Western Theological Seminary

MA in CMHC Program Handbook 2026-2027

Section 1
CMHC Program Overview

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.

1.3 Program Accreditation

1.3.1 *Association of Theological Schools*. Western Theological Seminary is accredited by the Association of Theological Schools (ATS), the recognized accrediting body for graduate theological education in the United States and Canada. The MA in Clinical Mental Health Counseling is offered under this institutional accreditation.

1.3.2 *Council for Accreditation of Counseling and Related Educational Programs (in-process)*. The MA in Clinical Mental Health Counseling at Western Theological Seminary has been designed to meet all requirements set forth in the 2024 Standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The degree

program is currently in the process of preparing its initial Self-Study Report for submission to CACREP.

Because a program may only apply for CACREP accreditation in the semester in which its first group of students graduates, initial accreditation is a multi-year process for new programs. Students should be aware that the program is not yet CACREP-accredited and are encouraged to familiarize themselves with the licensure requirements of the state in which they plan to practice, as some states give preference to or require graduation from a CACREP-accredited program.

1.4 CMHC Program Delivery Type

The MA in Clinical Mental Health Counseling program is a residential, in-person program designed for students who are able to attend classes on the WTS campus in Holland, Michigan. The program's relational and cohort-based character is reflected in its delivery model: the substantial majority of courses are offered in a face-to-face, synchronous format on campus.

A small number of courses in the program are offered in whole or in part through online, asynchronous delivery.

- Two courses in the theological foundations component of the curriculum (MN335 Foundations of the Christian Life and MN336 Christian Interior Life) are available in either an in-person format or an online asynchronous format that includes a required in-person intensive. Students in these courses may choose the format that best fits their circumstances.
- One counseling course, CC360 Research and Program Evaluation in CMHC, is currently offered each summer in an online asynchronous format with a required in-person intensive.
- One additional counseling course, CC372 Testing and Assessment, was offered in a fully online asynchronous format, during the 2026 summer term. This course will likely be offered in-person in 2027.

Students should be aware that the program's course delivery structure may evolve over time. Courses that are currently offered online may be offered in-person in future academic years, and the program reserves the right to offer additional courses in an online format as programmatic needs warrant. Any changes to delivery format will be communicated to students in advance. Regardless of delivery type, all courses meet the same learning outcomes and are held to the same academic standards.

Section 2
MA in CMHC Degree Requirements

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 61 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 8 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 followed by a 600-hour Counseling Internship, completed during the final 12 months of a student's enrollment. Clinical experience placements are implemented through partnerships with mental health providers and agencies in West Michigan. More information on the Practicum and Internship experience can be found in the *WTS Clinical Training Handbook*.

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.

2.1.4 *Counseling Electives*. The MA in CMHC curriculum includes three counseling elective courses. Any counseling course (designated by the CC prefix) that is not otherwise required for the degree may be used to satisfy an elective requirement. Elective offerings vary from year to year based on student interest and instructor availability. Some counseling electives are cross-listed with courses in other WTS degree programs. In those cases, students should register under the CC course number, which carries

requirements specific to CMHC students. The syllabus for the CC-numbered section is the authoritative statement of course requirements for CMHC students.

2.1.5 *Program Length and Individualized Timelines*. The curriculum plans in Appendices A, B, and C represent the standard sequences for completing the degree. The full-time plan is completed in three years, the part-time plan in five years, and the dual degree in four years. Students whose circumstances call for a different pace, whether because of a reduced course load, a leave of absence, a repeated course, or an elective not being offered in an anticipated term, should consult the Director of the MA in CMHC Program to develop a revised plan of study. Because several required courses are offered only in specific terms, and because the clinical training sequence must be completed in consecutive terms during the final 12 months of enrollment, a change in one term frequently affects the sequencing of later terms. Students who anticipate completing the program in more than five years should consult with the Director as early as possible so that a workable plan can be developed.

2.2 CMHC Program Admissions

All applications to the WTS MA in Clinical Mental Health Counseling program are reviewed holistically, with consideration of each applicant's career goals, aptitude for graduate-level study, and potential to form effective counseling relationships with diverse populations, consistent with the requirements of 2024 CACREP Standard 1.J.

2.2.1 *Admissions Requirements.* Applicants must hold one of the following credentials:

- a bachelor's degree from a regionally or nationally accredited institution recognized by the U.S. Department of Education or the Council for Higher Education Accreditation (CHEA), with a minimum cumulative GPA of 2.5;
- a master's or doctoral degree from a regionally or nationally accredited institution recognized by the U.S. Department of Education or CHEA, regardless of the accreditation status of the applicant's undergraduate institution; or
- a bachelor's degree from an institution that is not regionally or nationally accredited, provided the applicant is admitted following a documented committee review confirming that the applicant meets established criteria for admission.

