actions that are taken by the seminary in cases of student misconduct.

### 6.4 Misconduct Dismissal

Policies related to student misconduct and dismissal can be found in the *WTS Academic Catalog 2024-2025*, pages 29-30. Students may face dismissal due to plagiarism, harassment/discrimination, criminal infractions, and other types of misconduct.

### 6.5 Ethical Non-Compliance

Students may be recommended for discipline or dismissal from the MA in CMHC for overt violations of the most current version of the American Counseling Association's *Code of Ethics*. Violations that take place in the context of professional clinical practice can lead to immediate dismissal from the program. See policies related to student discipline and appeal in the *WTS Student Handbook 2024-2025*, page 14.

### 6.6 Counselor Impairment

Counselor impairment occurs when there is a significant negative impact on a counselor's professional functioning which compromises client care or poses potential harm to clients. The American Counseling Association states that counselor impairment can be caused by any physical, mental, or emotional problem that prevents a counselor from providing competent services. Counselors are ethically obligated to seek help for impairment and, if necessary, limit or terminate their professional responsibilities until they can safely resume their work.

Impaired counselors are distinguished from stressed or distressed counselors. The latter may be experiencing significant stressors but their work is not significantly impacted. It is assumed that an impaired counselor has at some point had a sufficient level of clinical competence, which has become diminished as described above.

Areas of impairment may include the following:

- Intra- and interpersonal functioning
- Substance abuse or chemical dependency
- Mental illness
- Personal crisis (e.g., traumatic events or vicarious trauma, burnout, life crisis)
- Physical illness or debilitation

Student counselors may or may not be aware of possible impairment and its impact on client service. Student counselors experiencing emotional, relational, or health problems that may potentially impact their helping capacity (e.g., family problems, adverse effects of medications, substance abuse) are to inform their internship site supervisor, the Clinical Training Coordinator, and the Director of the MA in CMHC. These individuals will work with the student to take steps to protect the welfare of clients and to care for the student counselor.

## 6.7 Remediation Process

Remediation is a process of providing a student with extra support and accountability to develop their knowledge, skills, and dispositions in order to successfully complete their academic program and clinical training. The CMHC faculty, clinical staff, and WTS Academic Office work as a team to address matters of retention, remediation, and dismissal, taking into consideration matters such as academic and clinical performance, ethical violations of the *ACA Code of Ethics*, institutional student conduct regulations, intra- or interpersonal functioning, and/or impairment.

Students may be referred for remediation based on the student evaluation processes described in Section 5.2 of this handbook or due to other issues detailed in Sections 6.1, 6.3, 6.5, or 6.6.

6.7.1 *Personal Development Plan.* When a student is referred for remediation, the CMHC faculty and clinical staff recommend a course of action that is detailed in a Personal Development Plan (PDP). The CMHC faculty may seek input from site supervisors, course instructors, and other WTS faculty and staff as they formulate their recommendations for the student.

The PDP will include (1) a written description of the concerns of the CMHC faculty and clinical staff, (2) concrete action steps to address the concerns, and (3) a plan for re-evaluation.

Examples of action steps may include (but are not limited to) the following:

- Increased clinical supervision
- Increased field-work experience
- Broadened field-work experience
- Changing the format, emphasis, and/or focus of supervision
- Recommending personal counseling
- Reducing the student's workload
- Requiring additional coursework
- Recommending a leave of absence

The student will have the opportunity to meet with the Director of the MA in CMHC to discuss and provide input regarding their PDP. The Director and the student may also request the involvement of other relevant parties in this meeting. The Vice President of Academic Affairs, Associate Dean, and Director of Student Life will be informed of this meeting and will receive a copy of the recommendations and the PDP.

6.7.2 *Re-evaluation*. When a student receives a Personal Development Plan, it will include concrete action steps that must be taken and a time frame for re-evaluation. If a student fails to adhere to their PDP, this may result in dismissal from the program. When the student's progress is re-evaluated, one of the following recommendations will be made:

- *No further action required*. The student has successfully demonstrated improvement in areas of concern and has completed requirements from their PDP.
- *Continued follow up*. The student is making progress but needs continued improvement. In this case, the PDP is revisited and revised as needed. Another date for re-evaluation is set.
- *Recommendation for dismissal*. The student has not demonstrated satisfactory effort to follow through with the PDP or insufficient progress has been made. Students may appeal this decision (see *WTS Academic Catalog 2024-2025*, p. 29).

