



Master of Arts in Clinical Mental Health Counseling Program

2025 – 2027 Cohort Student Handbook



The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), has granted accreditation to the Clinical Mental Health Counseling (M.A.) at Wheaton College through October 31, 2024.

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WHEATON
COLLEGE
GRADUATE SCHOOL
For Christ & His Kingdom

Wheaton College - M.A. Clinical Mental Health Counseling Program

CMHC STUDENT HANDBOOK SIGNATURE

Cohort Graduating Year: 2027

This form attests that I have read the Master of Arts in Clinical Mental Health Counseling Program Student Handbook, including all amendments and revisions.

My signature signifies that I have read and understand the policies and procedures of the Clinical Mental Health Counseling Program in the Student handbook.

Student Name: _____ ID: _____

Student Signature: _____ Date: _____

Submit this form via Experiential Learning Cloud by Friday, September 19, 2025.

SECTION ONE: INTRODUCTION

The purpose of this handbook is to be a *practical* resource of information for the faculty, staff, and students involved in the Master of Arts in Clinical Mental Health Counseling (CMHC) Program. The policies and procedures stated in the *Catalog of Wheaton College* apply to the entire school and take precedence over those stated in this handbook. There is also the *Graduate Student Handbook* that contains information essential for you to understand. Please also see the Student Clinical Training Handbook which contains details and information needed to successfully guide students through their clinical training experiences while in the program. The CMHC student is responsible for being informed of those general policies and procedures from the catalog and *Graduate Student Handbook* as they are not necessarily repeated in this manual. Any discrepancies between these resources should be discussed with the CMHC Program Director or the CMHC Program Administrator.

There are many forms that are referred to throughout the handbook. A few are incorporated in the relevant section, but they are there only for information. Departmental forms can be requested to the Program Administrator. Revisions to this handbook may be made periodically upon the consensus of the CMHC Program Faculty.

PROGRAM PHILOSOPHY

Mission Statement

The Wheaton College School of Psychology, Counseling, and Family Therapy, through the Clinical Mental Health Counseling program strives to:

1. Educate its students in a manner grounded in, informed by, and shaped by the beliefs and practices of the Christian faith;
2. Train highly competent mental health counselors and professional ministers from a responsibly eclectic, integrative perspective for work with individuals, couples, families and groups, while instilling in them a vision for creative ministry informed by Christian tradition and by professional theory and research, and carried to the widest possible community throughout the world;
3. Emphasize and model a commitment to professional practice and professional ministry as service, especially to the Body of Christ, the Church, and also to those persons who have been marginalized and wounded by our society on the basis of racial or ethnic identification, age, socioeconomic status, or gender; and
4. Conduct training in the context of an intentional community of faith which will emphasize a balanced approach to spiritual, personal, professional, and interpersonal growth and development.

Overview

Students accepted into the CMHC program generally complete the CACREP accredited 60-credit program in two academic years and the summer between those academic years. The academic first year consists primarily of core courses introducing the various theoretical schools of clinical practice and preparing students for clinical training. During the summer between the first and second academic year, students continue in coursework and complete a one-semester practicum that gives them hands-on experience in a counseling setting. During the second academic year, students complete a two-semester internship, which allows them to gain more experience in a counseling setting. Students also take the remaining course requirements and any electives they choose during the second academic year.

It is important that applicants review the licensing requirements of the states or countries in which they hope to practice since mental health practice at the Master's level varies widely. For further information, see the section on Licensing and Certification. In Illinois, for example, graduates of the CMHC program may become licensed first as Professional Counselors (LPC) and later as Clinical Professional Counselors (LCPC) after completing 3,360 clinical hours of practice. These requirements may differ from the requirements for licenses in other states.

Faculty and students join together in actively exploring the integration of Christian faith and counseling practice. During the program, students and faculty participate together in a seminar entitled Foundations of Integration, which explores the impact of a Christian worldview on the developing identity of the mental health counselor. During the Practicum and Internship courses, students and faculty participate in Practicum and Internship group supervision that allows them to put the concepts and theories of integration into practice.

Students are assisted in the search for both a practicum and an internship to fit their professional goals and interests. However, ultimately it is the responsibility of students to obtain a clinical site. A wide variety of clinical settings welcome applicants from the Wheaton College CMHC Program, including outpatient practices, church counseling centers, community mental health centers, inpatient treatment facilities, and college counseling clinics.

Many current and former faculty members and students in the program have a strong interest in the interface of ministry and mental health practice. Many alumni of our program serve with or assist mission agencies and missionaries around the world. Other graduates serve in nontraditional roles that bring the training and values of the counseling field into ministry roles within the church. CMHC faculty members are active in teaching and training professionals, clergy, and lay people around the world.

Community Context of Training

The CMHC program seeks to function as a community of learning that fosters professional and spiritual formation in students, faculty, and staff alike. We seek to provide an atmosphere of trust and collegiality where we can challenge and encourage each other. For this reason, it is important that all members of the community be committed to this end. Mutual respect and support are valued above competition.

The department is committed to diversity among all members of our community. This commitment goes far beyond philosophical positions and represents our firm belief that diversity adds depth and richness to the learning environment for everyone involved. A homogeneous environment is often an inadequate setting for learning to carry out the department's mandate to minister to the widest possible community throughout the world.

CMHC PROGRAM GOALS

CMHC program goals are directly informed by our mission statement and anchored in the common core curriculum areas for counseling programs (CACREP 2016 Standards). We have identified four CMHC program priorities with 15 corresponding goals for the development of graduate counseling students.

1. Professional orientation and ethics. We expect that students will demonstrate:
 - A. A basic understanding of the roles and functions of clinical mental health counseling (Counseling Identity).
 - B. Knowledge of the ethical standards of the counseling profession and basic skills in ethical analysis and decision making including the unique ethical dilemmas faced by Christian counselors (Professional Ethics).
2. Individual and systemic diversity. We expect that students will demonstrate:
 - A. Awareness of how self and others are shaped by culture and society including knowledge of theories of multicultural counseling, identity development, and social justice (Social and Cultural Diversity).
 - B. Understanding of the counselor's role in promoting social justice and eliminating intentional and unintentional oppression and discrimination (Advocacy).
 - C. Awareness of self as a person of culture and how this impacts others (Cultural Self-awareness).
3. Knowledge and skills for competent counseling practice. We expect that students will demonstrate:
 - A. Understanding of the nature and needs of persons at all development levels, including theories of wellness and development over the lifespan (Human Growth and Development).

- B. Basic interpersonal skills that are necessary for the conduct of mental health counseling interventions including empathy, a respectful and nonjudgmental attitude towards all persons, insightfulness, and self-awareness (Interpersonal Skills).
 - C. Understanding of the basic theories and interventions shaping the counseling field today including humanistic, cognitive behavioral, psychodynamic, family systems, and community-based prevention approaches (Basic Theory and Interventions).
 - D. Understanding of theories and interventions in group counseling, career development and counseling, trauma interventions, and the treatment of addiction and addictive behaviors (Specialized Theory and Interventions).
 - E. The ability to do assessment in counseling including basic interviewing and observation skills, differential diagnosis, assessment of suicide risk, and the selection and administration of tests including career inventories (Assessment).
 - F. Understanding of research and program evaluation methodology and skills and their application in the applied clinical context (Research and Program Evaluation).
4. Integration of Christian faith with counseling theory and practice. Students will demonstrate:
- A. a Christian view of personhood that informs the development of empathy and a profound understanding of the nature of human suffering (Theological Anthropology).
 - B. a knowledge of the basic method, models, and approaches to the integration of Christian faith with the discipline of counseling (Christian Integration).
 - C. a commitment to one's own personal and relational growth toward spiritual, psychological, and professional maturity (Personal of the Therapist).
 - D. a valuing of mental health counseling work and faith-based initiatives as an outreach of the individual Christian and the church to the widest possible community throughout the world (Service Orientation).

TRAUMA CERTIFICATE

Traumatic events are pervasive, pernicious, and pose significant public health concerns on a global level. The Wheaton College three-course Trauma Certificate program, is designed as a joint certificate between the CMHC and HDI graduate programs, housed in the CMHC program. This graduate level certificate equips graduate students/and mental health professionals to journey with clients and communities who have faced various forms of egregious suffering. This graduate certificate program will be appealing to students and alumni from the School of Psychology, Counseling, and Family therapy and the Humanitarian Disaster Leadership programs and other mental

health related graduate programs on campus (e.g., MA in Marriage and Family Therapy, PsyD in Clinical Psychology). Other providers in the greater Chicago area that have already obtained degrees in mental health related disciplines are likely to be interested in this trauma training. Overall, this certificate program will help prepare Christians to provide care to a hurting world in service of Christ and His Kingdom and the global church.

See the Trauma Certificate Frequently Asked Questions (FAQs) for more information:

<https://www.wheaton.edu/graduate-school/degrees/ma-in-clinical-mental-health-counseling/trauma-certificate/>

SECTION TWO: GENERAL INFORMATION

ACADEMIC ADVISING

A faculty advisor is assigned to each incoming CMHC student at orientation. Faculty advisors provide academic and career counseling, provide the opportunity for the student to develop a mentor relationship to guide her/him through the program, and provide registration pin numbers each semester so a student can register for classes.

The student is strongly encouraged to meet with the advisor at least once each semester prior to the advance registration time. While the advisor is available to assist with planning, it is the student's responsibility to meet the requirements for the degree under the catalog of the year entered or a later edition. The student should be knowledgeable of the certification or licensure requirements of the state in which the student is likely to practice (see Licensing and Certification in this section). The Registrar's Office is the official auditor for the completion of all degree and graduation requirements.

EXPERIENTIAL LEARNING CLOUD (formerly TEVERA)

The CMHC program utilizes Experiential Learning Cloud (ELC), a web-based software system for Practicum and Internship paperwork (e.g., learning contracts, time sheets, evaluations, etc.). This platform is also used to manage placement sites and track student performance that is aligned with CACREP standards. A general program fee of \$215 is attached to a CMHC 621 to assist with this cost. Students have access to ELC as a lifetime membership. If a student transfers in CMHC 621, the student must reimburse the Program \$215 to have access to ELC.

ACADEMIC CALENDAR

The year's academic calendar is found online here:

<http://www.wheaton.edu/Academics/Academic-Calendar>.

A campus events calendar is also available online here:

<http://www.wheaton.edu/Calendar-of-Events>.

REGISTRATION

Except for new incoming fall students, registration for each semester is completed online during an advance registration period prior to the next semester: for fall – the previous spring; for spring – the previous fall. For the fall and spring advance registrations, the Registrar's Office emails reminders of registration dates to all students prior to the start of registration. Registration dates for summer registration are also emailed during the preceding spring semester. Failure to register during the advance time may result in a fee and/or the student being dropped from the program.

Drop/Add Procedure

CMHC students do not need faculty advisor signatures to drop, add, or drop and add courses. However, they must consult the faculty advisor before adding or dropping courses. Students need to be aware that dropping a course for the terms may affect your degree completion date. Consult the academic calendar in the catalog or current course schedule for deadlines. These indicate whether you can change your curriculum without tuition or grade penalties. It is the student's responsibility to be aware of these deadlines. The forms may be obtained from the Registrar's Office.