International applicants must submit a course-by-course credential evaluation from a current member of the National Association of Credential Evaluation Services (NACES) or the Association of International Credential Evaluators (AICE), confirming degree equivalency and, where applicable, GPA equivalency. Official transcripts must be submitted directly from the issuing institution.

Notice Regarding Licensure Eligibility. Admission to the WTS MA in Clinical Mental Health Counseling Program does not guarantee eligibility for professional counselor licensure in Michigan or any other state. Applicants admitted on the basis of a non-accredited bachelor's degree should be aware that state licensing boards, including the Michigan Board of Counseling, retain discretionary authority to review an applicant's full credential history and may raise concerns regarding undergraduate institutional

accreditation. WTS strongly encourages applicants in this category to contact the Michigan Board of Counseling directly before enrolling to obtain guidance regarding their individual licensure eligibility. This notice is provided in accordance with 2024 CACREP Standard 1.M.12, which requires programs to inform students of licensure eligibility requirements.

2.2.2 *Application Materials.* Applicants apply through the WTS website. Application materials include official transcripts from all previously attended institutions, a written spiritual autobiography, essay responses to program-specific questions, and letters of recommendation. The full list of application materials can be found on the WTS website.

2.2.3 *Admissions Process.* Following the submission of a completed application, the admissions process proceeds through several stages designed to evaluate each applicant's readiness for graduate-level counselor education and their potential to develop effective counseling relationships with diverse populations.

- Program Overview Session. All applicants are required to attend a CMHC Program Overview Session, which may be completed either in person or online. This session introduces applicants to the program's mission, curriculum, clinical training requirements, and professional expectations.
- Group Interview. All applicants participate in a group interview facilitated by CMHC faculty. The group interview is designed to assess applicants' interpersonal engagement, communication style, and initial indicators of their capacity to form effective counseling relationships with diverse populations.
- Psychological Assessment. Applicants complete a standardized psychological assessment. Results are reviewed solely by the Director of the MA in CMHC Program, who holds appropriate training and credentialing for interpretation. Assessment results are not retained in the student's admissions file; rather, they are used to inform and guide the subsequent individual interview.
- Individual Interview. Following completion of the psychological assessment, each applicant participates in a 30-minute individual admissions interview with a CMHC faculty member. This interview provides an opportunity for applicants to discuss their career goals, personal and professional history, and readiness for the demands of graduate-level counselor training.

2.2.4 *Admissions Decisions.* Admissions decisions are made by the CMHC program faculty, in consultation with the Director of Admissions. Decisions are based on a holistic review of all application materials, performance in the group interview, and the individual interview. Decisions are released on a rolling basis.

Note: All admitted students are required to complete a criminal background check prior to beginning Practicum. The procedures and implications of the background check process are described in Section 3.4 of this handbook.

2.2.5 *Non-Discrimination in Admissions.* Western Theological Seminary does not discriminate in admissions on the basis of race, color, national origin, age, sex, marital status, disability, height, weight, genetic information, or other characteristics prohibited under

applicable federal, state, and local laws and ordinances. See Section 7 of this handbook for the full Non-Discrimination Policy.

2.3 Transfer Credits

Please see *WTS Academic Catalog* 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:

2.3.1 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.

2.3.2 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 may be satisfied by transfer credit

2.3.3 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
- CC355 Trauma & Crisis Counseling
- CC490 CMHC Capstone
- CC410 Counseling Practicum
- CC411, CC412 Counseling Internship 1 & 2
- CC403, CC404 Issues in Professional Practice 1 & 2
- Non-CMHC courses (unless previously taken at WTS):
    - PR401-PR404 Abbey
    - MN335 Foundations of the Christian Life
    - MN336 Christian Interior Life

2.4 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.

2.5 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 two years (four 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.

Section 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)
- **Association for Spiritual, Ethical, and Religious Values in Counseling** (aservic.org)
- **Christian Association for Psychological Studies** (caps.net)
- **American Association of Christian Counselors** (aacc.net)
- *A full directory of ACA divisions, regions, and branches is available on the ACA website.*

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 note, any training or seminar that is required as part of a course assignment cannot count toward professional development hours. Please ask the Director of the MA in CMHC Program if you have any questions regarding whether or not an activity could be counted toward 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 CMHC 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 CMHC Program and the CMHC Clinical Training 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) 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 students' clinical training during Practicum and Internship.