## 7. Non-Discrimination Policies

7.1 Statement of Educational Opportunity (see *WTS Academic Catalog 2024-2025*, p. 18)

Western Theological Seminary does not discriminate in admissions, employment, and educational programs on the basis of race, color, national origin, age, sex, marital status, disability, height, weight, genetic information, and other prohibited characteristics in accordance with applicable federal, state, and local laws and ordinances.

7.2 WTS Statements and Policies

Please review the following statements and policies within the *WTS Academic Catalog 2024-2025*:

- [Statement on Forming Women for Ministry](#), p. 10
- [Statement on Racial and Ethnic Diversity](#), p. 11-13
- [Policy on Non-Harassment and Non-Discrimination](#), p.14 (Complete policy and information on grievance processes is available [here](#).)

## 8. Disability Services and Accommodations

8.1 Student Accessibility (see *WTS Academic Catalog 2024-2025*, p. 11)

WTS is committed to creating an inclusive learning environment and views disability as an aspect of human diversity. We continue to consult with students, faculty, and staff to identify environmental and attitudinal barriers, to improve accessibility on campus, and to improve the accessibility of our online platforms with the goal of ensuring that all students can participate fully in the seminary experience.

If students have a physical, sensory, psychological, or learning disability, we would like to support their access to course materials through reasonable accommodations. All requests for reasonable accommodations should be made to the Student Accessibility Coordinator.

## **9. Counseling and Care for Students** (see *WTS Academic Catalog 2024-2025*, p. 11)

It is likely that all students will need extra care and support at various times during their academic program. The following resources at WTS are available to help students access the care and support that they need.

### **9.1 Student Life Office**

The Office of Student Life is available to support students in their pastoral care needs. Students may reach out directly to Student Life staff for support.

### **9.2 Abbey Groups**

All CMHC students take part in the Abbey Course, where they are invited into intentional relationships with faculty and fellow students through small groups to explore spiritual disciplines, engage in vocational discernment, and integrate their classroom learning with their life of faith. Students are encouraged to reach out to their Abbey group leader for support.

### **9.3 Student Assistance Program**

Through the Student Assistance Program (SAP), enrolled students may access resource assistance and limited financial support for professional counseling, therapy, or spiritual direction. For more information about SAP or referral sources, please contact [studentlife@westernsem.edu](mailto:studentlife@westernsem.edu).

## **10. Professional Counseling Certification and Licensure Requirements**

Since each state specifies its own licensure requirements, students are advised to check with the counseling licensure board in their state or the state in which they plan to work. Post-graduate requirements to become a licensed counselor generally include a minimum number of direct service, face-to-face clinical hours, a specified ratio of clinical supervision to hours of clinical experience, and a passing grade on a state approved licensure exam administered by the National Board of Certified Counselors. To find out more information about a particular state's licensure requirement, visit [www.nbcc.org/Licensure](http://www.nbcc.org/Licensure).

The WTS program, currently accredited by the Association of Theological Schools, meets the licensure requirements for many states, [including the state of Michigan](#). However, it is the student's responsibility to be familiar with the specific licensure requirements for the state in which they anticipate practicing. The faculty and staff do play a supportive role for the student when there are questions or concerns about the licensure process. *It is important to note that each student should keep a copy of all syllabi for documentation with various licensing agencies.*

## **11. Endorsement Policy for Student Recommendations**

Some states require an official endorsement statement from the educational institution before graduates can pursue licensure. This may include confirmation of graduation and/or confirmation of the number of clinical hours (indirect and direct) completed during practicum and internship. Additionally, some

employers may request an endorsement/recommendation from faculty and/or program leadership as a prerequisite to hiring a WTS CMHC program graduate.