Independent Study, Tutorials, and Seminars

CMHC 695 Independent Study (1-4) is a course that, through the agreement of a faculty member, can be taken to: 1) complete credit deficiencies from transfers for required courses, 2) specialize in topics not offered in the curriculum, or 3) do advanced work not listed in the curriculum. The student discusses the request with the faculty member who would monitor the Independent Study. If the faculty member agrees to the study, the student completes an Application for Independent Study with the faculty's signature and a title for the course. This form allows the student to register for the Independent Study. It is a graded course. Meeting times, class attendance (if any), and requirements are established with the faculty member. Please note that some states may not allow for independent studies to fulfill required course categories. If the student is trying to fulfill a licensure requirement through an independent study, it is the student's responsibility to check with the particular State to obtain information about meeting licensure requirements in this manner.

The same form, Independent Study, is used to register for a Tutorial. The tutorial is for a regularly scheduled course that is taken on an individual basis. This is allowed under extraordinary circumstances that keep a student from taking the course at the regularly scheduled time.

The curriculum also offers several sections of PSYC 893: Seminars in Advanced Topics, usually in the summer semester. Each section of PSYC 893 is a different topic and the courses offered may vary from summer to summer. Open to both CMHC students and PsyD students, the Seminar is a one-credit intensive two-day workshop that requires advance preparation, complete attendance, and active participation in the workshop activities. It is a pass/fail course. No "IP" or "INC" grades may be given for these seminars.

Cross-Enrollment Course Policy

Although the CMHC program has separate courses from the Marriage and Family Therapy (MFT) program and the Doctoral Program in Clinical Psychology (Psy.D.),

courses in those programs may be of personal or professional interest to students. Students in the CMHC program may enroll for an elective course in the Marriage and Family Therapy program or Psy.D. program **with permission of the instructor and the Program Directors of the CMHC and the host program.** The course will count as an extra-curricular elective for the program in which they are enrolled and will not otherwise affect the degree requirements. Students pay the tuition rate of their particular program.

PREREQUISITES

Requirements for admission include completion of a bachelor's degree, GPA 3.0 minimum, official transcripts from all colleges where a degree was earned or is currently being earned, application form, four recommendations, resume, and participation in an interview process. A background in counseling, psychology, social work, or a related field is encouraged, but no pre-requisite coursework is required.

DEPARTMENT of EDUCATION REQUIREMENTS for LICENSURE

Prior to attending the CMHC Program, you will be asked by graduate admissions to read a consumer information disclosures document highlighting the licensure requirements by state and U.S. territories.

[Educational Requirements for States - Wheaton College, IL](#)

Once you have read this document, you will need to sign a form sent by graduate admissions stating you have read the form in full. If you have not read this document or signed the form prior to entrance into the CMHC Program, contact graduate admissions at graduate.admissions@wheaton.edu.

TRANSFER CREDITS

A maximum of six semester hours of transfer credit may be applied to the CMHC Program based on the approval of the CMHC Program Director. Courses with grades lower than B cannot be transferred. Wheaton uses semester credit hours. Where and how the credit is to be specifically applied in transfer will need to be petitioned and negotiated after matriculation. After admitted to the program and before orientation, the sole exception to this will be transfer credits that may affect first semester course enrollment. This will be negotiated by correspondence with the CMHC Program Director. **BITH classes cannot be transferred to the CMHC Program.**

To petition for transfer credit:

1. Prepare a list of those courses to be considered for transfer with course number, credits, and grade along with the CMHC MA course(s) to which they are considered equivalent. Collect and organize the appropriate syllabi. Set an appointment to meet with the CMHC Program Director. The student should bring a copy of the transcript(s) from the institution(s) s/he wish to transfer to the meeting. The Program Director will assist the student in completion of the “Request for Transfer Credits.”
2. The CMHC Program Director will review the request. In most cases the opinions of the faculty members teaching in the specialty area most closely related to the transfer request will be sought.
3. The committee or its Chair recommends possible decisions for each transfer of credit request:
 - a. Accepted in lieu of Wheaton MA course – The course for which transfer credit is desired is deemed to be current and to cover the same content as a required or elective MA course at Wheaton College. The student is responsible for acquiring required textbooks and course notes for the Wheaton MA course in order to prepare for the Comprehensive Exam and also has the option of auditing the class.
 - b. Declined – The course for which transfer credit is desired is inappropriate for MA course credit for any of the following reasons:
 - i. The course was taken too long ago to be appropriate for present-day standards;
 - ii. The course was not sufficiently rigorous for graduate-level transfer credit;
 - iii. The course is not directly relevant to the training model employed in the Wheaton College MA program;
 - iv. No transfer credit will be granted for previous graduate practicum or field placement courses.

COMMUNICATION WITHIN THE PROGRAM

Being able to effectively connect with one another is very important, especially since there are four different programs within the School of Psychology, Counseling, and Family Therapy —undergraduate, two master’s programs, and doctoral.

Faculty Mailboxes

Faculty and staff have a department mailbox just inside the departmental office (M230). Forms for their signature can be left in the mailbox and faculty will place it in the Grad Student Pick-up box in M230 or pin it to their own bulletin boards. Response items for the CMHC Program Administrator should be placed in the appropriate mailbox in room M230.

Faculty Appointments

Students are responsible for making their own appointments by contacting the faculty by email. If you cannot keep your appointment, please contact them as soon as you can.

Email

Each student, faculty, and staff member have a Wheaton College email address. It is the student's responsibility to check email regularly as this is the primary means of daily department communication. **The department uses only the Wheaton email address for sending notices via email.**

Learning Management System

Wheaton College uses Canvas to provide course content for your classes. All your courses will automatically be listed in Canvas each semester, so familiarity in navigating the system would be beneficial. Please follow this [Canvas link](#) for more information and instructions on the LMS. If you need additional help, please contact the [AIT service desk](#) for more assistance.

Voice Mail

For Wheaton College extensions, the phone system allows one to leave voice messages. The Voice Mail System responds if there is no answer.

Address and Home Phone Information

It is very important to keep the college and the department informed of your current address and telephone information. To notify the college of an address change, please submit your student number, name and new address and phone number via email to addresschange@wheaton.edu. Please copy this email to cmhc@wheaton.edu. This effectively notifies the CMHC program of your changes.

Bulletin Boards

There are several bulletin boards specifically for Graduate School of Psychology, Counseling, and Family Therapy students. General information, notices, and announcements are posted on the board in the east lounge area on the mezzanine.

Copies of general memos sent to graduate students are usually posted on this lounge area board. Job information and conference information are posted on the board across from M245. The CMHC program has a dedicated bulletin board across from the Fran White Conference Room (M231). The Graduate Psychology Student Association board is between M251 and M252.

Social Media Platforms

You may choose to follow us on Instagram [@wheatoncmhc](#) and X [@WCmhc](#). The [School of Psychology, Counseling and Family Therapy](#) also has a Facebook page, if you would like to follow it.

FACULTY LIBRARIES

Faculty members do not routinely loan books from their personal libraries. Exceptions are sometimes made to this when a book is not otherwise available. Also, faculty members are usually willing to allow you to consult books in their library and use them either in their office or in the building.

APA STANDARDS FOR PAPERS

With specific regard to papers, **please submit all written work** in American Psychological Association (APA) (7th ed.) format. This means that, unless otherwise instructed all papers should contain references that are to be presented in standard APA format. The APA manual, *Publication Manual of the American Psychological Association* (7th ed.) is available in the library or bookstore.

ADDITIONAL COURSE READINGS

Faculty frequently assign readings from journal articles and/or book chapters that are not part of the textbooks used in class. Faculty may use Canvas in order to give students access to this information. Each faculty member will give information about accessing Canvas for their class.

CLASS ATTENDANCE

CMHC students are expected to attend all scheduled classes and labs. We understand that illness or family emergency may result in periodic missed classes, and students are responsible for securing class notes and handouts when they are unable to attend a given class. Inconsistent attendance or frequent absences can significantly impact grades. **Students are permitted one absence without a grade penalty.** This absence may not be on the first or last day of class. With all situations, students must

communicate their absence to the instructor. A medical note may be requested for medically related absences.

Each absence beyond the excused absence will impact the student's final grade. Two absences will result in a course grade no higher than a B and three absences will result in a failing grade. Students are advised to save their excused absence for unforeseen emergencies as the excused absence counts towards the total number of absences. Arriving to class late and leaving early may result in points being taken off at the instructor's discretion. See course syllabi for class attendance policy for non-clinical courses.

LEAVE OF ABSENCE

CMHC students are expected to complete all program requirements within the allotted time limits of their degree. Students are expected to maintain continuous enrollment throughout their course of study at Wheaton College. However, sometimes there are reasons that students may need to take a leave of absence from the program, but students need to complete the degree within 5 years. Students considering a leave of absence should contact the Program Director and the Graduate Student Life Director for guidance. Degree students who fail to register for one term (or two semesters and a summer session, consecutively, for modular students) must submit a "Re-enrollment Application." The Graduate Admissions Director and/or graduate program faculty will decide whether to approve, defer or deny re-enrollment.

VISITORS IN CLASSES

Visitors may be welcome in some classes but only with prior permission of the instructor. Please discuss the situation with the instructor **at least one day before** the class. The presence of visitors may sometimes be inappropriate due to the experiential nature of some classes as well as the nature of the material under discussion with others.

TEACHING ASSISTANTSHIPS

A limited number of teaching assistantships are available to CMHC graduate students, *usually second year*, who desire to work in the CMHC department. The duties include assistance in all phases of faculty preparation, assistance and collaboration with faculty research projects, and other work as needed. The positions are for a maximum of 10 hours of work per week for a 9-month period. Some faculty may choose to contact students if they are interested in a specific student for their TA role. The Program

Administrator will share the Application for Assistantship in the Spring term. If you are interested in applying for a position, complete an Application for Assistantship and submit it to the CMHC Program Administrator. The Program Administrator coordinates the selection process performed by faculty. Students will be notified of selection before fall of the second year.

PROFESSIONAL COUNSELING IDENTITY

Students are encouraged to join professional counseling organizations. Membership is encouraged at either the national level, American Counseling Association (ACA), or at the state level through the Illinois Counseling Association (ICA) or the student's home state. Student membership in counseling organizations often becomes a catalyst for participation and professional development in the profession. Thus, students are encouraged to seek active involvement in professional organizations early in their training. Membership provides students with information on relevant professional trends, training opportunities, access to funding support for research activities, and professional networking opportunities.

In addition to general membership (in either ACA, ICA, or another state's counseling association), students can benefit from active participation in divisions related to specific areas of interest. All students are encouraged to join and become active members in their respective local, state, and national organizations to enhance academic and professional experience.

The Wheaton College Chapter of the Illinois Counseling Association was established as an opportunity for students to join with current Wheaton College CMHC students and alum to "promote the values of scholarship, professionalism, advocacy for, and excellence in counseling, which is accomplished through fellowship and good works." More information on how to join the Wheaton College Chapter will be disseminated during orientation and through the Faculty Advisor.

