

Baldwin Wallace University  
Department of Counseling  
Student Handbook

*Note: This handbook is reviewed, updated, and approved by all Counseling Department Faculty on an annual basis.*

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## **Introduction**

The Counseling Department at Baldwin Wallace University was founded in 2023. The department is housed in the School of Health Sciences. The Counseling Department offers one graduate degree program, the Master of Arts in Clinical Mental Health Counseling (CMHC).

## **Mission**

**Baldwin Wallace University Mission Statement**

Baldwin Wallace University strives to fulfill its enduring purpose by being a diverse, innovative, and caring educational community that empowers and accompanies each individual as they realize their potential for a life well-lived.

**Counseling Department Mission Statement**

The mission of the Counseling Department at Baldwin Wallace University is to prepare ethical and compassionate counselors with excellent skills ready to meet the mental health needs of diverse individuals across the lifespan. Counseling faculty value excellence in teaching and utilize a variety of real-world learning experiences to provide students with a high-quality graduate education. Along with teaching, counseling faculty engage in counseling-related clinical work, service, and research to benefit the university and surrounding communities. Through this work, the Counseling Department promotes and supports mental health and wellbeing within local communities and throughout the region.

***Clinical Mental Health Counseling Program Mission Statement***

The mission of the Clinical Mental Health Counseling (CMHC) Program at Baldwin Wallace University is to prepare ethical and compassionate professional counselors with excellent clinical skills ready to meet the mental health needs of diverse clients across the lifespan. Faculty with relevant clinical experience engage students in meaningful real-world learning throughout their graduate education in preparation to meet the requirements of the State of Ohio Counselor, Social Worker, and Marriage and Family Therapist (CSWMFT) Board to become Licensed Professional Counselors.

**Department Structure, Personnel, and Contact Information****Randall M. Moate, Ph.D., LPCC****Associate Professor & Practicum and Internship Coordinator**

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Dr. Randall Moate earned a M.S. in Community Counseling from Western Illinois University and a Ph.D. in Counseling and Human Development Services from Kent State University. He is a Licensed Professional Clinical Counselor in Ohio. His clinical experience has primarily been with adolescents and adults in college counseling, private practice, and nonprofit settings. His main research interests focus on college teaching and counselor preparation.

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Dr. Chase Morgan-Swaney earned his M.A.Ed. in Clinical Mental Health Counseling and Ph.D. in Counselor Education and Supervision from The University of Akron. He is licensed as a professional clinical counselor with training supervision designation in Ohio (LPCC-S). His clinical experience has primarily been with adolescents and adults in private practice, university

counseling clinics, and community mental health settings. His main research interests focus on counselor preparation and counseling LGBTQ+ clients.

### **Erin M. West Ph.D., LPCC**

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Dr. Erin West earned her M.A. in Clinical Mental Health Counseling and Ph.D. in Counselor Education and Supervision from Kent State University. She is licensed as a professional counselor and certified school counselor in Ohio. Her clinical experience has primarily been with youth and families in school, community mental health, and nonprofit counseling settings. Her main research interests focus on counselor preparation and counseling youth and their caregivers.

## **Accreditation**

The CMHC program has been reviewed and approved by the Ohio Counselor, Social Worker, and Marriage and Family Therapist Board. Program graduates are eligible to apply for licensed professional counselor (LPC) licensure in Ohio. The CMHC program will apply for CACREP accreditation during the summer of 2026, which is the earliest date that CACREP permits.

Students who graduate within 18 months from the accreditation date will be able to report that they graduated from a CACREP-accredited program.

## **Credentialing & Licensure**

### **Ohio Licensure**

The Master of Arts in CMHC Degree meets the academic requirements for licensure as an Ohio Licensed Professional Counselor (LPC). Students who successfully complete the CMHC degree program (including all practicum and internship requirements) and take and pass the National Counselor Examination (NCE) can apply for LPC licensure in Ohio. Students are permitted to take the NCE during their last semester in the CMHC program or after graduation. Directions for the Ohio LPC Licensure application can be found here: <https://cswmft.ohio.gov/get-licensed/counselors/lpc-application-instructions>

### **National Certified Counselor**

Certification as a National Certified Counselor (NCC) is available from the National Board for Certified Counselors (NBCC) to those who have obtained a master's degree in counseling from a CACREP accredited program and pay the appropriate fees. Please note that NCC status does not authorize the holder to practice counseling in any state.

### **Other Credentials**

Credentials from many other areas of specialization in counseling are also available. Examples include additional certification in addictions counseling, career counseling, and play therapy. Students are encouraged to explore areas of interest and discuss possible options with members of the faculty and profession.

## **Counseling Department Endorsement Policy**

The Master of Arts in CMHC degree is designed to prepare students for employment as counselors in a variety of community based mental health settings such as mental health agencies, healthcare facilities, and private practice settings. Program graduates also apply to doctoral programs in counseling and counselor education. Counseling Department faculty do not automatically provide reference letters or evaluations to CMHC graduates for employment, further graduate education, or credentialing certification. Faculty can provide letters of reference when requested by students, however, it is the faculty member's decision whether to provide a letter when requested. Endorsements will be written/provided only if the student's program (at the time it was completed) prepared them for the position or credential in question.

## **Counseling Department Commitment to a Respectful & Inclusive Learning Environment**

The curriculum in the Counseling Department at Baldwin Wallace University is designed to prepare students to work ethically and competently with diverse clients. The American Counseling Association (ACA) Code of Ethics states that counselors are required to respect the dignity and promote the welfare of clients (A.1.a), have a developmental and cultural sensitivity (A.2.c), and avoid imposing their personal values onto clients—most especially when the counselor's values are inconsistent with the client's goals or are discriminatory in nature (A.4.b). Consequently, classroom learning environments are designed to stimulate students' empathy, understanding of self and others, reflective thinking skills, and tolerance for ambiguity.

Through the curriculum and interactions with clients, faculty, staff, peers, and supervisors, students will encounter diverse worldviews, lived experiences, beliefs, religions, sexual/affectional orientations, genders, races, ethnicities, and socio-economic status that are different than their own. These experiences may be uncomfortable and/or cause cognitive dissonance for students. Learning to sit with and work through these feelings is a critical aspect of counselor development. Students are expected to be respectful and sensitive towards others as they participate in an inclusive learning environment. Disrespectful behavior and/or language will not be tolerated and may result in remediation or dismissal.