#### 11.1 Program Completion Endorsement

The WTS CMHC program faculty will endorse for the purpose of pursuing state licensure MA in CMHC graduates who have successfully completed all academic and clinical requirements and are in good standing at the time of graduation.

#### 11.2 Employment Endorsement

Requests for specific employment endorsement by faculty and/or program leadership for WTS CMHC graduates will be handled on a case-by-case basis at the discretion of the faculty member and/or program leadership. A recommendation may be withheld if it is determined that a specific student is not qualified or adequately prepared for the position being sought. Students desiring to obtain a reference or a recommendation from a faculty member are encouraged to discuss this request in person before providing the faculty member's contact information to a potential employer.

Students should be aware that the WTS MA in CMHC program is a general mental health counseling program and cannot endorse graduates for positions that require specialized training beyond the scope of the program (e.g. substance abuse counseling, school counseling, rehabilitation counseling, etc.).

## Appendix A. Full-Time CMHC Curriculum Plan

### Year 1

#### Fall

- MN335 Foundations of the Christian Life (3 credit hours)
- CC300 Foundations for Counseling (3 credit hours)
- CC350 Helping Relationships: Skills & Practice (3 credit hours)
- PR401 Abbey 1 (0.5 credit hours)

#### Spring

- MN336 Christian Interior Life (3 credit hours)
- CC305 Professional & Ethical Issues in CMHC (3 credit hours)
- CC320 Counseling Theories & Practice (3 credit hours)
- PR402 Abbey 2 (0.5 credit hours)

#### Summer

- CC360 Research & Program Evaluation in CMHC (3 credit hours)
- Counseling Elective Course (3 credit hours)

### Year 2

#### Fall

- CC370 Psychopathology (3 credit hours)
- CC330 Multicultural & Social Justice Issues in CMHC (3 credit hours)
- CC335 Group Dynamics & Counseling (3 credit hours)
- PR403 Abbey 3 (0.5 credit hours)

#### Spring

- CC365 Trauma & Crisis Counseling: Theories & Practice (3 credit hours)
- CC371 Advanced Diagnosis & Treatment (3 credit hours)
- CC340 Counseling Throughout the Lifespan (3 credit hours)
- PR404 Abbey 4 (0.5 credit hours)

#### Summer

- CC372 Testing & Assessment (3 credit hours)
- CC410 Counseling Practicum (3 credit hours)

### Year 3

#### Fall

- CC345 Lifestyle & Career Development (3 credit hours)
- Counseling Elective Course (3 credit hours)
- CC411 Counseling Internship 1 (3 credit hours)
- PR405 Abbey 5 (0.5 credit hours)

#### Spring

- CC490 CMHC Capstone (3 credit hours)
- Counseling Elective Course (3 credit hours)
- CC412 Counseling Internship 2 (3 credit hours)
- PR406 Abbey 6 (0.5 credit hours)

## Appendix B. Part-Time CMHC Curriculum Plan

### Year 1

#### Fall

- MN335 Foundations of the Christian Life (3 credit hours)
- CC300 Foundations for Counseling (3 credit hours)
- PR401 Abbey 1(0.5 credit hours)

#### Spring

- MN336 Christian Interior Life (3 credit hours)
- CC305 Professional & Ethical Issues in CMHC (3 credit hours)
- PR402 Abbey 2(0.5 credit hours)

#### Summer

- CC360 Research & Program Evaluation in CMHC (3 credit hours)

### Year 2

#### Fall

- CC350 Helping Relationships: Skills & Practice (3 credit hours)
- CC370 Psychopathology (3 credit hours)
- PR403 Abbey 3 (0.5 credit hours)

#### Spring

- CC320 Counseling Theories & Practice (3 credit hours)
- CC340 Counseling Throughout the Lifespan (3 credit hours)
- PR404 Abbey 4 (0.5 credit hours)

#### Summer

- Counseling Elective Course (3 credit hours)

### Year 3

#### Fall

- CC330 Multicultural & Social Justice Issues in CMHC (3 credit hours)
- CC335 Group Dynamics & Counseling (3 credit hours)