The following is a sample listing of professional organizations that may be of interest to students. This list represents a small sample and is not exhaustive:

- American Counseling Association (ACA) - www.counseling.org
Example Divisions within ACA:
 - Association for Child and Adolescent Counseling (ACAC)
 - Association for Creativity in Counseling (ACC)
 - American Mental Health Counselors Association (AMHCA) and
 - Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC)
 - National Career Development Association (NCDA)

- Illinois Counselors Associations (ICA) State
Example Divisions within ICA:
 - Illinois Mental Health Counselors Association (IMHCA)
 - Illinois Association for Multicultural Counseling (IAMC)
 - Illinois Association for Specialists in Group Work (IASGW)
- International Association for Counselling – <https://www.iac-irtac.org/>
- American Association of Christian Counselors (AACC) – www.aacc.net
- Christian Association for Psychological Studies (CAPS) – www.caps.net

CONFERENCE ATTENDANCE

Conference attendance is a requirement to obtain your MA degree. Students may attend professional conferences such as the Mental Health and Missions Conference, American Counseling Association Conference, American Association for Christian Counselors Conference, Illinois Mental Health Counselors Association Conference, or Christian Association for Psychological Studies. Conferences are great opportunities for the student to develop professionally and support a student's professional identity through participation.

From time to time an opportunity may arise to make a presentation with faculty at a conference. In addition, the Graduate Admissions Office offers support to students willing to help with the recruitment booth. The Program Administrator will email students regarding these opportunities. Students may also reach out to the Graduate Admissions office to inquire about these opportunities.

VOLUNTEER CLINICAL WORK

If you are beginning the CMHC program without prior counseling experience, we would urge you to consider doing a volunteer field placement or get work experience during the first year of your course of study. This exposure to clinical work will upgrade your qualifications when you apply for a practicum and/or internship since many of our practicum and internship settings prefer, or in some cases require, students who have had previous clinical experience.

Our Clinical Training Coordinator may be able to provide you with some suggestions, but because the field placement is voluntary, you are responsible for procuring your own experience setting.

LICENSING AND CERTIFICATION

Overview

Students come to our program with many diverse plans and goals for their professional futures. Many desire to become licensed and practice as a professional counselor. The faculty and staff of the CMHC program are committed to providing the appropriate coursework and clinical requirements to enable students to obtain licensure and certification as mental health counselors. As a CACREP accredited program, the CMHC curriculum meets the educational requirements for licensure in many states. All students must understand from the beginning of their training, however, that becoming informed about, applying for, and obtaining a professional license or certificate is solely the responsibility of the student with the assistance of faculty and staff. On several occasions students have discovered that a state's licensure requirements may differ from the department's graduation requirements in such areas as courses, practicum and internship hours, type of supervisor, etc. It is difficult to correct such problems after graduation. **NOTE: It is the student's responsibility to keep your syllabi and clinical training records as they may be needed to verify the content of the curriculum or the practicum/ internship experience to various licensing agencies.**

Resources

Since the licenses in all of the states (and other countries) are always changing it is not possible for faculty to monitor the situation in states other than Illinois. Websites that are helpful in locating the various boards and licensing information are:

American Counseling Association	http://www.counseling.org
IL Counseling Association	www.ilcounseling.org
IL Department of Professional Regulations	www.idfpr.illinois.gov
IL Mental Health Counselors Association	www.imhca.org
National Board for Certified Counselors	www.nbcc.org

We do monitor the requirements of the Licensed Clinical Professional Counselor (LCPC) license in Illinois and provide students with information that is as current as possible on obtaining licensure as a Clinical Professional Counselor. However, the State Licensing Boards ultimately determine eligibility, thus taking the recommended curriculum at Wheaton is not a guarantee of licensure. Please note that licensure requirements change regularly from state to state. The most current licensure information can be found on the state website under the department of professional regulation.

The Wheaton College CMHC program is CACREP accredited and has been approved by the National Board for Certified Counselors (NBCC) as a counselor preparation program. Thus, students who successfully complete all required coursework are eligible

to apply to the NBCC to be a National Certified Counselor (NCC) and take the National Counselors Exam (NCE) during their final semester, prior to graduation. Many states use the NCE as the qualifying licensure exam, so students who choose to take advantage of this opportunity find it helpful for obtaining licensure. Students should understand, however, that passing the NCE is not a guarantee of licensure.

Additionally, obtaining the National Certified Counselor credential is *not* the same as state licensure. In some states, having the NCC credential may assist with licensure, but this is not a guarantee in all states. Study materials for the NCE exam are kept in the Clinical Training Office, M245. Information about applying to the NBCC and taking the NCE will be given to students after they complete the first year of the program.

JOB OPPORTUNITIES AFTER GRADUATION

It may seem a long way off, but very quickly you are going to find yourself beginning to wonder how you will be able to use your degree after graduation.

Clinical Mental Health Counseling Degree

Experiences of past graduates suggest that there are a great number of job possibilities open to CMHC program. Graduates of our program have obtained professional counselor positions in community mental health centers, psychiatric hospitals, group homes, church-based counseling centers, international non-government organizations, international relief and development agencies, as well as a variety of other settings. A number have also been able to join the private practices of other mental health professionals or have pursued student development positions in Christian and public higher education.

COMMITTEE STRUCTURE

The following committees have been established to carry out necessary administrative, supervisory, and evaluative functions within the School of Psychology, Counseling, and Family Therapy. Some committees include student representatives determined jointly by the clinical faculty and the GPSA.

Department Faculty Meetings

Meetings of the entire School of Psychology, Counseling, and Family Therapy faculty are for colloquia, hiring, planning, and generally to facilitate group identity and communication--matters that concern the department as a whole. Periodically, colloquia to which students are invited are scheduled throughout the year.

CMHC Faculty Meetings

Meetings of the core CMHC faculty are scheduled weekly. At the end of each semester, CMHC faculty meet to evaluate student progress and to discuss concerns regarding clinical suitability as needed.

Graduate Training Council (GTC)

Council membership consists of the Psy.D. Clinical Training Director, the CMHC Training Coordinator, the MFT Training Coordinator, the Clinical Training Office Coordinator plus the Dean of the School of Psychology, Counseling, and Family Therapy, who is chair of the committee. One Psy.D. student who is at least Level III status may be elected by the doctoral student body to serve in an ex-officio capacity as an advocate and representative of the doctoral student perspective. Faculty (except the Dean of the School of Psychology, Counseling, and Family Therapy) serve on a rotating two-year term; the student a one-year term. The student representative may be excluded from portions of the meeting at the chair's discretion. The Graduate Training Council serves as a sounding board and resource to the clinical training coordinators of the various graduate programs. The GTC is responsible for setting policies and guidelines for clinical training.

Admissions and Academic Requirements Committee (AARC)

Committee membership consists of all CMHC program faculty. One second-year CMHC student may be elected by the CMHC program faculty to serve in an ex-officio capacity. The Program Director acts as chair. All members are eligible to vote. The CMHC Program Administrator is an ex-officio member.

The Admissions and Academic Requirements Committee assists in the recruitment of individuals from groups that are underrepresented in the student body, reads and evaluates the applications for admission to the CMHC Program after their initial processing by the Graduate Admissions Office, and makes final decisions for admission. The committee will also rule on petitions for transfer credit if necessary (see Section Three) and any other questions related to an individual student's program which is not already handled by a preexisting college or graduate school authority or committee.

Student Review Committee (SRC)

The Student Review Committee consists of three members including a minimum of one member of the core CMHC faculty and two School of Psychology, Counseling, and Family Therapy faculty members who teach in other graduate programs.

The purpose of the SRC is to provide a more in-depth evaluation of a student's academic and professional progress in the training program, with the goal of

recommending specific guidance for the problems or concerns that prompted a referral to the committee. See “Section Five: Evaluation” for further details.

Diversity and Justice Committee (DJC)

Students are encouraged to attend events that are sponsored by the Diversity and Justice Committee. The purpose of the Committee is to assist the Coordinator of Diversity in the oversight and development of the School of Psychology, Counseling, and Family Therapy’s efforts to train mental health professionals to be aware of and sensitive to various facets of human diversity. The efforts include the development of strategies for recruiting and retaining an increasingly diverse population of students and faculty.

GRADUATE PSYCHOLOGY STUDENT ASSOCIATION

Guidelines and Responsibilities

The Graduate Psychology Student Association (GPSA) is an organization of the graduate students in the Master’s and Psy.D. Programs housed in the School of Psychology, Counseling, and Family Therapy. Its purpose is to provide student involvement in the establishment, modification, and implementation of the policies and procedures governing the Graduate School of Psychology, Counseling, and Family Therapy programs. It provides encouragement and fellowship for the students as well as providing opportunities to develop skills and direction in professional development. Officers, Standing Committee, and Student Faculty Recruitment Committee members are elected by the student body each year to represent the classes/levels of each program (*Catalog of Wheaton College*). Memberships to all other committees are on a volunteer basis. GPSA also provides a forum for students to discuss department issues as a group and to bring their views to the faculty.

Officers:

President - Presides at meetings of the GPSA. Meets with the Dean of the School of Psychology, Counseling, and Family Therapy (PCFT), Sponsor, or appointed faculty members to communicate outcomes of GPSA meetings as needed. Attends graduate faculty meetings periodically.

Vice Presidents – Three Vice Presidents (Psy.D., CMHC, and MFT) are responsible for the fulfillment of the first function of GPSA by meeting periodically with cohort representatives from their respective programs. As such, each VP will be asked to be in communication with cohort reps, may be present at faculty meetings (e.g., PsyD faculty meetings, Admissions & Academic Requirements Committee, and Graduate Training Council; CMHC faculty

meetings; MFT faculty meeting) and be in communication with their respective Program Director. Vice Presidents will also assist the President in the executive responsibilities. Vice Presidents will preside at GPSA meetings and serve as substitutes in the President's absence.

Treasurer - Monitors budget, expense commitments and completes procedures for expenses and other financial matters.

Secretary - Records and distributes all meeting minutes and GPSA correspondence and keeps the GPSA files.

Class Representatives: Two representatives from each Psy.D. year (1st – 4th) and two representatives from each M.A. class (two from CMHC year 1, two from CMHC year 2, two from MFT year 1, and two from MFT year 2) are elected or volunteered; a total of at most sixteen representatives. A representative for the Psy.D. pre-doctoral interns is preferred, but not required. Class representatives serve as spokespersons for their class and assist in coordinating various activities, such as, sign-ups for events, requesting volunteers, etc.

Student Life Enrichment Director (SLED) – develops and coordinates social activities for the Graduate School of Psychology, Counseling, and Family Therapy community for the school year. One or two assistants may be recruited from the student body.

Sponsor: The Program Administrator serves as a resource of information and liaison for coordination of GPSA activities.

Standing Committees of School of Psychology, Counseling, and Family Therapy that may have student representatives:

- **Graduate Training Council:** see description above in “Committee Structure”
- **Diversity and Justice Committee:** see description above in “Committee Structure”

Standing Committees of Clinical Mental Health Counseling Program that may have student representatives:

- **Admissions and Academic Requirements Committee:** see description above in “Committee Structure”

GPSA Committees (ad hoc):

Spiritual Development Committee — seeks to foster an atmosphere of unity between students and faculty and between Master’s and Psy.D. programs, to promote spiritual development of students and faculty, and to promote integration of psychology, theology and spirituality.

Professional Development Committee — seeks to foster an atmosphere of unity between students and faculty and between Master's and Psy.D. programs and to plan professional development opportunities in addition to classroom experience. It also strives to initiate, maintain, and encourage professional networking with alumni of the graduate programs by means of newsletters, articles in college publications, and various seminars or social gatherings. This committee may establish subcommittees or ad hoc committees as needed.