## **Counseling Department Graduate Program Admissions**

The CMHC program will admit new students one time per year (to begin each fall semester). Applicants must have their applications completed in full to be considered for the program. For full admission into the CMHC program students must have a completed bachelor's degree. A completed application will include:

1. Undergraduate Transcript (minimum 2.75 GPA)
2. Statement of Purpose
3. Three letters of recommendation (at least one of these must be from an academic source)

*NOTE: Applicants should also be aware that they are required to complete a BCI and FBI criminal background check to obtain Counselor Trainee (CT) status from the Ohio Counselor, Social Worker, and Marriage and Family Therapist Board prior to beginning practicum. Individuals with certain conviction histories are not eligible for counseling licensure in Ohio. If an applicant has questions or concerns about their conviction history and how this might impact the ability to obtain counseling licensure and complete practicum/internship they should contact the department chair prior to applying to the CMHC Program.*

Admission into the CMHC program is a two-tiered process. In the first tier CMHC faculty members will review completed applications. At least two CMHC faculty members will holistically review each application. Individuals with completed applications who meet admissions criteria including appropriate letters of recommendation and a statement of purpose aligned with career goals of the counseling program will be invited to participate in the second tier of the admissions process, an interview with the CMHC faculty members.

CMHC faculty members will work in dyads or triads to conduct interviews with applicants. Each interview will last approximately 20 minutes and consist of several predetermined questions. After interview questions have been answered, CMHC faculty members will use the remaining time to answer questions the applicant may have about the program. Applicant interviews will then be scored by CMHC faculty members using the rubric (i.e., 1-5 scoring). Final selection for admittance into the program will be determined on a competitive basis. The top applicants will receive full admission into the program.

Each applicant will receive a letter informing them of the decision made regarding their application. An applicant can be admitted into the program, waitlisted for admission into the program, or denied admission into the program.

## **Student Advising**

Each student is assigned an advisor upon beginning the CMHC program. The role and function of the faculty advisor is to sustain a working relationship with the student (advisee) throughout their graduate program of study. Advisees are responsible for scheduling advising meetings with their advisors during their first semester to complete a plan of study. Completion of a plan of study is required during students' first semester. After the first semester, regular meetings with the faculty advisor are recommended to discuss needs, academic progress, practicum/internship site options, and career plans. It is the responsibility of the student/advisee to maintain regular contact with the advisor.

### **Transfer Credit Policy**

A maximum of 6 graduate-level course credit hours (or two courses total) can be transferred and counted towards the master's degree in CMHC. All transfer credits must have been completed with a grade of "B" or better and approved by the CMHC program faculty. If requested by a student, the CMHC program faculty would review syllabi from the courses the student wished to transfer into the CMHC program. Course credit hours a student seeks to transfer would need to

reflect CACREP content standards for the specific course and meet the requirements of an equivalent course from the BW CMHC program.

### **Degree Completion Timeline**

The CMHC program is full-time and utilizes a cohort-based model. As such, many of the courses are only offered once per year. Furthermore, much of the coursework builds on previous coursework and prerequisites are built into the program. Although taking time away from the program is not encouraged, the CMHC faculty understand that students can have life events that occur that require them to take time away from their graduate program. If this occurs, students are strongly encouraged to meet with their academic advisor to develop a plan for successful degree completion. Students have six years from when they start their graduate counseling degree program to graduate.

## **Academic Program**

### **Master of Arts in Clinical Mental Health Counseling**

The Master of Arts (M.A.) degree in CMHC is intended to prepare students for careers as professional counselors. All students complete a specified program that provides foundational knowledge and skills to be a mental health counselor. Students develop competencies in counseling skills, evidence-based counseling techniques and interventions, human development, mental health diagnosis, case conceptualization, treatment planning, assessment, group counseling, trauma-informed counseling, addiction counseling, career counseling, and distance counseling. Additionally, all students identify elective coursework within the program to develop further specialized knowledge in an area of the student's choosing. This degree program prepares students to provide counseling to diverse individuals across the lifespan in a variety of mental health settings. The M.A. in CMHC degree meets the academic requirements for Ohio LPC licensure.

The CMHC program requires 60 credit hours of graduate course work. The program is designed as a 24 month full-time, primarily in-person, cohort-based program.

### ***M.A. CMHC Program Objectives***

Objective # & CACREP Section	
Objective 1 CACREP Section 3A	Professional Counseling Orientation and Ethical Practice: Students will demonstrate strong professional counselor identity, and apply appropriate legal and ethical codes to counseling work to practice in an ethical manner
Objective 2 CACREP Section 3B	Social and Cultural Identities and Experiences: Students will demonstrate knowledge of socio-cultural contexts and how diverse experiences can impact the counseling process.
Objective 3 CACREP Section 3C	Lifespan Development: Students will understand human development and apply developmentally appropriate approaches in counseling including attending to addiction, trauma, and developmental factors that impact mental health
Objective 4 CACREP Section 3D	Career Development: Students will demonstrate knowledge of career development and career counseling theories and apply effective skills in career counseling.
Objective 5	Counseling Practice & Relationships:

CACREP Section 3E	Students will demonstrate knowledge of counseling theory and utilize theory(s) of counseling and counseling skills to form effective therapeutic relationships with people across diverse backgrounds.
Objective 6 CACREP Section 3F	Group Counseling and Group Work: Students will demonstrate knowledge of group counseling theory and process and apply effective group counseling skills in group counseling.
Objective 7 CACREP Section 3G	Assessment: Students will demonstrate knowledge and skills to competently use formal and information assessments to benefit the counseling process
Objective 8 CACREP Section 3H	Research and Program Evaluation: Students will be critical consumers of counseling-related research and use research to inform clinical practice.
Objective 9 CACREP Section 5C	Clinical Mental Health Counseling: Students will utilize effective diagnostic skills, treatment planning skills, techniques, and interventions to address wellness and mental health across a variety of clinical mental health counseling settings

### ***M.A. CMHC Degree Requirements***

In order to graduate with a M.A. degree in Clinical Mental Health Counseling students must successfully complete:

1. All required coursework (60 credit hours) identified on the program's prospectus (including elective options)  
60 credit hours of coursework includes:
  - a. A successful practicum including the completion of at least 100 hours (minimum 40 direct) of counseling work.
  - b. A successful internship including the completion of at least 600 hours (minimum 240 direct) of counseling work.
2. Students must take and pass the Counselor Education Comprehensive Examination (taken in the spring of the second year in the program)
3. Students must also adhere to all program expectations and requirements for retention of students as outlined in this student handbook.