Questions regarding Supervision Assist should be directed to the student's course instructor or 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 10:00am-6:00pm 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 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.

Section 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 Student Handbook*.

4.3 Technological Competence for CMHC Students

Completing the MA in CMHC program requires a baseline level of technological competence. Students are expected to have, or to develop early in the program, the ability to operate a personal computer with a reliable internet connection, navigate the Canvas learning management system to access materials and submit assignments, use Google Workspace applications (such as Gmail, Docs, and Drive) for communication and coursework, and prepare written work in standard word processing software formatted according to APA style (see Section 3.6).

Because Supervision Assist is used throughout the curriculum to record and review counseling practice, students also develop competence in recording practice sessions on a personal device, uploading and reviewing video, submitting evaluations, and logging activities and documentation within the platform. Some courses may be delivered in an online asynchronous format (see Section 1.4), so students are expected to participate effectively in online coursework alongside their in-person classes. Students who wish to strengthen any of these skills may seek assistance from the relevant course instructor, the Clinical Training Coordinator (for Supervision Assist), or the WTS Educational Technology Specialist.

Section 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 regularly by CMHC faculty are as follows:

- *Self-Awareness*. The student demonstrates ongoing awareness of their own values, attitudes, beliefs, emotional states, and personal history, and actively reflects on how these internal experiences shape their engagement in academic and clinical settings alike (including their relationships with peers, faculty, supervisors, and clients). The student approaches learning and professional formation with openness and intellectual honesty and maintains a commitment to continuous personal and professional growth throughout the program.

- *Personal Wellness and Self-Care*. The student recognizes personal wellness as integral to effective and ethical counseling practice and engages in proactive, intentional self-care across physical, emotional, relational, and spiritual dimensions. The student demonstrates awareness of how the demands of graduate training and clinical work affect personal wellbeing, takes responsibility for sustaining their own wellness throughout the program, and understands the relationship between counselor wellbeing and the welfare of those they serve.

- *Interpersonal Relationships.* The student demonstrates genuine respect for the dignity and worth of every person and promotes the welfare of clients, peers, supervisors, site staff, faculty, and administrators. The student cultivates and sustains positive, caring, and professionally appropriate relationships across all educational and clinical settings, and contributes to a community of learning and practice characterized by mutual respect and accountability.

- *Ethical and Professional Conduct.* The student demonstrates consistent ethical behavior and sound ethical decision-making in both academic and clinical environments. The student upholds professional and academic standards with honesty, integrity, and accountability; maintains appropriate boundaries in all professional relationships; and demonstrates awareness of and adherence to the ethical codes, program policies, and legal obligations that govern both graduate training and counseling practice.

- *Cultural Humility.* The student demonstrates awareness of their own cultural identities, assumptions, and potential biases, and reflects on how these influence their engagement across academic and clinical settings. The student approaches diverse perspectives with genuine curiosity and respect (in the classroom, in supervision, and with clients) and attends to the cultural, spiritual, and community contexts that shape client experience. The student recognizes systemic factors affecting client wellbeing and maintains a commitment to continuous learning, cultural responsiveness, and advocacy throughout the program.

- *Professional Engagement*. The student develops and maintains positive, respectful working relationships across all educational and professional settings, including interactions with faculty, peers, supervisors, site staff, and administrators. The student communicates in a timely and appropriate manner, adheres to program and clinical site policies and expectations, and demonstrates consistent professionalism in both academic and clinical environments. The student receives feedback (whether from faculty, peers, or supervisors) openly and non-defensively and actively applies that feedback to support their ongoing growth and development as a counseling professional.

5.2 Key Performance Indicators (KPIs)

Across the CMHC curriculum, the program faculty have identified a set of Key Performance Indicators (KPIs). KPIs are benchmarks that describe the essential knowledge and skills students are expected to demonstrate for entry-level counseling practice. Each KPI is aligned with one of the eight foundational curriculum areas required by the 2024 CACREP Standards or with the specialized competencies of the Clinical Mental Health Counseling program.

Each KPI is assessed through multiple measures, including designated course assignments and clinical evaluations. These measures occur at multiple points across the program and in at least two different academic terms, so that faculty can track students' development over time and identify areas of strength and areas needing growth. At least one measure for each KPI occurs during Practicum or Internship, allowing faculty to assess how students apply knowledge and skills in clinical practice.