Student Faculty Recruitment Committee — main role is to serve as reviewers of those faculty candidates who are invited by the faculty to come for campus interviews. The specific responsibilities are:

1. Attend a student group lunch with the faculty candidate.
2. Give a feedback sheet to the Dean of the School of PCFT within a day of lunch date.
3. Attend the class lecture of the faculty candidate (optional), if schedule permits, and complete teaching evaluation form.

The Committee consists of two representatives from each MA and Psy.D. class - one regular and one alternate. If the regular representative cannot attend the lunch interview, the alternate may attend. Both representatives are welcome to attend the candidate's lecture if available.

Additional Committees — Officers may establish other committees as deemed necessary or desired.

GRADUATE CHAPEL COMMITTEE

Student representatives meet with a group of faculty and administrators to develop a vision for the role of graduate chapel, and to plan chapel speakers and activities. The committee meets once per month.

GRADUATE STUDENT CARE

The Graduate Student Care office seeks to provide a supportive atmosphere for students as they learn how to relate the eternal truths of God to a complex and changing world. Students at Wheaton know that education is more than books and tests. We are involved in a learning process encompassing all of life and ministry. It is in the context of a vibrant, loving community that studying becomes learning. Graduate students with questions about student life are encouraged to correspond with the Director of Graduate Student Care. This office also provides particular care for international students such as opportunities for regular interaction with international and domestic students and resources for cultural adjustment.

LEARNING & ACCESSIBILITY SERVICES

The Learning and Accessibility (LAS) Services office exists to enrich and support student learning, promote equal access and cultivate an attitude of welcome and inclusiveness for students with disabilities. The Office provides accommodations for students with specific learning, physical, and mental health challenges and is a campus wide resource for students wishing to develop their academic skill sets. Through academic counseling and workshops, students are offered the opportunity to improve existing skills, develop new strategies, and access resources that will help enhance their learning experience. Individual meetings with the LAS Coordinator are available by appointment. For students with learning, physical and/or mental health challenges, that meet the criteria of disability as defined by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, Wheaton College takes an individual, holistic approach to providing accommodation. A student must formally notify the College of his/her disability, either at the time of admission or before the accommodation is requested. Requirements may include a formal medical or educational evaluation by a physician, psychologist, psychiatrist or licensed learning specialist, a description of what specific accommodations have been offered in the past, and a list of needs and services that will be requested from Wheaton College. The Director of LAS is available to assist students with any concerns/questions they may have with regard to their individual challenge(s). Contact the [Learning & Accessibility Services](#) for further information (630.752.5615).

SECTION THREE: OUTLINE OF REQUIREMENTS

STANDARD COURSE SEQUENCING

CMHC Program

The typical sequencing of courses for students is as follows:

Fall – 1 st year		
Course #	Course Name	Credits
CMHC 611	Foundations of Integration I	1
CMHC 618	Clinical Research and Design	3
CMHC 621	Counseling Skills & Techniques	2
CMHC 621L	Basic Counseling Skills Lab	1
CMHC 624	Issues and Ethics in Professional Practice	3
CMHC 625	Counseling Theories and Practice	3

Spring – 1 st year		
Course #	Course Name	Credits
CMHC 614	Group Counseling	2
CMHC 614L	Group Counseling Lab	1
CMHC 642	Psychopathology	3
CMHC 649	Multicultural Issues and Social Advocacy	3
TRMA 632	Introduction to Trauma	3

Summer – 1 st year		
Course #	Course Name	Credits
CMHC 692	Graduate Counseling Practicum	3
CMHC 631	Lifespan	3
BITH 565	Christian Theology	4
TRMA 652	Elective: Disaster, Crisis, and Trauma Intervention (Trauma Certificate)	3
CMHC 647	Elective: Foundations in Play Therapy	3
PSYCH 849	Elective: Sexuality and Sex Therapy	3

Fall – 2 nd year		
CMHC 612	Foundations of Integration II	1
CMHC 653	Lifestyle and Career Development	3
CMHC 636	Family Systems Theory and Counseling	3
CMHC 641	Assessment in Counseling	3
CMHC 696	Graduate Internship (second year courses are co-requisite)	3

Spring – 2 nd year		
CMHC 613	Foundations of Integration III	1
CMHC 651	Substance Abuse & Addictions	3
CMHC 696	Graduate Internship (second year courses are co-requisite)	3
BITH 561	Theological Anthropology	2
CMHC 635	Elective: Advanced Trauma-focused Assessment & Intervention	3
CMHC 691	Comprehensive Exam	0

*** Students need to seek permission from Program Director in order to transfer any credits from another institution within the first two weeks of the CMHC First year, Fall semester.**

Summer – 2 nd year		
CMHC 698	Advanced Graduate Internship (if needed)	1-3

PERSONAL GROWTH AND DEVELOPMENT COUNSELING

Personal growth and development experience refers to self-growth activities designed to explore and work through personal concerns and to promote greater self-awareness and self-understanding. Furthermore, the purpose of the experience is to increase understanding of the therapeutic process and the position of being a client and provide students an opportunity to observe another counselor in action.

All students are required to engage in individual personal growth and development experience for a minimum of 8 hours while enrolled in the program prior to starting an internship. This requirement must be completed by **August 14, 2026**. The faculty strongly believes that this is an essential part of the personal and professional development of anyone who desires to be a counselor. **Students may not start their Internship until this requirement is met.**

To avoid conflict of interest and role complications, faculty members do not work with current students for the type of individual personal growth and development experience that is required. They will, however, provide support, academic advising, and information regarding services outside the program. Your faculty advisor is available to assist you in finding a suitable counselor, or you may choose one on your own. The CMHC Program Administrator (located in BGC M235) can provide you with a list of counselors who are willing to provide 8 one-hour sessions at the cost of \$60 per session to CMHC students. However, the counselor list is not an endorsement of any counselor or his or her activities. This list of PGD experience counselors (as well as completed counselor evaluations) may also be found in files of your 2025-2027 Teams Group.

You must submit the Verification of Counseling form to the Program Administrator through ELC to complete this requirement.

Students are also encouraged to pursue their own counseling in addition to this program requirement. A referral document is available in the School of Psychology, Counseling, and Family Therapy office with information about local licensed professionals, their theoretical orientation and specialties, fees, and contact information. These counselors may charge more than \$60 per session. No-cost, short term counseling services are available to all Graduate Students at the Wheaton College Counseling Center. **You may not use the Wheaton College Counseling Center to fulfill your PGD requirement**

Disclaimer: Wheaton College does not have access to the privileged communication between you and your counselor and assumes no responsibility for the quality of services you receive during your counseling experience. It is incumbent upon you, not Wheaton College, to verify the qualifications and integrity of the provider(s) you choose. Any agreements or contracts made for services are between you and these individuals, and NOT with Wheaton College. The College is NOT responsible for any content, outcome or advice related to your counseling sessions, and is NOT responsible for any loss or injury (psychological or physical), or breach of privacy sustained by your visits with these independent counselors.

COUNSELING CONFERENCE ATTENDANCE

Attending professional counseling conferences is an important component of a student's developing professional identity. **Students will be required to attend at least one full day counseling-related conference or attend virtual conferences/trainings/webinars that total 6 hours of attendance that is approved by the National Board of Certified Counselors prior to graduation.** Evidence of

completion (usually a copy of the certificate of attendance) needs to be submitted to the ELC. Examples of counseling-related conferences include but are not limited to:

- American Counseling Association (ACA)* conference (spring)
- Illinois Counseling Association (ICA)* conference (fall)
- ICA Southern Conference (spring)
- North Central Association Counselor Education and Supervision (ACES) conference (fall)
- American Association of Christian Counselors (AACC) conference (fall)
- Christian Association for Psychological Studies (CAPS)* conference (spring)
- Mental Health and Mission (MHM) conference (fall)
- Illinois Association for Play Therapy (IL APT)* conference (summer)
- Illinois Mental Health Counselors Association (IMHCA)* conference (spring)
- Student's home state counseling association* conference (various)

* Student volunteer opportunities

COMPREHENSIVE EXIT EXAM

All students in the CMHC program are required to pass a Comprehensive Exit Exam prior to graduation. This exam consists of the Counselor Preparation Comprehensive Exam (CPCE), which is a four-hour objective exam covering eight core areas of study related to counselor preparation. See [Pearson Vue](#) for CPCE exam cost and information.

The cutoff score for the CPCE is determined each semester by national statistics. Those who fail to meet the CPCE cutoff score will need to retake the CPCE (and pay an additional exam fee). The CPCE covers the eight essential core areas defined by the Council for Accreditation of Counseling and Related Education Programs (CACREP): human growth and development; social and cultural foundations; helping relationships; group work; career and lifestyle development; appraisal; research and program evaluation; professional orientation and ethics. Students who fail the exam twice are required to meet with their Advisor to develop a remediation plan. A student's degree will not be cleared until a passing score is obtained and/ or a satisfactory remediation plan is completed.

ACADEMIC PROBATION/ SATISFACTORY PROGRESS

The student is expected to maintain a grade point average of 2.80 out of a possible 4.0. Students are expected to pass enough hours and maintain a grade point average sufficient to be considered as making satisfactory academic progress. A student's academic status will be checked at the end of each semester.

Grade assignments are given in accordance with the following standards:

A	outstanding	C+	below average
A-	superior	C	below average
B+	very good	F	unacceptable
B	expected graduate level work		
B-	below average		

Please note that “B” is the accepted norm for graduate study. A grade of “B” is indicative of solid work. If you feel you deserved a higher grade, the burden is upon you to document why your work is outstanding, not for professors to document problems that somehow make it less than “A” work. If you are genuinely puzzled as to why you received a certain grade, please do come and talk with us about this. Please do not attempt to get your grade raised unless you are very sure that some aspect of your work requires re-evaluation. Refer to the *Catalog of Wheaton College* for information on academic probation or dismissal.

TIME LIMIT FOR DEGREE

Students have a maximum of five years from the time of enrollment to finish the CMHC degree within the five-year limit, they will be dropped from the program unless the student successfully petitions the CMHC faculty and the Graduate Academic Affairs Committee (GAAC) for special consideration. Petitions will be considered on a case-by-case basis. A petition to continue enrollment past five years must include a persuasive rationale for the program not being completed on time, and a detailed plan to complete the unfulfilled requirements in a timely manner. An Academic Petition form is used to request an extension. The petition should be initiated at least three months before the student’s expiration date.

LENGTH OF PROGRAM

The CMHC program is established to be completed over five semesters: two academic years plus one summer of coursework. While it can be taken over a longer period of time, attempts to shorten the length of the program are not possible. Past experience has shown that two years allow a certain assimilation of the material as well as a consolidation of the personal growth and professional skills. Some students have extended the program, most often by completing their internship in the summer term after their 2nd year. If a student needs more time to complete the required internship hours, they must register for an additional class the following term (in most cases the summer term). The Program Administrator will register students for CMHC 698 for 1-3 credit hours. The Program Director and Clinical Training Coordinator will work with the student to determine how many credit hours are needed to complete the remaining amount of internship hours. If a student deviates from their cohort’s course sequence, they will need to meet with the Program Director to establish a plan to complete the program with a new expected completion date.