### Clinical Mental Health Counseling Program Prospectus

	Course Number	Course Name	Credits
Required Core Coursework	CNS 501	Foundations and Ethics of Clinical Mental Health Counseling	3
	CNS 504	Lifespan Development	3
	CNS 503	Counseling Theories	3
	CNS 505	Social and Cultural Experience	3
	CNS 602	Diagnosis and Treatment Planning	3
	CNS 506	Research and Program Evaluation	3
	CNS 507	Assessment in Counseling	3
	CNS 508	Career Counseling	3
	CNS 603	Addictions Counseling	3
	CNS 604	Group Counseling	3
	CNS 607	Advanced Theory & Evidence Based Counseling	3
	CNS 605	Trauma Informed Counseling	3
	CNS 606	Distance Counseling and Professional Practice	3
	Required Clinical Coursework Sequence		

	CNS 502	Foundational Counseling Skills	3
	CNS 601	Advanced Counseling Skills	3
	CNS 701	Practicum in CMHC	3
	CNS 702	Internship I in CMHC	3
	CNS 703	Internship II in CMHC	3
Electives (student must choose 2)			
	CNS XXX	(elective chosen from list below)	3
	CNS XXX	(elective chosen from list below)	3
		Total	60

Elective Options:

Course Number	Course Name	Credits
CNS 509	College & Student Affairs Counseling	3
CNS 608	Counseling Children	3
CNS 609	Counseling Adolescents	3
CNS 610	Family Systems & Family Counseling	3

*Students must earn a grade of “B” or higher in Counseling Foundations and Ethics, Foundational Counseling Skills, and Advanced Counseling Skills to continue with their clinical course sequence. Practicum and Internship courses are taken for a “pass/fail” grade. Students must pass practicum to move onto internship and must pass internship to graduate.*

**Course Descriptions**

**CNS 503 Counseling Theories**

Course provides an overview of foundational theoretical approaches to counseling including theoretical concepts counseling skills and interventions associated with theory, roles of client and counselor, and theories’ socio-cultural relevance.

**CNS 501 Foundations and Ethics of Clinical Mental Health Counseling**

Course provides an overview of the history of counseling, professional counselor identity, and ethical/legal practice of counseling. Additionally, this course orients students to the clinical mental health counseling program.

*\*Students must earn a B or higher in this course*

**CNS 504 Lifespan Development**

An advanced study of the physical, cognitive, social, and emotional development of humans across the lifespan, as well as the effects of important contexts (e.g., the family, schools, cultures, and peer groups) on developmental outcomes. Students will gain a deeper understanding of transitions between major life phases, and a broad knowledge of development within each life stage. Major theoretical perspectives in developmental psychology will be included as well. Additionally, both readings and in-class course content will incorporate applications of this knowledge in the helping professions.

**CNS 505 Social and Cultural Experience**

Course explores the influence of socio-culture factors and diversity, on mental health, help seeking behaviors, and the counseling process. The course reviews concepts and paradigms related to counseling diverse populations including intersectionality as it relates to identity and diversity.

### CNS 602 Diagnosis and Treatment Planning

Course reviews diagnoses included in the most current edition of the Diagnostic and Statistical Manual of Mental Disorders. Additionally, course reviews essential aspects of rendering mental health diagnoses including historical and cultural considerations, differential diagnosis. Course also reviews best practices related to case conceptualization and treatment planning.

### CNS 506 Research and Program Evaluation

Course provides an overview of basic qualitative and quantitative approaches to research and counseling program evaluation. Course covers processes for evaluating research and utilizing research to inform counseling practice.

### CNS 507 Assessment in Counseling

Course explores principles and practices of assessment including assessment selection, administration, scoring, and interpretation. Formal and informal methods of assessment are reviewed including psychological assessment, personality assessment, safety assessment, and educational/vocational assessment. Course also covers best practices for using mental health assessment to inform counseling practice.

### CNS 508 Career Counseling

Course reviews theories and models of career development and counseling. Techniques for assessment of career abilities, interests, and values are included. Course covers interventions for facilitating career development across the lifespan.

### CNS 603 Addictions Counseling

This course explores theories and etiology of substance abuse and addiction disorders. Best practices for identifying and treating substance use, addiction, and co-occurring disorders are included.

### CNS 604 Group Counseling

This course reviews theories and practice of group counseling and group dynamics. Additionally, the course includes approaches to designing and leading various types of effective group counseling experiences throughout the stages of group counseling.

### CNS 607 Advanced Theory and Evidence Based Practice

This course covers the process of developing one's theory of counseling. Students engage in in depth study of a chosen theory and case study work to apply theory to practice. Course reviews components of evidence-based practice and an overview of current evidence based approaches to counseling.

### CNS 605 Trauma Informed Counseling

This course focuses on the experiences, effects, and treatment of trauma. Students will learn the various ways trauma can affect individuals' health and wellbeing and counselor roles and evidence based approaches for working with individuals who have experienced trauma. Topics including grief and complex trauma, abuse/neglect identification and reporting, assessment of

trauma, relational trauma, vicarious trauma, post traumatic growth, and crisis intervention are covered.

#### CNS 606 Distance Counseling and Professional Practice

This course focuses on legal and ethical considerations and best practices for distance/tele-health counseling. This course is also intended to provide a capstone learning experience for students reviewing essential aspects of obtaining and maintaining counselor licensure and building a counseling practice/career. Additional topics covered include third party reimbursement, integrated behavioral healthcare teams, and working with legal and other community systems.

#### CNS 502 Foundational Counseling Skills

This course covers the foundational skills necessary to form effective therapeutic relationships in counseling. Through role play lab experience, students learn essential counseling skills such as verbal tracking, conveying empathy, paraphrasing, summarization, reflections, and helpful nonverbal counselor behaviors. Video/audio feedback and supervision provided.

*\*Students must earn a B or higher in this course*

#### CNS 601 Advanced Counseling Skills

This course covers more advanced counseling skills necessary to facilitate the counseling process from intake through termination. Approaches to intake assessment and suicide prevention and response models are included. Through in-class and recorded role plays, students will practice and receive feedback on how to utilize helpful counseling skills throughout the stages of the counseling relationship.