Performance on KPIs is one source of data used by faculty in the periodic student reviews described in Section 5.3. The table below identifies the program's designated KPIs and the courses and evaluations through which each is assessed. Minimum performance expectations for each measure are maintained by the program and communicated through course syllabi.

CACREP Area	Key Performance Indicator	How Assessed
3.A Professional Counseling Orientation and Ethical Practice	Students will demonstrate ethical reasoning competency by researching, analyzing, and articulating responses to complex ethical dilemmas, and will apply professional ethical standards in clinical practice.	Course assignment in CC305 (Professional and Ethical Issues in CMHC) Clinical evaluation during Practicum and Internship (SCCE)
3.B Social and Cultural Identities and Experiences	Students will demonstrate the ability to engage clients from diverse cultural backgrounds with sensitivity and humility, selecting and implementing counseling approaches that are responsive to each client's unique cultural beliefs, practices, and experiences.	Course assignment in CC330 (Multicultural and Social Justice Issues in CMHC) Clinical evaluation during Practicum and Internship (SCCE)
3.C Lifespan Development	Students will demonstrate the ability to integrate lifespan developmental and trauma-informed frameworks into holistic case conceptualizations that account for the whole person across biological, psychological, cultural, and relational dimensions.	Course assignment in CC340 (Counseling Throughout the Lifespan) Clinical evaluation during Practicum and Internship (SCCE)
3.D Career Development	Students will integrate career development theory into holistic case conceptualization, addressing work and vocation as part of a client's whole-person presentation.	Course assignment in CC345 (Lifestyle and Career Development) Course assignment in CC412 (Counseling Internship 2)
3.E Counseling Practice and Relationships	Students will demonstrate effective counseling skills within a strong therapeutic relationship, applying and critically reflecting on their practice to facilitate client growth.	Course assignment in CC350 (Helping Relationships: Skills and Practice) Clinical evaluation during Practicum and Internship (SCCE)
3.F Group Counseling and Group Work	Students will demonstrate self-aware, reflective engagement with group process and dynamics as both participants in and leaders of counseling groups, evaluating their own development and practice within the group context.	Course assignment in CC335 (Group Dynamics and Counseling) Course assignment in CC412 (Counseling Internship 2), evaluated by faculty
3.G Assessment and Diagnostic Processes	Students will demonstrate integrative, trauma-informed diagnostic reasoning, synthesizing multiple clinical perspectives to formulate sound diagnostic impressions and treatment considerations.	Course assignment in CC370 (Psychopathology) Clinical evaluation during Practicum and Internship (SCCE)
3.H Research and Program Evaluation	Students will demonstrate the ability to critically evaluate research evidence and apply it to counseling practice, grounding their developing clinical framework in an evidence base.	Course assignment in CC360 (Research and Program Evaluation in CMHC) Course assignment in CC490 (CMHC Capstone)
5.C Clinical Mental Health Counseling (Specialty Area)	Students will demonstrate competency in producing integrated case conceptualizations that move from diagnostic reasoning through treatment planning to professional documentation, reflecting the standards of ethical mental health practice.	Course assignment in CC371 (Advanced Diagnosis and Treatment) Clinical evaluation during Practicum and Internship (SCCE)

5.3 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 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:

5.3.1 *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 (using course grades and KPIs), (2) development of professional dispositions, and (3) clinical skills based on the student's academic work and professional engagement throughout the semester.

- In reviewing *academic progress*, faculty examine performance on designated KPI assignments alongside overall course grades. KPIs are assessed at multiple points across the program, and faculty use the pattern of KPI performance over time to identify whether a student is developing the knowledge and skills expected at their stage of the program. A single KPI score is understood in context (as one data point within a broader developmental picture) rather than as a standalone threshold that automatically triggers a particular outcome. When KPI performance raises questions about a student's preparation or progress, faculty consider that data alongside course grades, faculty observations, and other relevant information in forming their overall assessment of the student.

- In reviewing *professional dispositions*, faculty draw on observations from courses, advising interactions, and (during fieldwork semesters) clinical placement settings. The program also evaluates each student's professional dispositions through direct, synchronous observation at two designated points in the program: (1) during CC350 Helping Relationships and (2) during CC411 Counseling Internship 1. These structured observation points provide faculty with direct, documented evidence of disposition development that complements the ongoing, informal observations that occur across the program. During semesters in which a student is enrolled in Practicum or Internship, professional dispositions are also assessed formally through the Student Counselor Clinical Evaluation (SCCE) at midterm and at the end of semester (see Section 5.3.3). Dispositional concerns that have been documented and communicated to a student during the semester are reviewed alongside any new observations arising from the semi-annual review discussion. Faculty assess dispositional development as a pattern over time, recognizing that growth in professional identity and interpersonal effectiveness is gradual and uneven.