FILING FOR THE DEGREE PROGRAM PLAN

The Degree Program Plan for the CMHC degree must be filed during the first semester of the CMHC program. Failure to do so may impede the student from registering for classes the following semester. When this form is approved, you will have achieved candidacy. Participation in the May graduation ceremony is contingent upon meeting these requirements. The information on this form is crucial for having the correct information for the diploma. The Program Administrator coordinates the completion of the Degree Program Plan form during the first semester. **If a student deviates from the degree program plan, it is the student's responsibility to complete a new form and submit it to the Program Administrator.**

TRANSFERRING BETWEEN PROGRAMS

Each graduate program housed in the School of Psychology, Counseling, and Family Therapy has its own admissions requirements and stands on its own. Therefore, a transfer between programs is not permitted.

GRADUATION

The College confers the Master's degree on three dates only: the day after semester final exams in mid-May, August 31st, and the day after semester final exams in mid-December—contingent on satisfactory completion of all CMHC requirements. An "Application for Degree" must be submitted online by the Registrar's Office deadline for participation in the May Commencement Ceremony, for the December Recognition Ceremony and/or to receive a diploma. The online "Application for Degree" will be emailed to you by the Academic Advising Office toward the start of the Fall semester for December graduates and toward the start of the Spring term for both Spring and Summer graduates. Students are eligible to participate in the May Commencement Ceremony provided they have completed all coursework and have completed the required number of clinical hours for their practicum and internship by August 31st.

TRANSCRIPT REQUESTS

To receive confirmation stating you have met all degree requirements (*as only the Registrar can confirm this*), you must have:

- Completed all required academic courses for your degree (no IP's on transcript)
- Completed all required clinical training courses for your degree (appropriate documentation submitted from sites AND no IP's on transcript)

The Registrar is not able to provide anything (letter, transcript comment, transcript with degree posted, etc.) until these requirements are met. Once these requirements are met, if you need something sent to a state licensing board or an employer prior to August 31st indicating that your degree requirements have been met, you will need to submit a **Transcript Request** indicating at the top of the request form that a transcript be sent immediately with the inclusion of a comment that degree requirements have been met, and indicating at the bottom of the form that a second official transcript is issued as soon as the degree is posted. Please be sure to fill out the form exactly as indicated to ensure accurate processing.

After August 31st, you will only need to indicate at the bottom that the transcript should be “held for degree.”

Wheaton College partners with Parchment to offer transcript ordering online. The **Transcript Request** instructions can be found at this address:

<https://www.wheaton.edu/about-wheaton/offices-and-services/office-of-the-registrar/transcript-request/>

If you have any questions, please contact the Program Administrator for academic issues. If you have any questions about the process, or if you have a particularly unique situation, please contact the Registrar’s Office (registrar@wheaton.edu) for assistance.

WITHDRAWAL FROM PROGRAM OR COURSES

To withdraw from the CMHC Program, see the current *Wheaton College Catalog* for the required withdrawal procedures. Failure to follow them may result in grades of “F” or difficulty in obtaining transcripts or transferring to another institution. To withdraw from a course(s) follow the deadline dates found in the Registrar’s Calendar at the back of the current *Wheaton College Catalog* or current semester schedule. Information on tuition refund policies is included.

INCOMPLETE & IN-PROGRESS GRADES

An incomplete grade (INC) may be assigned only for deficiencies as the result of illness or situations beyond the control of the student and not because of neglect on the part of the student. The Incomplete Grade Request is available in the Registrar’s Office or on the Web at www.wheaton.edu/Academics/Services/Registrar/Forms/Graduate-Forms. The Incomplete Grade application must be filed by the last day of final exams (or the A Quad class) in the Registrar’s Office. An incomplete grade must be made up by the end of the sixth week from the end of the course. If the course is not completed within the six-week time limit, a grade of F will be assigned. The six-week time limit can be

extended only by special permission of the Registrar and the instructor using the academic petition.

An In-Progress (IP) grade will be given when work cannot be completed by the end of a semester for non-classroom independent course work, such as an Independent Study, Practicum, Internship, Comprehensive Exit Exam, or Tutorial. The completion deadline for finishing the work in order to receive a grade is determined by the professor. In-Progress grades will not affect the student's grade point average.

SECTION FOUR: CLINICAL TRAINING

CLINICAL TRAINING

All details pertaining to Clinical Training can be found in the *Student Clinical Training Handbook*. Students are expected to be familiar with, and follow the policies and guidelines described in the Student Clinical Training Handbook. Refer to it as often as is needed throughout the clinical training process.

SECTION FIVE: EVALUATION

STUDENT EVALUATION

In the CMHC program, faculty have the dual responsibility of monitoring students' academic progress and their professional competence. While an individual may have the academic ability to successfully complete a Master's program, they might remain unsuited for the responsibilities of a mental health professional. The faculty takes this dual responsibility very seriously. Student progress in academic and clinical development will be evaluated each semester by the CMHC faculty. Feedback from all relevant sources will be considered, including student functioning in practicum and/or internship settings.

Student Portfolio

In order to assess the development of graduate students toward the professional outcomes identified by the department, a portfolio will be maintained for each current student in the program. This portfolio will be updated each semester with the materials that can be provided from that semester. Twice each year the CMHC faculty will meet to review the professional development of all students in the CMHC program for the purpose of identifying special needs that should be addressed for any individual students or for the students as a whole. However, faculty may present concerns regarding satisfactory progress to students at times other than the regular evaluation periods. When necessary, a student's advisor or another appropriate faculty member may review the student's portfolio with the student in order to assist the student in the process of professional development.

The master's student portfolio will consist of the following:

1. Application and acceptance materials (resume, admissions essays, Notice of Acceptance)
2. Signed copy of Confirmation of Review of Student Handbook
3. Copy of student's CMHC Program Degree Program Plan
4. Clinical Training documentation (Memorandum of liability insurance, practicum and internship learning contracts, clinical hours log, Permission to Release Educational Information form, etc.)
5. Supervisor evaluations of the student from Practicum and Internship (both site supervisor and faculty supervisor)
6. Comprehensive Exam (CPCE) scores
7. Addenda related to professional development (e.g., semi-annual Student Evaluations, disciplinary interventions, scholastic honors, academic probation, Student Review Committee referrals, etc.)

8. Addenda submitted by the student (e.g., response to evaluations from faculty or supervisor, correspondence, academic petitions, etc.)
9. Personal Growth and Development Counseling Verification form
10. Evidence of attendance to at least one professional counseling conference

In the month prior to graduation, the CMHC faculty, along with the CMHC Program Administrator, review the contents of the students' portfolios to ensure that all program requirements have been met.

At orientation, each new student is provided with this handbook which contains the Desired Outcomes for CMHC Graduate Student Development and the evaluation forms used by the faculty. Students are informed that their progress will be monitored in terms of these goals.

Regular Student Evaluations

At the end of the fall and spring semesters, the CMHC Program Director holds a meeting with CMHC course instructors whereby students' professional competence and areas of strength and growth are discussed. The assessment process involves a thorough review of the Student Learning Outcomes (SLO), which encompass the CMHC Program Goals, Key Performance Indicators (KPI), and CACREP CMHC Program Outcomes (Course SLO). The CMHC faculty and course instructors continuously monitor students' academic and clinical progress and practicum/internship supervisors through various assessment measures. Course instructors, faculty, and supervisors are responsible for overseeing students' academic advancement and clinical aptitude per the established training objectives. The course syllabi provide a comprehensive outline of the SLO, detailing the KPI covered by each class and the methods used to assess the outcomes, including specific assignments and grading rubrics. Instructors diligently track each student's progress in attaining the designated SLO for the course.

Based on feedback given in this meeting, the students' advisors complete a Student Evaluation for each of their advisees. All students are evaluated at the end of the fall and spring semesters.

Student Evaluations are completed in each student's Tevera account for students to review and acknowledge the contents of the evaluation. Students are encouraged to meet with their advisors if they wish to discuss the evaluation. The original evaluation is filed in the student's portfolio.

Of special significance on this form is the rating for Overall Level of Concern, which has three options: No Concern, Some Concern, Serious Concern. An important purpose of this rating is to identify students who might need guidance in regard to their academic performance or their professional behavior.

Students receive a rating of “No Concern” when their performance in the program meets or exceeds the objectives and expectations. This rating indicates that, based on performance in the course, students have demonstrated academic abilities and professional behavior that are within the expected range for their year level.

A rating of “Some Concern” signifies that a student is having one or more difficulties, academic or professional, that should be assessed more closely. A rating of “Some Concern” on a single Student Evaluation during a student’s training at Wheaton College does not necessarily prompt a referral to the Student Review Committee (SRC, see “Student Review Committee” Section). However, if a second evaluation of “Some Concern” is later received in the student’s training, this raises the possibility of a pattern of behavior that should be reviewed by the SRC for purposes of assisting the student in developing appropriate guidance plans. For this reason, a second evaluation of “Some Concern” automatically results in referral to the SRC (see “Student Review Committee” Section). The CMHC Program Administrator, who collects the Student Evaluations after each semester and monitors the pattern of evaluations for all students, makes the referral to the SRC. The Program Administrator sends an email to the student, his or her advisor, the Director of the CMHC program, and the chair of the SRC, noting that a referral has been made (see *Notification of Referral to the SRC* form). The Program Administrator states the reason(s) for the referral.

A rating of “Serious Concern” on the student evaluation is given when the performance of a student is significantly below expectations. This rating indicates that, in the opinion of the instructor, the student’s progress in the program should be reviewed as soon as possible. A single evaluation of “Serious Concern” automatically results in referral to the SRC. The Program Administrator makes the referral. Examples of reasons for giving this evaluation include, but are not limited to, the following:

- Violations of ethical or professional standards
- Academic dishonesty including plagiarism
- Dismissal from practicum or internship site
- Excessive tardiness or absences from class
- Failing to respond to constructive feedback
- Unprofessional behavior (e.g., arrogance, rudeness) toward faculty, staff, or other students.

Faculty submit the Student Evaluation forms through the ELC no later than the same day that course grades are due, typically mid-week after final exam week. Students are to review, acknowledge, and sign the evaluation. Students may contact their advisor if they would like to discuss any concerns..



Clinical Mental Health Counseling Program

STUDENT EVALUATION FORM – ADVISOR VERSION

NAME OF STUDENT: _____

ADVISOR: _____

EVALUATION PERIOD (Semester and year): _____

ADVISOR* _____

DATE: _____

(Signature)

**Although this evaluation is signed by your advisor, the evaluation has been prepared by CMHC faculty collectively.*

Please circle the appropriate number. A comment must accompany any rating of 1 or 3.

1. Academic Performance – Includes attendance and punctuality, comprehension of material, class participation and involvement with content, verbal and written communication skills, creativity, critical thinking, knowledge of research content and paradigms in the subject area, and timely completion of assignments.

Overall rating: 1-does not meet expectations 2-meets expectations 3-above expectations

Comments:

2. Interpersonal Skills and Personal Development – Includes ability to relate with faculty and peers, respect toward others, leadership abilities, ability to work both in teams and independently, empathy, assertiveness, and demonstration of multicultural awareness and an ability to monitor self-care.

Overall rating: 1-does not meet expectations 2-meets expectations 3-above expectations

Comments:

3. Professional and Clinical Development – Includes understanding the roles and functions of professional counselors, the ability to apply and adhere to ethical and legal standards, apply multicultural competencies to clinical mental health counseling, and demonstrate the practice of diagnosis, treatment, and referral.