*\*Students must earn a B or higher in this course*

#### CNS 701 Practicum in Clinical Mental Health Counseling

This course involves supervised counseling with clients. Students obtain 100 overall (40 direct client contact) clinical hours throughout the course. Course requirements include individual and group supervision where recorded counseling sessions are reviewed, and feedback is provided. Skills such as applying theory to practice, case conceptualization, diagnosis, treatment planning, and clinical documentation and record keeping skills are reviewed and applied to clinical work.

*\*This is a credit/no credit course – students must earn credit to graduate and continue onto internship.*

#### CNS 702 & 703 Internship I & II in Clinical Mental Health Counseling

This course involves supervised counseling with clients. Students obtain 300 overall (120 direct client contact) clinical hours per internship course for a total of 600 overall (240 direct client contact) hours. Course requirements include individual and group supervision where recorded counseling sessions are reviewed, and feedback is provided. Skills such as applying theory to practice, case conceptualization, diagnosis, treatment planning, and clinical documentation and record keeping skills are reviewed and applied to clinical work.

*\*This is a credit/no credit course – students must earn credit to graduate*

#### CNS 509 College and Student Affairs Counseling

This course covers topics related to counseling college students and issues related to higher education. College student development and mental health, higher education structure and

resources, threat assessment and violence prevention, and roles of college counselors are reviewed. Students will also learn unique aspects related to working as a counselor in higher education such as organizational culture, budgeting/finance, and personnel practices.

**CNS 610 Family Systems and Family Counseling**

Course reviews concepts of family systems and theoretical approaches to counseling families. Interventions and strategies for counseling families are reviewed. Course includes the process of family therapy and unique considerations to working with families.

**CNS 608 Counseling Children**

Course prepares individuals to address the unique needs of children in counseling. Emphasis is placed on developmentally appropriate interventions, diagnostic considerations, and common issues faced by children. Appropriate counseling techniques and interventions are covered and applied to case studies. Creative counseling approaches including play therapy and sand tray are introduced.

**CNS 609 Counseling Adolescents**

This course provides knowledge and skills training pertaining to counseling adolescents. Unique developmental needs, mental health stressors, and diagnoses commonly faced during adolescence are reviewed. Appropriate counseling techniques and interventions are covered and applied to case studies.

***Full Time Cohort Program Course Plan***

	<b>Fall</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 1</b>	CNS 501 CNS 502 CNS 503 CNS 504	CNS 601 CNS 505 CNS 602 CNS 506	CNS 507 CNS 508 CNS 603
<b>Year 2</b>	CNS 701 CNS 604 CNS 605	CNS 702 CNS 607 <i>Elective option</i>	CNS 703 CNS 606 <i>Elective option</i>

*\*Options for times to take electives are noted (only two electives are needed for degree completion)*

***Practicum & Internship***

Obtaining a master’s degree in CMHC from Baldwin Wallace University requires completing a clinical experience that is a minimum of three semesters (i.e., one semester of practicum, two- semesters of internship). The purpose of these experiences is to provide students with opportunities to further develop and advance their clinical skills through the role of counselor-in-training. Per CACREP (2024), “Professional practice, which includes practicum and internship, provides for the application of theory and the development of counseling skills under supervision. Fieldwork experiences will provide opportunities for students to counsel diverse clients” (p.17).

**CNS 701 Practicum:**

The CMHC student practicum is the first formal clinical experience in the CMHC program at BW. Practicum provides CMHC students with the opportunity to step into the role of counselor-

in-training at a community-based site. CMHC student practicum fulfills the following CACREP (2024) requirements:

1. Students complete supervised counseling practicum experiences that total a minimum of 100 hours over a full academic term that is consistent with the institution's academic calendar.
2. Practicum students complete at least 40 hours of direct service with actual clients that contributes to the development of counseling skills.
3. Throughout the duration of practicum each student receives individual and/or triadic supervision on a regular schedule that averages one hour a week and is provided by a fieldwork site supervisor working in consultation on a regular schedule with a counselor education program faculty member.
4. Throughout the duration of the practicum, each student receives group supervision on a regular schedule that averages 1 ½ hours per week and is provided by a counselor education program faculty member.

Practicum takes place over one semester. Students are expected to be physically present in the practicum class each time it meets throughout the semester.

#### CNS 702 & 703 Internship I and II:

The CMHC Student Internship is the final clinical experience in the CMHC program at BW. Internship provides CMHC students with the opportunity to step into the role of counselor-in-training at a community-based site. CMHC student internships fulfill the following CACREP (2024) requirements:

1. After successful completion of the practicum, students complete 600 hours of supervised counseling internship in roles and settings with actual clients relevant to their CACREP specialized practice area.
2. Internship students complete a minimum of 240 hours of direct service with actual clients.
3. Throughout the duration of internship each student receives individual and/or triadic supervision on a regular schedule that averages one hour a week and is provided by a fieldwork site supervisor working in consultation on a regular schedule with a counselor education program faculty member.
4. Throughout the duration of the internship, each student receives group supervision on a regular schedule that averages 1 ½ hours per week and is provided by a counselor education program faculty member.

Internship is taken over the last two semesters of the CMHC student's program. Students can only take one clinical course per semester; therefore, internship is taken over two semesters. Students are expected to be physically present in internship class each time it meets while enrolled in internship.

#### ***Exams***

##### Counselor Education Comprehensive Examination (CECE)

The CMHC Program has adopted the Counselor Education Comprehensive Examination (CECE) as its comprehensive exam, which is required of all candidates for graduation. The CECE is designed to assess counseling students' knowledge of counseling information viewed as important by counselor preparation programs and covers the same eight knowledge areas as the National Counselor Examination for Licensure and Certification (NCE).

The CECE covers the following eight content areas:

- Counseling Orientation and Ethics
- Social and Cultural Diversity
- Human Growth and Development
- Career Counseling
- Counseling and Helping Relationships
- Group Counseling
- Assessment
- Research and Program Evaluation

Students are encouraged to take this exam during Internship I. All students must take and pass the CECE to graduate. This exam is administered on-campus to students.