#### Spring

- CC365 Trauma & Crisis Counseling: Theories & Practice (3 credit hours)
- CC371 Advanced Diagnosis & Treatment (3 credit hours)

#### Summer

- CC372 Testing & Assessment (3 credit hours)

### Year 4

#### Fall

- CC345 Lifestyle & Career Development (3 credit hours)
- Counseling Elective Course (3 credit hours)

#### Spring

- CC490 CMHC Capstone (3 credit hours)
- Counseling Elective Course (3 credit hours)

#### Summer

- CC410 Counseling Practicum (3 credit hours)

### Year 5

#### Fall

- CC411 Counseling Internship 1 (3 credit hours)
- PR405 Abbey 5 (0.5 credit hours)

#### Spring

- CC412 Counseling Internship 2 (3 credit hours)
- PR406 Abbey 6 (0.5 credit hours)

## Appendix C. Dual Degree (MDiv + MA in CMHC) Curriculum Plan

### Year 1

#### Fall

- BL300 Old Testament Foundations (3 credit hours)
- MN335 Foundations of the Christian Life (3 credit hours)
- MN350 Worship Foundations (3 credit hours)
- TH300 Church History 1 (3 credit hours)
- TH310 Systematic Theology 1 (3 credit hours)

#### Spring

- BL301 New Testament Foundations (3 credit hours)
- MN336 Christian Interior Life (3 credit hours)
- MN351 Preaching Foundations (3 credit hours)
- TH301 Church History 2 (3 credit hours)
- TH311 Systematic Theology 2 (3 credit hours)

#### Summer

- PR450 Intercultural Immersion (3 credit hours)

### Year 2

#### Fall

- Language 1 (BL310 or BL320) (3 credit hours)
- MN412 Christian Life and Mission (3 credit hours)
- PR411 Practice of Ministry: Internship 1 (1.5 credit hours)
- CC300 Foundations for Counseling (3 credit hours)
- CC350 Helping Relationships: Skills & Practice (3 credit hours)
- PR401 Abbey 1 (0.5 credit hours)

#### Spring

- Language 1 (BL311 or BL321) (3 credit hours)
- MN440 Pastoral Imagination OR MN490 Leading Christian Communities (3 credit hours)
- PR412 Practice of Ministry: Internship 2 (1.5 credit hours)
- CC305 Professional & Ethical Issues in CMHC (3 credit hours)
- CC320 Counseling Theories & Practice (3 credit hours)
- PR402 Abbey 2 (0.5 credit hours)

#### Summer

- CC360 Research & Program Evaluation in CMHC (3 credit hours)
- Counseling Elective Course (3 credit hours)

### Year 3

#### Fall

- MN415 Practice of Counsel & Care (3 credit hours)
- CC370 Psychopathology (3 credit hours)
- CC330 Multicultural & Social Justice Issues in CMHC (3 credit hours)
- CC335 Group Dynamics & Counseling (3 credit hours)
- PR403 Abbey 3 (0.5 credit hours)

#### Spring

- TH440 Christian Life & Ethics (3 credit hours)
- CC365 Trauma & Crisis Counseling: Theories & Practice (3 credit hours)
- CC371 Advanced Diagnosis & Treatment (3 credit hours)
- CC340 Counseling Throughout the Lifespan (3 credit hours)
- PR404 Abbey 4 (0.5 credit hours)

#### Summer

- CC372 Testing & Assessment (3 credit hours)
- CC410 Counseling Practicum (3 credit hours)

**Year 4***Fall*

- BL490 Biblical Capstone (3 credit hours)
- CC345 Lifestyle & Career Development (3 credit hours)
- Counseling Elective Course (3 credit hours)
- CC411 Counseling Internship 1 (3 credit hours)
- PR405 Abbey 5 (0.5 credit hours)

*Spring*

- TH490 Credo(3 credit hours)
- CC490 CMHC Capstone (3 credit hours)
- Counseling Elective Course (3 credit hours)
- CC412 Counseling Internship 2 (3 credit hours)
- PR406 Abbey 6 (0.5 credit hours)