Overall rating: 1-does not meet expectations 2-meets expectations 3-above expectations

Comments:

4. Integration – May include as appropriate the ability to relate faith to issues of professional counseling practice, the ability to integrate at a theoretical level, and a commitment to the integration goals of the program. Student also demonstrates respect for the values & lifestyle reflected in the Statement of Responsibilities of Wheaton College.

Overall rating: 1-does not meet expectations 2-meets expectations 3-above expectations

Comments:

Overall Level of Concern and Additional Comments (please check appropriate line)

☐ No Concern.

☐ Some Concern.

☐ Serious Concern.

Each student is encouraged to meet with his/her instructor if there are any questions or concerns about the information in this form. Instructors also may initiate a meeting. A student may offer a written response to any of the information in this feedback form. The written response will be included with the evaluation form if it is provided to the student's advisor by the response deadline (two weeks after receipt).

☐ A copy of this evaluation has been given to the student.

Mid-semester Statement of Concern

In addition to the regular Student Evaluation each semester, some students may receive feedback about their professional and academic growth by means of the Mid-semester Statement of Concern, or through a Notification of Referral to the Student Review Committee.

The Mid-Semester Statement of Concern letter is completed for students when the instructor has developed a sense of concern (typically at the level of "Some Concern") during the semester. The instructor meets with the student to discuss the area of concern person-to-person, and then gives the student a copy of the Mid-Semester Statement of Concern. Initially, this document is a personal communication held in confidence between the student and the faculty member.

The student is encouraged to consult with his or her advisor, with the goal of remedying the stated concern(s). The intention of the Mid-Semester Statement of Concern is to provide timely and constructive feedback to students so that they can address problematic areas of academic or professional functioning.

Practicum and Internship Evaluations

Biweekly evaluations by practicum site supervisors are digitally submitted to the faculty supervisor. If there are areas of concern, feedback to students will be initiated by the site supervisors and/or the faculty supervisor. Remedial work may be required in order to assist students to meet the course requirements. The site and faculty supervisors evaluate each student completing a practicum or an internship each semester. These evaluation forms are placed in the student's portfolio for review by the student's practicum/internship faculty supervisor. The faculty supervisor and the student review the evaluations together. The student may respond to the evaluation in writing for the permanent file. In the event that a student is found during practicum or internship to be unprepared for the professional requirements of a clinical placement, the student's faculty supervisor, in consultation with the student's practicum/internship site supervisor and the Clinical Training Coordinator, will initiate a referral to the Student Review Committee to construct a plan for guidance and remediation. The goal is to monitor student development and to assist the student in developing the professional skills and behaviors necessary for clinical training. More specific information about practicum and internship evaluations and the forms used are included in the *Clinical Training Handbook*.

Final Evaluation

In the last semester of study, CMHC faculty review each student's portfolio and completes a final evaluation of each CMHC student, using the regular student evaluation form. In addition, students are requested to complete an anonymous evaluation of the program according to the "Desired Outcomes for Clinical Mental Health Counseling Student Development."

PROBLEMS OF PROFESSIONAL COMPETENCE

Because professional counselors are usually in human service positions, professional competence of each student enrolled in the CMHC program is a concern of the clinical faculty. The purpose of this section is to clarify the areas of competence and professional behavior expected of all students, and to explain the procedures for identifying and addressing impairment, incompetence, ethical misconduct, or problematic behaviors that arise while students are in the program.

Definitions

Impairment is defined as a problem in professional functioning that occurs in one or more of the following ways:

- Inability or unwillingness to acquire professional skills at an accepted level of competency
- Inability to control personal stress, psychological dysfunction, or emotional reactions that affect professional functioning

- Inability or unwillingness to integrate standards of the profession into one's professional behavior

Incompetence is defined as a lack of ability, either academically or related to professional and interpersonal skills.

Ethical Misconduct occurs when the CMHC student does not follow the ACA Code of Ethics. The ACA Code is intended to provide general principles and rules to cover most situations encountered by students in their professional activities. It has as its primary goal the welfare and protection of the individuals and groups with whom students work. It is the individual responsibility of each student to aspire to the highest possible standard of conduct. Students in the CMHC program respect and protect human dignity and civil rights, and do not knowingly participate in or condone unfair discriminatory practices. It is assumed that unethical behavior and impairment are overlapping concepts, in that all unethical behaviors are reflective of impairment. However, problematic behaviors may involve other aspects of professional behavior that may or may not result in unethical behavior.

Problematic Behaviors refers to a student's behaviors, attitudes, or characteristics that may require attention, but are not perceived as excessive or unexpected for students in training. For example, discomfort with diverse lifestyles and ethnic backgrounds, performance anxiety, and lack of appreciation for agency norms are examples of problematic behaviors that are usually remedied and not likely to progress into impairment.

Identification of Problems Requiring Remediation

It is clear that the conduct of professional counselors and counseling trainees affects the public perception of counseling as a discipline, and professional responsibility requires faculty to monitor the conduct of students. Impairment, incompetence, ethical misconduct, and problematic behaviors may be identified in a variety of ways.

Student Self-identification of Problems

When the student's ability to deliver clinical services is compromised, the student should take steps to assure clients receive the best possible services in accordance with the ACA Code of Ethics. This principle holds true whether faculty or clinical supervisors have noticed any problems of professional competence. Sometimes problems of professional competence will be related to stressful situations in a student's life. Other times, students may enter the program without adequate awareness of personal problems, biases, or values that detract from their ability to provide competent clinical services. The CMHC faculty seek to encourage voluntary awareness of problems of professional competency and to facilitate professional growth. This may include referrals to appropriate professional personnel off-campus, assisting the student or colleague in reassigning clinical work, and helping the student or colleague assess the nature and extent of problems of professional competency. Students cannot be assured

of confidentiality when they discuss any problems with faculty members or their clinical supervisors if it is deemed there may be a risk of harm to self or others.

*Please note: Serious violation of the ACA Code of Ethics and/or the Wheaton College Student Handbook can result in a dismissal from the site and/or program.

Informal Identification of Problems

Any faculty member, clinical training supervisor, or student may raise an issue at any time. Clinical training supervisors should initially discuss their concerns with the Clinical Training Coordinator, who will gather additional information and raise the issue at the next scheduled CMHC program meeting. Students who have a concern about a fellow student's professional competence should first discuss the issue with their own advisor, who will then raise the issue with the CMHC program faculty. Advisors and faculty members will protect the confidentiality of the student reporting the potential problem, but they may request the student meet with them to provide additional information. The CMHC faculty will briefly discuss the potential problem, and if necessary, the advisor of the student concerned will gather additional data and will report to the CMHC faculty within one week. Faculty strive to ensure that the student involved remains informed and consulted when any problems arise. Faculty members are committed to respect students' privacy. If the concern appears valid, a plan for assistance or remediation is constructed in consultation with the student. If it is determined that a remediation plan is needed, a referral is made to the Student Review Committee. The referral is made by the CMHC Program Administrator or the student's faculty advisor using the *Notification of Referral to the Student Review Committee* form and sent to the student by email. The goal is to restore the student to a level of personal functioning that assures clinical competence. SRC referrals are maintained in the student's portfolio.

Student Review Committee

The Student Review Committee (SRC) consists of three members including one member of the core CMHC faculty and two School of Psychology, Counseling, and Family Therapy faculty members who teach in other graduate programs. The purpose of the SRC is to provide a more in-depth evaluation of a student's academic and professional progress in the training program, with the goal of recommending specific guidance for the problems or concerns that prompted the referral to the committee. In some cases, the SRC can recommend dismissal from the program, as described below.

Referral to the SRC

Referral to the SRC can occur in two different ways:

1. If a student receives one Student Evaluation noting "Serious Concern" or two Student Evaluations noting "Some Concern" at any point in his or her training in the CMHC program, then the student's advisor makes a referral to the next regularly scheduled SRC meeting.

2. Any member of the faculty, staff, administration, or student body (including the student) can refer a student to the SRC. In this case, the referring source completes a *Notification of Referral to the Student Review Committee* form and submits this form to the CMHC Program Administrator with copies to the student, the student's advisor, the Director of the CMHC program, and the chair of the SRC.

Notification of Referral to the Student Review Committee

Date:

TO: Chair, Student Review Committee

FROM: Name of Referrer

RE: Name of Referred Student

I am referring [Name of Referred Student] to the Student Review Committee for the following reason(s):

SAMPLE

I ☐ have, ☐ have not discussed this concern directly with the referred student prior to submitting this referral. If "have not" is checked, give reason for not discussing the concern with the referred student.

Copies to:

Referred Student:

Student's Advisor:

Program Administrator:

Chair, Student Review Committee:

Director, CMHC Program:

The scheduling of the required SRC meeting is at the discretion of the committee chair. A special interim meeting may be scheduled, or the referral can be taken up at the next regularly scheduled SRC meeting (schedule listed below).

If a student has been referred to the SRC and then subsequently receives a single additional overall Student Evaluation of “Some Concern” or “Serious Concern” this may also prompt a new referral to the SRC. The CMHC Program Director makes this determination.

Notification of Referral to the SRC

A *Notification of Referral to the Student Review Committee* (hereafter referred to as “SRC Referral”) can be submitted at any time. Unlike the *Mid-semester Statement of Concern* and the *Student Evaluation* which are filled out only by course instructors, an SRC Referral can be submitted by any member of the Wheaton College faculty, staff, administration, or student body (including the student himself or herself). Reasons for an SRC Referral include, but are not limited to, the same reasons that might prompt a regular student evaluation of “Some Concern” or “Serious Concern.” As a matter of courtesy, the person who initiates an SRC Referral is encouraged to inform the student of this action prior to submitting the form.

Practicum and Internship supervisors also can initiate an SRC Referral. However, the faculty members recognize that site supervisors may be reluctant to get involved in procedural activities that could prove to be time-consuming. Therefore, the CMHC faculty/staff members recognize that it is primarily their responsibility to initiate an SRC Referral, based upon a student’s performance or evaluation at a practicum or internship site.

Anonymous referrals are not accepted. In addition, the chair of the SRC, in consultation with the Dean of the School of Psychology, Counseling, and Family Therapy and the Director of the CMHC program, can choose to ignore referrals that appear to be made in bad faith. For anonymous referrals and bad faith referrals, the referral form is destroyed. The intention of this policy is to guard against the possibility that individuals might use an SRC Referral as a means of harassment. In all other cases, the SRC Referral form becomes part of the student’s permanent record. The student receives a copy of this form in a timely manner, and is informed of his or her scheduled meeting with the SRC.

Attendance at the SRC Meeting

Students who are referred to SRC will receive notice of the day and time of their requested appearance at least a week in advance. Student attendance at this meeting is mandatory. At the discretion of the SRC chair, the person(s) who initiated the referral also may be requested to attend. The student may request that one additional faculty member or one additional graduate student colleague also attend. The SRC chair has

the final say as to who is allowed to attend a meeting. Legal representation at the SRC is not permitted. A meeting of the SRC can be rescheduled only for very significant cause (e.g., serious illness, a death in the family). In this case, the meeting will be rescheduled as soon as possible.