#### National Counselor Examination (NCE)

The National Counselor Examination is an exam individuals are required to take and pass to obtain Licensed Professional Counselor (LPC) licensure in Ohio. This exam also qualifies students for the National Certified Counselor credential (NCC) once graduating from a CACREP-accredited program. Exam approval is processed once an LPC application is received. The LPC licensed application can be completed online at [https://elicense.ohio.gov/OH\\_HomePage](https://elicense.ohio.gov/OH_HomePage) and the application fee is \$80.00. You must submit with your application a transcript showing the conferred degree and a completed course worksheet. After submitting your application, you will be sent a letter of eligibility to take the National Counselor Examination. When registering and paying for the exam, be sure you are on the NBCC/CCE State Licensure ProCounselor page to ensure you pay for the correct exam (NCE). If you believe you qualify for an accommodation when taking the exam, please visit this page: <https://www.nbcc.org/exams/accommodations> for additional information.

#### ***Individual Student Assessment***

Students in the Counseling Department are continually assessed formally and informally throughout their time in the graduate degree program. Methods for assessment include *Key Performance Indicators* (associated with coursework grades, counseling skill evaluations, and comprehensive examination scores) and *Professional Counselor Dispositions* (assessed through counseling skill evaluations and the Annual Review of Student Progress).

#### Key Performance Indicators

Key Performance Indicators (KPI) are used to systematically assess each student's progress throughout the program by examining student acquisition of knowledge and skills.

CMHC Program KPIs include:

KPI 1.1. Students will apply knowledge of counseling foundations to develop a professional counselor identity and engage with current counseling profession issues.

KPI 1.2. Students will engage in appropriate ethical decision-making adhering to legal and ethical standards in clinical mental health counseling

- KPI 2.1. Students will utilize guidelines and competencies related to advocacy and working with individuals with diverse backgrounds in a way that is beneficial to the counseling process.
- KPI 2.2. Students will utilize appropriate clinical skills to demonstrate respect for individual and group differences in counseling and avoid imposing their own attitudes, values, and beliefs on others.
- KPI 3.1. Students will apply knowledge of individual and family development to inform case conceptualization and developmentally appropriate approaches to counseling.
- KPI 3.2. Students will utilize knowledge of theory and the neurobiological etiology of addictions to beneficially inform their counseling approach.
- KPI 3.3. Students will utilize knowledge of the impacts of trauma across the lifespan to benefit their counseling approach.
- KPI 4.1. Students will understand theories and models of career development including patterns and processes of career development
- KPI 4.2. Students will utilize relevant techniques to help clients pursue career-related goals and manage their career development when appropriate.
- KPI 5.1. Students will apply knowledge of counseling theory to conceptualize and counsel individuals from a theoretical framework.
- KPI 5.2. Students will utilize knowledge of evidence-based practice and evidence-based relationship factors to inform their counseling approach.
- KPI 5.3. Students will incorporate helpful counselor characteristics, behaviors, and strategies and a variety of counseling skills to benefit the counseling process
- KPI 6.1. Students will utilize knowledge of group theory and process to benefit group counseling experiences.
- KPI 6.2. Students will develop group counseling experiences with effective, ethical, and culturally relevant skills.
- KPI 7.1. Students will apply knowledge of basic assessment concepts to identify assessments appropriate for counseling with consideration of individual culture and characteristics.
- KPI 7.2. Students will utilize formal and informal assessments combined with clinical skills in ways that benefit the counseling process and mental health treatment.
- KPI 7.3. Students will utilize formal and informal assessment as a tool to render appropriate mental health diagnoses.
- KPI 8.1. Students will utilize research skills to critically assess counseling research and evidence-based approaches to care.
- KPI 8.2. Students will identify methods for evaluating effectiveness of their counseling and/or counseling program and utilize evaluation methods effectively.
- KPI 9.1. Students will implement counseling techniques and interventions to address client mental health concerns across a variety of clinical mental health settings.
- KPI 9.2. Students will utilize crisis intervention and suicide assessment skills in an effective manner with individuals across diverse backgrounds.
- KPI 9.3. Students will utilize diagnostic knowledge and clinical skills to render appropriate client diagnoses.
- KPI 9.4. Students will utilize clinical and case conceptualization skills to develop collaborative treatment plans aligned with client goals.

### Professional Counselor Dispositions

The following professional counselor dispositions are assessed throughout the CMHC students' degree program (informed by Miller et al., 2020):

1. *Professional and Ethical Attitudes and Behaviors*
  - Students' ability to act in accordance with the American Counseling Association Code of Ethics and State of Ohio Laws and Rules for Licensed Professional Counselors.
  - Students' ability to act with professional and academic integrity.
2. *Respect for Individual and Group Differences*
  - Students' ability to communicate with clients, peers, faculty, staff, supervisors, and other university and clinical site personnel in a respectful and professional manner.

- Students' ability to utilize language and behaviors that convey respect for diverse cultures, racial and ethnic backgrounds, religious/spiritual beliefs, genders, sexual/affective orientations, worldviews, and levels of ability.
  - Students' ability to work effectively with others' whose values, beliefs, and worldviews may be different from their own.
3. *Self-Awareness and Other-Awareness*
- Students' ability to recognize their own internal reactions to others' verbal and nonverbal behaviors.
  - Students' ability to recognize how their verbal and nonverbal behavior is perceived by others.
  - Students' ability to accurately convey empathic understanding towards others.
  - Students' ability to accurately conceptualize others' lived experiences.
  - Students' ability to understand how their behavior impacts others.
4. *Professional Growth and Development*
- Students' openness to continual learning and improvement and willingness to engage in continual learning and improvement opportunities.
  - Students' openness to feedback and willingness to incorporate feedback into their work.
5. *Interpersonal Relationships and Collaboration*
- Students' ability to have and uphold appropriate professional boundaries with faculty, supervisors, and clients.
  - Students' ability to work professionally effectively with site supervisors for professional development and client care.

In addition to these professional counselor dispositions, students are also monitored for impairment.

*Impairment* (definitions informed by Bemak et al., 1999, Lamb et al., 1987, & Wolf et al., 2014)

- An interference in professional functioning that is reflected in one or more of the following ways:
  - An inability and/or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior.
  - An inability to acquire professional skills to reach an acceptable level of competency.
  - An inability to control personal stress, psychological dysfunction, and/or excessive emotional reactions that interfere with professional functioning.

Furthermore, impaired counseling students may:

- Incorporate personal agendas into their counseling philosophy involving harmful directive techniques or antipathy towards members of a different gender, ethnicity, race, sexual orientation, religious background, or age group.
- Be unable to insightfully understand and resolve their own issues so that these issues do not interfere with the therapeutic process.

