

OAKLAND UNIVERSITY
School of Education and Human Services

DEPARTMENT OF COUNSELING

MASTER'S DEGREE

PROGRAM HANDBOOK

2017-2018-A

Keep this handbook throughout your program. You are responsible for knowing all information regarding your degree program.

Graduate Admissions Information

For more information on the Master of Arts in Counseling, contact:

Graduate Admissions

586 Pioneer Drive
O'Dowd Hall, Room 520
Oakland University
2200 N. Squirrel Road
Rochester, MI 48309-4482
<http://www.oakland.edu/grad/>

Need to talk with an admissions staff member?

Email: **gradinfo@oakland.edu**

Phone: (248) 370-2700

Office Hours:

Monday - Friday
8:00 a.m. to 5:00 p.m.

Department of Counseling

456 Pioneer Drive
Pawley Hall, Room 450A or 440H
Oakland University
Rochester, MI 48309-4482
Office: (248) 370-2018 or (248) 370-4179
(248) 370-4141 Fax
<http://www.oakland.edu/counseling/>

Prospective students are invited to attend a ***Program Information/Advising Meeting***. This meeting provides a brief overview of the program for prospective students or those interested in obtaining more information about the Master's in Counseling Program at Oakland University and OU at Macomb. These meetings are held periodically throughout the fall, winter, and spring semesters.

The Counseling advising schedule is available at: **<http://wwwp.oakland.edu/counseling/>**

Academic Year 2017 – 2018

Please retain this handbook for future reference. Students should also be familiar with all information pertaining to their degree program provided in the OU Graduate Catalog

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MISSION OF THE DEPARTMENT OF COUNSELING

The counseling profession helps people to become self-aware, growth oriented and effective in mastering the challenges of life. Counselors, as skilled, perceptive and broadly educated professionals, assist clients in identifying areas for improvement and in carrying out changes that promote life fulfillment. Drawing upon a foundation of research and theory in philosophy, psychology and education, counselors use therapeutic skills and consultation techniques with both individuals and groups. In any setting, the goal of counseling is to help people expand their potential, facilitate their development and live more satisfying and productive lives.

Our primary mission in the Department of Counseling is to assure that our graduates demonstrate the skills, abilities and expertise required of a professional counselor in a diverse society. As a counseling faculty, we are committed to continued study of the most current issues related to the field of counseling through the professional literature and by association with counseling and related professional organizations. We also remain active in research endeavors that maintain an environment of inquiry. The faculty aims to provide an educational environment which nurtures rigor and a desire to learn, and fosters collaborative relationships between faculty and students.

The faculty of the Department of Counseling is committed to attracting a diverse pool of graduate students who possess the intellectual ability and the personal characteristics that indicate a successful future as counseling professionals. The majority of our students are drawn from Southeastern Michigan, but increasingly we attract students who move here for the program, some from other states and countries. We intend to provide every student with a thorough and rigorous academic program in the core program content areas of human growth and development, social and cultural foundations, helping relationships, group work, career/lifestyle development, appraisal, research/program evaluation and professional orientation. We intend to provide each student with appropriate experiential learning opportunities to develop counseling and research skills. As a faculty, we are committed to creating a supportive, challenging learning environment in which students and faculty join in discovery learning and contribute to the understanding of the counseling process. We engage in activities that contribute to the well-being of our community through on-campus and off-campus service delivery projects. Both students and the community benefit from our continued commitment to providing a model counseling program. We continue to develop our programs to provide students with the resources, knowledge and experiences to demonstrate excellence in counseling practices. For specific department goals refer to the website at: <http://www.oakland.edu/counseling/>

GENERAL PROGRAM OBJECTIVES

- Goal I: To develop knowledge and skills regarding life-span growth and development.
- Goal II: To develop knowledge and skills about the social and cultural foundations of the counseling profession.
- Goal III: To develop knowledge and skills about counseling and helping relationships.
- Goal IV: To develop knowledge and skills about Group Dynamics and Group Counseling.
- Goal V: To develop knowledge and skills about appraisal including educational, intelligence, and personality test; evaluation and measurement principles; and ethical issues relating to the fair use of tests.
- Goal VI: To develop knowledge about the research and evaluation process in counseling.
- Goal VII: To develop knowledge and skill about life-style and career development.
- Goal VIII: To develop skills in the application of counseling techniques and procedures to clients in supervised internships and practicum.
- Goal IX: To develop knowledge about professional, ethical, and legal responsibilities as a counselor.
- Goal X: To develop knowledge and skill necessary for specialized practice in selected counseling areas.