Possible Outcomes of the SRC Meeting

Referral to SRC is intended to be a constructive experience in which needed areas of student growth can be identified and addressed in a collaborative manner. By design and intention, the committee seeks to avoid a confrontational, adversarial atmosphere. The faculty realize that, realistically, a referral to the SRC is likely to induce some level of student concern. However, the aim of the referral is to increase professional growth and greater self-awareness.

Prior to meeting with a student at a scheduled SRC meeting, the committee will review all pertinent materials, including the student's ongoing academic file and the student's portfolio. During the SRC meeting, the student, his or her advisor, the committee members, and other invited persons, will exchange information and views as to the nature of the problem or concern.

When a student undergoes SRC review, the committee must determine one of four outcomes. Students are notified of the outcome of the SRC meeting within one week by both email. The possible outcomes are:

1. **No Action.** This outcome signifies that, after hearing from all parties, the SRC has determined that a significant problem does not exist. No follow up meeting with the SRC is scheduled. This outcome becomes part of the student's permanent record.
2. **Advisory.** In this case, the student and his or her advisor receive a written statement of growth areas (professional and/or academic) that should be addressed. This outcome signifies that, in the opinion of SRC, successful resolution of the issue prompting the referral is highly likely without any further oversight from the committee. No follow up meeting with SRC is scheduled. However, this does not rule out additional referrals to SRC in the event that the student receives future evaluations of "Some Concern" or "Serious Concern." An Advisory recommendation becomes part of the student's permanent record.
3. **Guidance.** In this case, the student and his or her advisor receive a written statement of growth areas (professional or academic) that *must* be addressed if the student ultimately is to succeed in graduating from the program. This outcome requiring remediation is equivalent to placing the student on probation. The areas for guidance, including accountability and monitoring, are determined by the SRC. The statement of guidance must give a specific future date for a follow-up meeting with SRC, at which time the progress of the student will be re-evaluated. A Guidance recommendation becomes part of the student's permanent record.

Follow-Up SRC Meeting

Following the initial SRC meeting, students who are placed on Guidance status receive a specific future date for a follow-up meeting with the SRC. At this meeting, the SRC is mandated to arrive at one of the four outcomes discussed in this section: No Action, Advisory, Guidance, or Recommend Dismissal. In the event that the student is continued on Guidance status, a specific future date for further follow-up with the SRC is provided.

4. *Recommendation for Dismissal.* Recommendation for dismissal is not made lightly. Prior to such a recommendation, the faculty and program seek to provide multiple opportunities for remediation. However, in rare cases, the SRC may recommend dismissal from the CMHC program. Possible reasons for this recommendation include, but are not limited to:

- Ethical violations
- Academic dishonesty, including plagiarism and cheating – see section below on policy on academic honesty
- Problems of professional competence – see prior section by this title
- Failure to make acceptable progress in areas of concern previously documented by the SRC

A recommendation for dismissal is made only after the SRC has carefully considered all relevant information pertaining to the student and the issue(s) in question. The student will be notified in writing of the dismissal recommendation. Following notification to the student, a hearing with the full Graduate School of Psychology, Counseling, and Family Therapy faculty will be scheduled as soon as possible to review the recommendation and to decide whether to dismiss the student. At the hearing, Graduate School of Psychology, Counseling, and Family Therapy faculty will hear from the student, the SRC committee members, and other involved parties, as approved by the Program Director, and will review all documentation and correspondence related to the dismissal recommendation. The hearing is closed after all involved parties have presented relevant information and answered any questions raised by the faculty. Faculty members then discuss the case and vote by secret ballot on whether to dismiss the student. All Graduate School of Psychology, Counseling, and Family Therapy faculty are eligible to vote. The majority vote prevails.

If the faculty vote to dismiss the student, written notice of this decision will be mailed to the student within one week of the hearing. If a dismissal occurs in mid-semester the student may or may not be allowed to finish the term, depending upon the reason for dismissal. The decision on finishing the semester is made by the CMHC Program

Director, in conjunction with the Dean of the School of Psychology, Counseling, and Family Therapy and the Provost.

If the SRC recommendation for dismissal is not accepted by the faculty, then the SRC is instructed to meet again with the student within two weeks to issue a “Guidance” recommendation, according to the guidelines for “Guidance” as described in this Handbook.

Dismissal

Although we desire to be a healing community, it is possible that some problems of academic or professional competency will require temporary leave or permanent dismissal from the program if remedial efforts have been unsuccessful or are likely to be unsuccessful. The Student Review Committee and the faculty make these decisions, as detailed above.

Students may be dismissed on the basis of academic problems, problems of professional competence or impairment, ethical violations, or significant moral failure. The CMHC faculty is committed to helping students complete the CMHC Program and remediation of students’ problem areas will be pursued whenever possible. However, it must be recognized that some offenses are serious enough that immediate dismissal will be pursued.

Appeal of Dismissal

A student who is dismissed from the Clinical Mental Health Counseling Program has the right to appeal the decision to the College’s Provost. The appeal must be filed in writing within five business days of the notification of dismissal. If an appeal is not filed within five business days following notification of dismissal, the dismissal decision will be final.

A request for an appeal must be based on one or more of the following reasons:

1. A procedural or substantive error occurred that significantly impacted the decision (e.g., bias or material deviation from established procedures).
2. To consider new evidence unavailable during the dismissal process that could substantially impact the outcome. A summary of this new evidence and its potential impact must be included with your appeal.
3. The outcome of dismissal is grossly disproportionate (i.e., excessively harsh or excessively lenient) given the offense or the cumulative conduct record of the responding student or employee.

The decision of the Provost will be final.

Policy on Academic Honesty

The Wheaton College Community Covenant, which all members of our academic community affirm, states that “According to the Scriptures, followers of Jesus Christ will . . . be people of integrity whose word can be fully trusted (Psalm 15:4; Matt. 5:33-37).” It is expected therefore that Wheaton College students, and indeed faculty and staff, understand and subscribe to the ideal of academic integrity and that they will take full personal responsibility and accountability for their work. Wheaton College considers academic dishonesty a serious offense against the basic meaning of an academic community and against the standards of excellence, integrity and behavior expected of members of our academic community. Our Community Covenant states that “Scripture condemns . . . dishonesty (such as stealing and lying, of which plagiarism is one form).” Acts of academic dishonesty violate the trust that exists among members of the learning community at Wheaton and degrade the college’s educational and research mission.

Definitions

Plagiarism is defined as using material created by others and self—in part or in whole—without properly attributing authorial and publication references for the correct source(s). Plagiarism can occur in dealing with written texts, but can also occur in the arts when, for instance, images or musical themes created by another are presented as if they were the original composition or creation of the student. Reference credit must be given for direct quotations, for work (including a form of argument, progression of ideas, or artistic creation), whether in whole or in part, that is paraphrased, adapted or summarized in the student’s own words or creative work, and for information that is not common knowledge.

Cheating is defined as use of unauthorized notes, study aids, or non-approved sources for an examination, unauthorized alteration of a graded work after it has been returned and resubmission of that work for re-grading, submission of another person’s work to meet requirements for a course, and submission of identical or similar papers for credit in more than one course (concurrently or sequentially) without prior permission from the course instructors.

Fabrication is defined as falsifying or inventing any information, data, or citation, presenting data that were not gathered in accordance with standard guidelines defining the appropriate methods for collecting or generation of data as if they were gathered in accord with those guidelines, and failing to include an accurate account of method by which the data were gathered or collected.

Academic dishonesty also includes any lack of integrity exhibited through lying, misrepresenting, defrauding, or deceiving related to assign or voluntary academic work. It further includes any deliberate attempt to gain unfair advantage in completing examinations or other required work, colluding, aiding or abetting the academic

dishonesty of another student, and the falsification of academic records and official documents. These definitions are not exhaustive.

Responsibility for Disciplinary Action

Disciplinary authority and responsibility for addressing student violations of the College's academic honesty policy has been delegated by the President to the Provost and, in turn, to the Vice Provost, the Academic Deans and Faculty members. The Provost, Vice-Provost and Academic Deans have the discretion to modify the following procedures at any time during a specific investigation or adjudication, as circumstances warrant. Nothing contained in these procedures is intended to create, or be interpreted as creating, any contractual rights on the part of any student.

Students who commit acts of academic dishonesty should report their own violations of this standard to the appropriate person (i.e., the professor); honest confession is expected as the appropriate expression of remorse. It is the responsibility of every student who is a witness to such behavior to confront academic dishonesty whenever they become aware of it (in the spirit of mutual responsibility as discussed in the Community Covenant). College faculty and all staff similarly must address every act of dishonesty as they become aware of it.

Disciplinary Process

When a student is perceived to have violated the academic honesty policy, the faculty member will meet with student to discuss the alleged violation. The faculty member may ask another faculty member or Program Director to attend this meeting. The goal of this meeting is to communicate to the student the nature of the allegation, to gather more information regarding the situation, and to allow the student(s) to share his/her perspective about the incident. The student will be given the opportunity to share any information or evidence that may support his/her position. The College will approach these initial conversations balancing the tension between grace and truth with a genuine interest in the student's well-being and development within the context of community and relationships.

The decision of whether or not a student has committed an academic violation will be communicated to the student in writing by the faculty member within five (5) working days of the initial meeting. If the faculty member determines that an infraction has occurred, the faculty member must consult with the Director of Graduate Student Services prior to determining any disciplinary action to ascertain whether the student has been cited for previous violations of the academic policy. The letter to the student should include a complete description of the events including the date of the meeting with the student and the conclusions and sanctions reached as a result of the meeting. Copies of the letter will be forwarded to the Academic Department Chair(s) of the faculty member and the student, the Dean of the faculty member's home division, and

the Director of Graduate Student Services. The faculty member should keep originals of tests, papers etc. that give evidence of the violation.

Outcomes for academic dishonesty are assigned with the intent of maintaining appropriateness to the severity of the infraction, consistency, and fairness. Decisions about the nature and severity of disciplinary responses to academic dishonesty will take into consideration: 1) the severity of the infraction (from an apparently incidental failure to quote properly a source to an act of wholesale plagiarism in purchasing an academic paper on-line), and 2) any pattern of prior incidents.

Academic Dishonesty Outcomes

If a student is found to have violated the Academic Honesty Policy the faculty member has the authority and sole discretion to give one of the following responses:

- Lower the grade assigned for the specific assignment by one or more grade steps
- Lower the grade to zero credit for the specific assignment on which academic dishonesty occurred
- If a student is found to have violated the Academic Honesty Policy, the faculty member also has the following options:
 - In consultation with the Academic Department Chair(s) of the faculty member and the student, the faculty member may also assign the grade of F (Failed) for the course
- Upon recommendation of the faculty member's Academic Dean, the student may be suspended or expelled (see below)

The disciplinary actions listed in this section are not exhaustive. Sanctions may be imposed in any combination. The faculty member must also consult with the Director of Graduate Student Services prior to determining any disciplinary action to ascertain whether the student has been cited for previous violations of the academic policy. Prior determinations of misconduct under this or other student conduct policies should be considered in determining disciplinary action for a present violation.

All decisions (initial sanctions and any appeals) will be communicated to the student in writing by the faculty member, Academic Department Chair or whomever the College determines should render a response. A copy of all adjudicative documents must be sent to the Director of Graduate Student Services to be added to the student's file as this office has been charged with maintaining records for all graduate students.