- Struggle with the use, dependence, and/or abuse of substances (i.e., drugs, alcohol, etc.)

### ***Annual Review of Student Progress***

Counseling students are formally reviewed on an annual basis during the Counseling Department Annual Review of Student Progress. CMHC Faculty will engage in this Annual Review each spring. Through this process, faculty will review students and provide them with feedback on their academic progress (i.e., counseling knowledge and skills demonstrated through academic progress and KPIs) and professional dispositions (i.e., Counseling Student Disposition Form). For first year students, the Annual Review of Student Progress includes an in-person meeting between the student and at least two counseling department faculty. During this meeting faculty will provide verbal feedback sharing observed student strengths and areas for growth. For second year students, an in-person meeting with faculty will only occur if requested by the student or faculty. All students will receive a letter following the Annual Student Review detailing results of the review and students' progress in the program. If needed, students will have the option to set up an appointment with their advisor to review this feedback.

## **Student Retention**

### **Counseling Department Student Academic Expectations**

Regardless of GPA, no more than two (2) graduate courses with grades of "C" may be counted toward a graduate degree in the Counseling Department. No courses with a grade lower than C may be counted toward a graduate degree in the Counseling Department. After receiving a third "C" grade, or a single "D" or "F" grade, a student will be placed on departmental probation. To be reinstated from departmental probation, the student must retake one of the courses in which a "C" or lower was earned in the next semester in which the course is offered and achieve a grade which leaves the student with no more than two "Cs" and no grade lower than a "C" on their transcript. Students are only permitted to retake a class one time during their CMHC degree program. Students in the Counseling Department are permitted to use the university's grade replacement option a maximum of one time during their graduate degree program.

*\*It is a department requirement that students earn an "A" or "B" in CNS 501 Foundations and Ethics of CMHC, CNS 502 Foundational Counseling Skills, and CNS 601 Advanced Counseling Skills*

Students on academic or departmental probation may NOT enroll in or begin their practicum and/or internship courses until the academic or departmental probation has been removed. After an unsuccessful attempt to replace a grade, the student will be suspended from the department for a minimum of one semester. A petition for reinstatement must then be submitted, and approved by the advisor, Department Chair, and Provost for a student to be reinstated. If reinstated, the student must first enroll only in courses in which "C" or lower grades were earned, and successfully replace them, leaving no more than two "C's", and no grade lower than a "C". If a student fails to be reinstated from departmental suspension the student will be dismissed from the program.

### **Counseling Department Student Professional Behavior Expectations**

Professional conduct is expected of all counseling students in the performance of counseling and related activities. Counseling students are expected to demonstrate appropriate professional counselor dispositions as described in this student handbook. Students must adhere to the ACA Code of Ethics, the laws governing counselors (LPC) in Ohio, and the policies of the BW Counseling Department. Students complete the Foundations and Ethics of Counseling course during their first semester of their graduate counseling program. As such, it is expected that students are familiar with the ACA Code of Ethics and concepts such as confidentiality, mandated reporting, informed consent, and professional boundaries.

Students are expected to understand the importance of confidentiality and uphold its practice. This includes work with clients, records, class case discussions, and related materials. Students are expected to maintain confidentiality of all information related to clients as well as all information related to cases presented in practicum/internship classes. Students are expected to be knowledgeable and follow all legal and ethical confidentiality practices of their clinical sites, the ACA code of ethics, and Ohio laws. Adherence to HIPAA and/or FERPA laws are also expected.

### **Unique Nature of Counseling Coursework**

Faculty members are dedicated to the educational, personal, and professional growth and development of students. Counseling faculty are in a unique position as both instructors who assess students' academic skills and members of the counseling profession with an ethical gatekeeping obligation to the profession. In these roles, it is the faculty's responsibility to evaluate student competencies within the realm of professional counseling and to address any concerns regarding students' professional competence. As such, please be aware:

- There will be an emphasis in many courses on self-awareness/exploration as well as giving feedback to peers. Although uncomfortable at times, we encourage students to be open to self-exploration since we frequently ask clients to do so.
- At times, class may include experiential and self-awareness exercises. It is important to distinguish between sharing one's emotional reactions to experiential class activities and revealing information about one's *personal history*. Self-disclosure of personal history and information is not required to successfully pass any course; however, students may be expected to share their reactions to experiential activities.
- Self-disclosures will not be used as a basis for grading any course. However, should a student disclose information indicating impairment or the potential for harm to clients, the faculty member may take appropriate action in accordance with the American Counseling Association Code of Ethics and State laws.
- Students often experience personal growth as they progress through the program. However, the courses are *not* meant to be a means of personal therapy. The focus in classes is on self-awareness and the enhancement and growth of necessary counselor skills.
- Please be aware that while instructors strive to create a safe environment for personal disclosures, we cannot guarantee that other students will maintain the confidentiality of any such disclosures that are made.
- It is each student's responsibility to determine an appropriate level of self-disclosure (i.e., the content and depth of personal information that you share) in experiential learning activities.

## Student Retention, Remediation, & Appeals

### Remediation

Students with impairments or deficiencies in academic (reflected by GPA, KPI performance, or clinical skill progress) or professional counselor disposition domains (assessed informally in an ongoing manner and formally at each Annual Student Review through the Counselor Disposition Form) may be placed on a remediation plan. Examples of methods for remediation include:

- Increasing fieldwork experience
- Increasing role plays for skills practice
- Increasing supervision and/or changing supervision formats and emphases
- Recommending personal counseling
- Requiring specific academic coursework and/or repeating coursework
- Recommending a leave of absence or repeating a learning experience

Remediation plans are reviewed and signed with students. Students assigned a remediation plan will be provided a copy of the plan. Students are required to meet with faculty once the plan has been completed. If students are unable or unwilling to complete a remediation plan or if the plan does not rectify impairment or deficiencies, the Counseling Department may take more formal action. These actions can include student suspension and dismissal.

### Student Probation, Suspension, and Dismissal

#### Probation

Students with struggles in academic or professional counselor dispositional domains may be placed on academic probation. Students placed on academic probation will be required to complete a remediation plan developed by counseling faculty and reviewed with the student. Students must successfully complete their remediation plan within an agreed upon time frame to end their probation. Students who do not successfully complete their remediation plan within the agreed upon time frame will be suspended from the program. Students are not required to stop taking courses while on probation, however, faculty have the right to stipulate that students are not able to take clinical courses while on probation.