- In reviewing *clinical skills*, faculty draw on direct observation of student counseling performance conducted at two designated points in the program

(2024 CACREP Policy 2.A.e) through direct, synchronous observation. The first observation occurs during CC350 Helping Relationships and the second during CC411 Counseling Internship 1. These observations provide faculty with a direct assessment of each student's developing clinical competencies that complements the indirect evidence available through written assignments and supervisor reports. During semesters in which a student is enrolled in Practicum or Internship, faculty also review performance data from the Student Counselor Clinical Evaluation (SCCE), the program's primary competency-based clinical assessment instrument (see Section 5.3.3). Taken together, direct observation data and SCCE results give faculty a longitudinal view of each student's clinical skill development from early training through the conclusion of fieldwork.

If this review reveals concerns related to a student's development, the Director of the MA in CMHC Program 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.

5.3.2 *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 (KPIs) 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 Program, 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.

5.3.3 *Student Counselor Clinical Evaluation*. During Practicum and Internship, students' clinical performance is formally evaluated at two points each semester using the Student Counselor Clinical Evaluation (SCCE), the program's primary competency-based assessment instrument. The midterm evaluation is formative in purpose; it is designed to give students a structured, written account of their developmental progress at the midpoint of the semester and to identify specific areas of strength and growth to guide the remainder of their placements. The end-of-semester evaluation is summative; it serves as the official record of a student's clinical competency achievement for that semester and is retained in their program file. Both evaluations are completed independently by the site supervisor and student (self-evaluation), then reviewed by the faculty supervisor..

After the evaluations are submitted, the student meets first with the site supervisor and then with the faculty supervisor to review and discuss the results together. This

two-meeting process ensures that students receive feedback from multiple perspectives and have the opportunity to reflect on areas of alignment and discrepancy across raters. The SCCE evaluates performance across seven competency categories grounded in the 2024 CACREP Standards, and the same instrument is used at every stage of fieldwork. Detailed information about the SCCE, the evaluation schedule, and the review process is provided in the Clinical Training Handbook.

5.3.4 *Capstone Course Evaluation*. The CMHC Capstone course, taken in the student's final semester, serves as a culminating evaluation point in the program. It provides a final, summative opportunity for students to demonstrate their integration of the counseling knowledge, skills, and professional dispositions developed across the curriculum and clinical training. The specific format and requirements of the Capstone are defined in the course syllabus. CMHC faculty evaluate each student's culminating work, and the results contribute to the program's overall assessment of student readiness for entry-level professional practice.

5.4 Outcome of Periodic Evaluations

As a result of any formative evaluation of student development outlined in section 5.3, three options will be considered:

5.4.1 *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.

5.4.2 *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 Program will initiate a meeting with the student.

5.4.3 *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 Program (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.

Section 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*). 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. These program standards apply in addition to the seminary's academic standards. *Note*: Meeting the seminary's criteria for removal from academic probation does not by itself satisfy the program's minimum GPA requirement in counseling coursework. See *WTS Academic Catalog* for institutional 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. Counseling courses graded on a Pass/Fail basis follow the seminary's standard for a passing grade, as stated in the *WTS Academic Catalog*.

6.1.3 *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*. 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*. 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*. 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*.

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 Program. 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 5.3 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 Program 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*).

Section 7
Non-Discrimination Policies

7.1 Statement of Educational Opportunity

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:*

- *Statement on Forming Women for Ministry*
- *Statement on Racial and Ethnic Diversity*
- *Policy on Non-Harassment and Non-Discrimination*

7.3 CMHC Inclusive Learning Environment & Accessibility Statement

The MA in CMHC program is committed to fostering a learning environment in which all students are treated with dignity and respect. The program upholds Western Theological Seminary's institutional policies on non-discrimination, non-harassment, and equal educational opportunity (noted above), and is committed to ensuring that students with disabilities have access to reasonable accommodations and support services (see Section 8).

The program's curriculum is designed to prepare students to provide competent, ethical, and responsive counseling services to individuals from a wide range of backgrounds, experiences, and life circumstances. Believing that care which honors the full humanity and unique life experience of each client is a professional responsibility and central to the identity of a skilled counselor, principles for ethical and contextually informed care are woven throughout the CMHC curriculum, clinical training, and professional disposition expectations.