Suspension and Expulsion may only be imposed by recommendation of the Academic Dean to whom the involved faculty member reports. The Academic Dean will make this recommendation in consultation with the reporting faculty member, the student's faculty advisor, the involved academic department chair(s), and the Dean of the Graduate School.

- Suspension. The student is involuntarily separated from the College for a specified length of time. Whether or not a student's time to degree completion "clock" is stopped will be determined by the Academic Dean on a case by case basis.
- Expulsion. The student is permanently separated from the College with an appropriate notation of the reasons for such termination on the student's permanent record.

Academic Appeals

If the student believes that the decision made about an outcome in response to the incident of dishonesty is not just or fair, the student may submit a letter of appeal stating objections and providing any supporting materials within five (5) working days of receiving the decision by letter. If the student appeals a suspension or expulsion decision, he/she may be permitted to remain in school until the appeal has been heard and a decision rendered.

- In the case of an outcome determined by the professor alone the appropriate and final appeal is to the Academic Department Chairperson.
- In the case of an outcome determined by the professor together with the Academic Department Chairperson (i.e., failure of a course), the appropriate and final appeal is to the divisional Academic Dean.
- In the case of a recommendation of suspension or expulsion being rendered by the divisional academic Dean, the appropriate appeal is to the Dean of the Graduate School.

Students may appeal the decision of the Graduate School Dean to the Provost. The Provost shall notify the student within a reasonable amount of time of his final decision. The decision of the Provost is not subject to further appeal.

PROGRAM EVALUATION

To ensure the continued strength of the CMHC graduate program several types of ongoing evaluation procedures will be maintained.

Evaluation of Departmental Objectives

Department evaluations of students should be carried out not simply for the purpose of determining if students are prepared to continue, but also to monitor the effectiveness of the program in meeting training objectives. As student portfolios are reviewed, the faculty look for consistent areas of weakness in the students. Patterns may suggest areas that are not covered adequately. The semi-annual Student Evaluation Form, and Practicum/ Internship Evaluation Forms (from both site and faculty supervisors) will be utilized for this evaluation.

Student Evaluation of Program

Similarly, in their final semester students are requested to complete an evaluation of the CMHC Program and its effectiveness in meeting its objectives. Additionally, supervisors, alumni, and employers of alumni may be asked to complete an evaluation of the program.

Student Evaluations of Course/Instructor

At the end of each course, each instructor will have students complete an evaluation of the course and instructor using one of the established forms for that purpose.

GRIEVANCE PROCEDURE

In an evaluation-rich environment where work-loads are heavy, disagreements and misunderstandings may occasionally occur.

Student-Faculty

When conflicts arise between a student and a faculty member or concern issues of sexual harassment or discrimination, the student should follow the procedure outlined in the *Student Handbook* of Wheaton College, available online at:

<https://www.wheaton.edu/media/student-development-related/wheaton-college-student-handbook.pdf>

Student-Clinical Training Site

When conflicts arise between students and their practicum/ internship, the site supervisor or personnel, the following procedure should be followed:

1. The student should first attempt to resolve the situation directly with the person or persons involved.
2. If a suitable agreement is not reached, the student should document the concern in writing and discuss it with the student's faculty supervisor. The student also

informs the Clinical Training Coordinator (CTC) by providing a copy of the written documentation.

3. The faculty supervisor, the student, and the CTC agree on a plan to work with the student and training site to resolve the situation. A student may be continued in or discontinued from a placement regardless of the outcome of the grievance procedure.

Students who have general concerns about their practicum or internship experiences should feel free to discuss these with their faculty supervisor or directly with the Clinical Training Coordinator. *Students may not terminate a placement without first consulting with both their faculty supervisor and the CTC.*

Student-Student

When conflicts arise between students, the following steps are recommended. First, the one student should approach the other and state the concern. Informal negotiation and reconciliation may be possible under many circumstances. If a suitable agreement is not reached, the student may choose to repeat the concern in writing, giving the written version to the student involved. If a satisfactory solution is not found, students may proceed to the next step.

Second, one or more may choose to take the concern to the CMHC students who serve as officers of the Graduate Psychology Student Association. The officers will meet with the students involved and propose a solution or a process for reconciliation.

If the solution proposed by student officers is not satisfactory to any person involved in the conflict, the conflict may be discussed with the CMHC Program Director, then if not satisfied to the Dean of the School of Psychology, Counseling, and Family Therapy. Although the decision of the Dean of the School of Psychology, Counseling, and Family Therapy will generally be considered final, under unusual circumstances grievances will be referred to an appropriate college committee, the Director of Human Resources, or the Graduate Dean.

SECTION SIX: ETHICAL STANDARD

STUDENT PRIVATE PRACTICE AND PROFESSIONAL STANDARDS

Based on the preceding discussion, it should be obvious that the department views it as inappropriate for any student in the program to provide mental health counseling services for remuneration apart from an officially approved internship or departmentally approved employment. Such behavior would represent a breach of the standards of ethical practice of the American Counseling Association (ACA). These ethical principles or standards are applicable to graduate counseling students who are viewed as counselors-in-training. You may access the 2014 ACA code of ethics here: <https://www.counseling.org/resources/ethics>. You will be formally introduced to these principles during the first semester in the program (CMHC 624 – Issues and Ethics in Professional Practice), but you should be aware that you are responsible to operate within these guidelines at all times.

SECTION SEVEN: PROGRAM CALENDAR OF IMPORTANT EVENTS

2025-2026 CMHC Program Calendar

Registrar's Office Calendar: [Academic Deadlines for Students - Wheaton College, IL](#)

Fall Semester

August 25-26	<i>Graduate School Orientation Day</i>
August 27	<i>First Day of Classes</i>
August 29 8:30 am – 3 pm Mandatory mtg	<i>First-year Cohort Retreat</i>
September 12 5:00-7:00 pm	<i>CMHC Picnic at Herrick Lake</i>
September 15 Mandatory lunch mtg	<i>Walk-through and mini tutorial on Tevera to sign the Student Handbook. Students need to review handbook prior to this date. Personal Growth and Development Counseling Informational meeting.</i>
September 19	<i>Student Handbook Signature Due by noon on this date in Tevera.</i>
October 6 12-12:45 pm Mandatory lunch mtg	<i>Resume writing and interviewing training</i>
October 13 Mandatory lunch mtg	<i>Students complete Degree Program Plan Form and submit to faculty supervisors for review. Deadline for completion October 27.</i>
October 20-22	<i>Wheaton Fall Break</i>
October 27 11:30 am-1:00 pm Mandatory mtg	<i><u>Annual CMHC Pre-PIE Speed Site Selection Celebration:</u> This is an opportunity for first-year students to meet second-year students and learn first-hand about sites where the second-year students are currently completing their clinical training.</i>
October 27	<i>Faculty Advising for Spring 2026 semester begins</i>
October until Placement confirmation	<i><u>Network!</u> Talk to students about their clinical training experiences to gain more insight about particular sites of interest. <u>Review current information on potential training sites on the Schoology CMHC Graduate Students</u></i>

	Groups page (https://lms.wheaton.edu). <u>Collect application materials.</u> Each site varies as to its application requirements. Make sure to look carefully at each site information sheet that is located on the clinical training web page. If it is unclear, assume that the site is <u>only</u> expecting a cover letter and résumé. If the site requires a transcript, submit your request to the registrar. The form is available on the registrar's web page and can be sent to the registrar's office. Some students will be at the same site for both their Practicum and Internship placement. Other students will have two different placements, one for Practicum and one for Internship. Students who procure two different sites should be aware that the application process for both Practicum and Internship may occur at the same time, even though students must complete Practicum before beginning Internship. <u>Recommendation Letters.</u> If recommendation letters are required for a Practicum or Internship site where you would like to apply, please make all faculty requests as soon as possible. Due to the large volume of faculty letter of recommendation requests, it is essential that students follow procedures carefully. First, ask faculty whether s/he is willing to write the letter. If they agree, please ask the faculty member for their Faculty Letter Recommendation template for you as the student to work on and then email the faculty member to finalize. Interview at Practicum sites; receive and accept offers.
November 3-14	Mock interviews with faculty members. Students will schedule an interview with faculty during these 2 weeks.
November 6-8	ICA Conference Renaissance Hotel; Northbrook, IL
November 10-21	Advance registration for Spring 2026
November 21 1:30-3:00 pm Mandatory mtg	PIE day
November 26-28	Thanksgiving Break

<i>December 15</i>	<i>Reading Day</i>
<i>December 16-18</i>	<i>Finals</i>
<i>December 19-January 11, 2026</i>	<i>Christmas Break</i>

Spring Semester

<i>January 8-10, 2026</i>	<i>Intensive Advanced Trauma Class (2nd years)</i>
<i>January 9</i>	<i>First Day to start interviews with sites</i>
<i>January 12</i>	<i>First day of Spring class</i>
<i>January 19</i>	<i>MLK Day – no class</i>
<i>January 26 ? - 12:00-1:00</i>	<i>International Students meet with the Director of Graduate Student Life about clinical internship.</i>
<i>February 2 12:00-1:00</i> <i>Mandatory lunch mtg</i>	<i>Internship and Practicum Q&A.</i>
<i>February 3</i>	<i>Faculty Development Day – no class</i>
<i>February 6-7</i>	<i>Illinois Play Therapy Conference – location TBD</i>
<i>March 7-10</i>	<i>Civil Rights Tour</i>
<i>March 8-14</i>	<i>Spring Break</i>
<i>March 16</i>	<i>Faculty Advising for Summer/Fall 2026 semester begins</i>
<i>March 23</i>	<i>Advance registration for Summer 2026</i>
<i>March 23</i> <i>Registration for Practicum and Internship</i>	<i>Applications for Practicum/Internship and Permission to Release Information documents due.</i> <i>The Program Administrator will meet with first-year students to review the “Application for Practicum” and approve the placement as indicated by signature. Via email, each student will submit the top three preferences for a Practicum faculty supervisor to the CTC Assistant. The CTC will review submissions and attempt to give the ranking order preference. The Program Administrator will then</i>

	<i>register students; students are not able to register for Practicum on their own.</i>
March 29-April 2	<i>Quiet Week</i>
March 30-April 10	<i>Advance registration for Fall 2026</i>
April 3	<i>Good Friday</i>
April 5	<i>Easter</i>
April 27 - tentative Mandatory lunch mtg	<i>ICA End of Year Meeting</i>
May 4	<i>Reading Day</i>
May 5-7	<i>Finals</i>
May 7 Mandatory mtg	<i>Mandatory Practicum Orientation Day</i>
May 9	<i>Graduation</i>
Delayed Placement	<i>If the student has not obtained a Practicum placement by the summer pre-registration period, continue to keep the CTC apprised of your placement status until you have obtained a Practicum by June 1. If the student has not obtained an Internship placement by this date, the student will need to complete Practicum during the fall semester, Internship I during the spring semester, and Internship II during the summer session.</i>
May 19-20	<i>Intensive Trauma Certificate 652 class</i>
May 27-30?	<i>Intensive Sexuality and Sex Therapy class</i>
June 1	<i>Start Practicum</i>
August 14	<i>The Personal Growth and Development counseling requirement must be complete (see Student Handbook for complete details), and all paperwork turned in. Note: Students may not start their Internship until this requirement is met.</i>