#### Suspension

Students with ongoing or more significant struggles in academic or professional counselor disposition domains may be placed on academic suspension. Students on academic suspension will be required to take a minimum one semester break from their graduate counseling program. During this time, they will be required to complete a remediation plan developed by counseling faculty and reviewed with the student. Students must successfully complete their remediation plan to be taken off suspension and continue with their counseling degree program.

*\*\*\*NOTE: The Graduate Programs in the Counseling Department are full-time and utilize a cohort-based model. As such, many of the courses are only offered once per year. Furthermore, much of the coursework builds on previous courses and prerequisites are built into the program. As such, students on academic suspension may have to wait longer than one semester to be able to take courses as a full-time student when coming off academic suspension.*

#### Dismissal

If at any time during a student's graduate program there are severe academic, ethical, dispositional, or impairment concerns that warrant dismissal from the program, the Department Chair will notify the student of this decision in writing. The student will be given 14 days to prepare a response to the notification of dismissal and can request a formal review of the recommendation for dismissal from the Provost. The following procedures will be followed in completing this review:

1. If a student sends the Provost a request for a formal review, the Provost will convene a review panel comprised of three faculty members from outside of the student's program area. One of these three faculty members will be designated by the Provost as the convener of the review panel.
2. The review panel will review evidence provided by the graduate counseling program and the student related to the program's recommendation for dismissal. The Panel will then send their recommendation to the Provost, Department Chair, and student within 5 days of their deliberation. As part of their review, the review panel can request clarification or further information from the student or Department Chair and program faculty. The student and Department Chair/program faculty can also request to meet with the review panel.
3. The student may submit a written response to the review panel's recommendation to the Provost within 5 days of receiving the review panel's recommendation.
4. The Provost will consider the review panel's recommendation and any response by the student and render a decision. The Provost's decision may uphold or reverse the Counseling Department's recommendation for dismissal. The Provost will notify the Department Chair and student of their decision.
5. The student has the right to appeal the decision for dismissal to the Office of the President within 10 working days of receipt of decision from the Provost. This is the final step in this appeal process.

### **Student Appeals**

Any student in the BW Counseling Department has the right to request a review of a decision made regarding their academic program (e.g., assignment grade, course grade, remediation decision, etc.). If the concern is with a faculty member, the student should first speak with that faculty member. If the student does not feel comfortable or believes the problem has not been resolved, they can appeal to the Chair of the Counseling Department. Following this, if the student still believes the matter is unresolved, they can appeal to the Office of the Provost. Students are always welcome to consult their academic advisor for guidance and support with student appeals.

#### ***Regarding appeals for final grades:***

1. The student must notify the Department Chair of their intent to appeal via email within one (1) week of receiving the decision from the course instructor. The student's appeal will then be heard by a Committee consisting of three to five faculty members from the Grievance Review Committee (including one Graduate faculty member).
2. To hear the student's appeal, the faculty/student Grievance Review Committee shall conduct a hearing following the "Recusal" and "Procedures for Resolution Hearings" of the Faculty Handbook. In addition to the student testimony, the Committee may request a written or verbal testimony from the course instructor or department Chair. The

Committee then determines sufficient evidence has been presented warrant a grade change based on the information provided to the committee. The findings of the committee are then sent to the Provost. The Provost then determines the final course grade, and this decision is final.

***Regarding appeals of dismissal or probationary status:***

Dismissal and probationary decisions due to academic/professional reasons are initially determined at the graduate department/program level based on the policies in the respective graduate program handbook. If a student is facing dismissal or probation based on academic or professionalism reasons, the following appeal process may be followed:

1. The student must notify the Department Chair of their intent to appeal via email within one (1) week of receiving the decision from their graduate program. The student's appeal will then be heard by a Committee consisting of three to five faculty members from the Grievance Review Committee (including one Graduate faculty member).
2. To hear the student's appeal, the faculty/student Grievance Review Committee shall conduct a hearing following the "Recusal" and "Procedures for Resolution Hearings" of the Faculty Handbook. In addition to the student testimony, the Committee may request a written or verbal testimony from the Department Chair or other appropriate graduate program faculty. The Committee then determines whether sufficient evidence has been presented to warrant a decision reversal based on the information provided to the committee. The findings of the committee are then sent to the Provost. The Provost then determines the course of action and this decision is final.

## **Student Technology Requirements**

Students enrolled in graduate programs through the BW Counseling Department will need regular access to a personal computing device throughout their graduate degree program. Students are expected to be able to use the internet, online learning management systems (with support and onboarding), and Microsoft office products (Word, Powerpoint, Excel). BW utilizes Canvas as an online learning platform and while many of the courses in the Counseling Department are offered face-to-face, students will be required to use Canvas for various aspects of coursework such as assignment completion and accessing course materials. For IT and Canvas support students can contact [helpdesk@bw.edu](mailto:helpdesk@bw.edu) or 440.826.7000.

### **Tevera/Lumivero**

Students will use Tevera throughout their time in the BW Counseling Department graduate programs. Tevera is an online platform which assists the Counseling Department in managing clinical site placement paperwork and critical data pertaining to student learning outcomes (i.e., Key Performance Indicators). For Tevera support students can utilize the "help" link in Tevera.

## **Academic Integrity**

Academic honesty is always expected. Academic dishonesty includes claiming someone else's work as your own (e.g., plagiarism), seeking an unfair advantage over other students in taking a

test or fulfilling an assignment, and fraud. Any offense will result in a zero or grade of F for the exam or assignment in question and may result in failure of the course. Infractions will be reported to the student's advisor and to the provost. The complete Academic Honesty Policy can be found at [Academic Affairs- Jacket Connect](#).