Section 8
Disability Services and Accommodations

8.1 Student Accessibility

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.

Section 9
Counseling and Care for Students

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 & Personal Counseling Resources

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. The CMHC program also maintains a list of local counselors and counseling practices that is available to students upon request.

Section 10
Professional Counseling Certification and Licensure Requirements

10.1 Preparation for Licensure

The MA in Clinical Mental Health Counseling program at Western Theological Seminary has been intentionally designed to prepare graduates for professional counselor licensure. In Michigan, graduates of the WTS CMHC program are eligible to apply for the Limited Licensed Professional Counselor (LLPC) credential upon degree completion, which is the standard first step in Michigan's two-tier licensure pathway. The LLPC allows graduates to practice counseling under the supervision of a Licensed Professional Counselor (LPC) while accumulating the post-degree supervised practice hours required for full LPC licensure.

The program's 69-credit-hour curriculum is structured to meet the educational requirements for Michigan licensure. The counseling-specific coursework (61 credit hours) covers all content areas required by Michigan's Board of Counseling, including counseling theories and techniques, psychopathology, diagnosis and treatment planning, multicultural counseling, group counseling, testing and assessment, research and program evaluation, career development, and professional ethics. The program's clinical training component (a 100-hour Practicum followed by a 600-hour Internship completed under qualified supervision) meets the clinical experience requirements for Michigan LLPC licensure and aligns with CACREP standards for professional practice.

The program has also been designed to align with the 2024 CACREP Standards. Michigan's Board of Counseling recognizes the CACREP Standards as a benchmark for program quality. Upon achieving CACREP accreditation, graduates of the WTS CMHC program will be automatically eligible for Michigan LLPC licensure without the additional third-party equivalency evaluation required of graduates from non-CACREP programs. Students who plan to practice in a state other than Michigan are encouraged to consult the licensure requirements of that state early in their program, as requirements vary. Information about state-specific licensure requirements is available through the National Board for Certified Counselors at www.nbcc.org/Licensure. 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.

10.2 Counselor Board Certification

In addition to state licensure, graduates may pursue the National Certified Counselor (NCC) credential offered by the National Board for Certified Counselors (NBCC), which is a nationally recognized professional certification. Graduates who pass the National Counselor Examination (NCE) or the National Clinical Mental Health Counseling Examination (NCMHCE) may be eligible for NCC certification, subject to NBCC's current eligibility requirements.

Section 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, or rehabilitation counseling).

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)
- CC340 Counseling Throughout the Lifespan (3 credit hours)
- CC335 Group Dynamics & Counseling (3 credit hours)
- PR403 Abbey 3 (0.5 credit hours)

Spring

- CC355 Trauma & Crisis Counseling (3 credit hours)
- CC371 Advanced Diagnosis & Treatment (3 credit hours)
- CC330 Multicultural & Social Justice Issues in CMHC (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)
- CC403 Issues in Professional Practice 1 (0.5 credit hours)

Spring

- CC490 CMHC Capstone (3 credit hours)
- Counseling Elective Course (3 credit hours)
- CC412 Counseling Internship 2 (3 credit hours)
- CC404 Issues in Professional Practice 2 (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)
- CC330 Multicultural & Social Justice Issues in CMHC (3 credit hours)
- PR404 Abbey 4 (0.5 credit hours)

Summer

- Counseling Elective Course (3 credit hours)

Year 3

Fall

- CC340 Counseling Throughout the Lifespan (3 credit hours)
- CC335 Group Dynamics & Counseling (3 credit hours)

Spring

- CC355 Trauma & Crisis Counseling (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

- Counseling Elective Course (3 credit hours)

Summer

- CC410 Counseling Practicum (3 credit hours)

Year 5

Fall

- CC411 Counseling Internship 1 (3 credit hours)
- CC403 Issues in Professional Practice 1 (0.5 credit hours)

Spring

- CC412 Counseling Internship 2 (3 credit hours)
- CC404 Issues in Professional Practice 2 (0.5 credit hours)
- CC490 CMHC Capstone (3 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)
- CC340 Counseling Throughout the Lifespan (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)
- CC355 Trauma & Crisis Counseling (3 credit hours)
- CC330 Multicultural & Social Justice Issues in CMHC (3 credit hours)
- CC371 Advanced Diagnosis & Treatment (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)
- CC403 Issues in Professional Practice 1 (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)
- CC404 Issues in Professional Practice 2 (0.5 credit hours)