## Professional Counseling Organizations

The field of counseling is ever-changing. Professional development and continuing education are two of the most important functions counselors can perform to maintain and improve their levels of competence and training while keeping in touch with new developments. Each counseling graduate student is encouraged to participate in local, state, and national professional organizations such as:

- **Ohio Counseling Association (OCA)** <https://www.ohiocounseling.org>  
The mission of the Ohio Counseling Association is to support and advocate for professional licensed counselors, clients, counselor educators, and supervisors throughout the state. We are guided by the values of holistic wellness and development, utilizing researched best practices, holding professionals to ethical and competence standards, recognition of diversity, social justice and advocacy, and a love for life-long learning. We strive to enhance the profession and its professionals by emboldening professional identity, respect for others, active collaboration among members, holding others and ourselves accountable, and working to make a difference in the lives of our members and the ones we serve.
  - Chapters include: North Central Ohio Counseling Association
  - Divisions include:
    - Association of Child and Adolescent Counselors in Ohio
    - Ohio Association for Counselor Education and Supervision
    - Ohio Association for Counselors in Private Practice
    - Ohio Association for Multicultural Counselling and Development
    - Ohio College Counseling Association
    - Ohio Association for Resiliency and Trauma Counseling
    - Ohio Association for Spiritual, Ethical, and Religious Values in Counseling
    - Ohio Association for Specialists in Group Work
    - Ohio Career Development Association
    - Ohio Counselors for Social Justice
    - Ohio Mental Health Counselors Association
    - Ohio Substance Use Disorders Professionals Interest Group
    - The Society for Sexual, Affectional, Intersex, and Gender Expansive Identities of Ohio
  
- **American Counseling Association (ACA)** <https://www.counseling.org>  
The American Counseling Association is a not-for-profit, professional and educational organization that is dedicated to the growth and enhancement of the counseling profession. Founded in 1952, ACA is the world's largest association exclusively representing professional counselors in various practice settings.
  - Divisions include:

- Association for Adult Development and Aging
- Association for Assessment and Research in Counseling
- Association for Child and Adolescent Counseling
- Association for Creativity in Counseling
- American College Counseling Association
- Association for Counselor Education and Supervision
- Association for Humanistic Counseling
- Association for Multicultural Counseling and Development
- American Rehabilitation Counseling Association
- Association for Spiritual, Ethical, and Religious Values in Counseling
- Association for Specialists in Group Work
- Counselors for Social Justice
- International Association for Resilience and Trauma Counseling
- International Association of Addictions and Offender Counseling
- International Association of Marriage and Family Counselors
- Military and Government Counseling Association
- National Career Development Association
- National Employment Counseling Association
- Society for Sexual, Affectional, Intersex, and Gender Expansive Identities

## Accessible Education

Baldwin Wallace University is committed to providing all students equal access to learning opportunities. Students who have a diagnosed disability (e.g. mental health, attentional, learning, vision, hearing, physical or systemic) and would like to determine if they are eligible for reasonable accommodations should contact the Office of Accessible Education at (440) 826-2090 or [disability@bw.edu](mailto:disability@bw.edu). Additional information about how to get connected with OAE is available at: [www.bw.edu/accessible-education](http://www.bw.edu/accessible-education).

## Student Resources

### Center for Academic Success & Achievement (CASA)

CASA offers services to build reading, writing, and learning skills necessary for your BW coursework. Join us on the top floor of Ritter Library to study independently, meet with a tutor, or attend a workshop. Learn how we can help you achieve success by visiting [jacketconnect.bw.edu/CASA](http://jacketconnect.bw.edu/CASA).

**Individual Services:** Work one-on-one with professional staff or peer tutors by making online or in-person appointments for Academic Coaching, Individual Tutoring, Reading Support, and Writing Support.

**Group Services:** Engage with a community of learners by visiting Drop-In Tutoring, attending Supplemental Instruction (SI) sessions, participating in Success Seminars, or joining a study group.

**Online Services:** When CASA staff and tutors are unavailable, BW students have 24/7 access to Brainfuse online tutoring and a premium subscription to Grammarly.

Schedule appointments, view event schedules, and access online resources through our website, [jacketconnect.bw.edu/CASA](https://jacketconnect.bw.edu/CASA). Contact us by phone (440-826-2425), email ([casa@bw.edu](mailto:casa@bw.edu)), or stop by to see us on the top floor of Ritter Library to learn how we can help enhance your academic performance.

### **Counseling Services**

As a college student, there may be times when personal stressors or emotional difficulties interfere with your academic performance or well-being. If you find that life stressors are interfering with your academic or personal success, consider contacting BW Counseling Services. You can learn more about the broad range of confidential mental health services available at BW by visiting <https://jacketconnect.bw.edu/counselingservices/home/> or calling 440-826-2180. Our 24/7 BW Counselor on call can be reached at 440-260-4399.

BW also partners with national providers of telemedicine behavioral health services. Students have access to these services free of charge. A full list of these services is available through the Counseling Services page in Jacket Connect. ProtoCall, is one of these providers. Students can access a counselor on call 24/7 by calling 440.260.4399.

### **BW Sexual Misconduct Reporting**

All faculty and staff of Baldwin Wallace University are mandated reporters of sexual misconduct (excluding Health & Counseling Center staff and University Chaplain who provide confidential services). Mandated reporters are required by university policy to report any disclosure of sexual misconduct to appropriate University administrators and can promise the utmost discretion but not full confidentiality. The BW Interim Equal Opportunity, Harassment, and Nondiscrimination policy can be found by entering the following link into your browser: <https://www.bw.edu/Assets/policies/policy-equal-opportunity-harassment-nondiscrimination.pdf>.

To report Discrimination and/or Sexual Misconduct directly and seek University resources and response (including supportive measures) please contact Nancy J. Gussett, Grievance Resolution Coordinator at 440-826-2027 or 440-826-2122 or complete the online report form by entering the following link into your browser: <https://fs22.formsite.com/bwtest1/form120/>.

### **Financial Aid/Student Employment/Graduate Assistantships**

Baldwin Wallace offers financial support options to assist graduate and professional students with meeting their education goals. Scholarships, fellowships, and/or assistantships may be offered based on your program. Details regarding these options can be found on each program's page. The majority of students enrolled in graduate and professional programs at BW utilize federal and/or private loans to invest in their future.

Baldwin Wallace University welcomes alumni to explore opportunities for graduate and post-baccalaureate education at BW. Alumni award information can be found here:

<https://www.bw.edu/academics/graduate/bw-alumni/>

Baldwin Wallace University offers incoming graduate students the opportunity to build new skills, increase content development and impact the BW community by pursuing a graduate assistantship while completing their degree. Our various assistantship opportunities typically

require a minimum of 10 hours of work per week and provide a tuition discount for up to one academic year (fall and spring semesters) Tuition discounts and working hours vary by position. Once admitted to a graduate program, candidates can visit their applicant portal to complete the graduate assistantship application form. More information can be found here:

<https://www.bw.edu/academics/graduate/assistantships/>