DEPARTMENT OF COUNSELING DIRECTORY

FACULTY

Ashley Branson, Ph.D.	Assistant Professor	248-370-2525	450C Pawley Hall	branson@oakland.edu
Mike P. Chaney, Ph.D.	Associate Professor	248-370-3084	435G Pawley Hall	chaney@oakland.edu
Stephanie Crockett, Ph.D.	Assistant Professor	248-370-2715	440D Pawley Hall	crockett@oakland.edu
Robert Fink, Ph.D.	Associate Professor	248-370-2012	491C Pawley Hall	fink@oakland.edu
James T. Hansen, Ph.D.	Professor	248-370-3071	450E Pawley Hall	ithansen@oakland.edu
Lisa Hawley, Ph.D.	Professor	248-370-2841	435F Pawley Hall	hawley@oakland.edu
Todd Leibert, Ph.D.	Associate Professor/Chair	248-370-2626	440K Pawley Hall	leibert@oakland.edu
Jennifer Matthews, Ph.D.	Assistant Professor	248-370-4181	450G Pawley Hall	jmatthews@oakland.edu
Brian Taber, Ph.D.	Associate Professor	248-370-4173	440F Pawley Hall	taber@oakland.edu

STAFF

Diane Johnston	Administrative Secretary	248-370-2018	450J Pawley Hall	johnsto2@oakland.edu
Ashley Karas	Counseling Coordinator	248-370-4187	250A Pawley Hall	dunham@oakland.edu
Cathy Trahan, M.A	Internship Coordinator	248-370-4035	452 Pawley Hall	trahan@oakland.edu
Lauren Conibear, MA	Internship Coordinator Director ACCC	248-370-3069	491A Pawley Hall	lconibear@oakland.edu
Laurie Shano, M.A	Advisor Macomb University Center	586-226-8462	103 UC2Bldg MUC	ltshano@oakland.edu
Roberta (Bobbi) Wells	Office Assistant	248-370-4179	440H Pawley Hall	rawells@oakland.edu

CONTACTING PROFESSORS AND STAFF:

Professors have multiple responsibilities in teaching, research and service. Please review the semester advising hours <http://www.oakland.edu/counseling/> for each professor in order to receive a timelier response to your questions and concerns.

UNIVERSITY OFFICES:

Graduate Admissions Office: 248-370-2700	520 O'Dowd Hall
Registrar Office: 248-370-3450 (Registration, class schedules, add/drop, records, transcripts, grades)	101 O'Dowd Hall
Student Financial Services: 248-370-2550	120 N. Foundation Hall
Career Services: 248-370-3250 (Employment assistance)	154 N. Foundation Hall

FACULTY BIOGRAPHIES

Ashley Branson, Assistant Professor, earned her Ph.D. in Counselor Education and Supervision from the University of Northern Colorado in 2016 and her M.A. in counseling with an emphasis in couples and family therapy, also from the University of Northern Colorado, in 2011. She is a Nationally Certified Counselor and has applied for licensure as a professional counselor in the State of Michigan. Dr. Branson has provided counseling services to a diverse range of clientele in multiple settings including the veteran's administration, a university clinic, and a dean of student's office. Dr. Branson has experience supervising masters' students counseling individuals, couples, families, and students in the K-12 school system. Her professional research interests include fostering cognitive complexity development, systemic, contextual, and multicultural approaches to counseling, social justice advocacy, and the use of hybrid and flipped classroom approaches to teaching. She has published peer-reviewed journal articles and has presented at national, state, and local conferences. She enjoys video editing, web design, gardening, cooking, and spending time with her family.

Michael P. Chaney, Associate Professor and coordinator of the Addictions Specialization in the Department of Counseling. A Licensed Professional Counselor, National Certified Counselor, and Approved Clinical Supervisor, he received his Ph.D. in Counseling from Georgia State University in 2004. He is prominently involved in the American Counseling Association (ACA) including Past-president of the Association of LGBT Issues in Counseling. He is the current Editor-in-Chief of the Journal of LGBT Issues in Counseling and serves as an editorial board member for the Journal of Addictions and Offender Counseling. He is a professional member of the Human Rights Committee of the ACA. He has numerous publications in prestigious professional journals in the areas of substance use disorders, sexual compulsivity, sexual orientation, gender-identity and expression, social justice and advocacy in counseling.

Stephanie A. Crockett, Associate Professor and Doctoral Coordinator, received her Ph.D. in Counselor Education from Old Dominion University in 2011. She is a nationally certified counselor (NCC) and has provided counseling and career services to high school students, college students and adults. Dr. Crockett has served in several national leadership positions for the Association for Assessment and Research in Counseling (AARC). She serves as an editorial board member for both the Journal of Counseling and Development and The Professional Counselor. Her research and professional interests include counseling research methods and assessment, and gender issues in counseling. Dr. Crockett has authored many articles in professional counseling journals, co-authored a counseling text, and presented at several regional and national counseling conferences. She enjoys mentoring master's level and doctoral level students.

Robert S. Fink, Associate Professor, received his Ph.D. in Psychology from the State University of New York, Buffalo. He began at Oakland University in 1974 as a faculty member for four years in the Psychology Department and then served as Director of the Psychological and Counseling Center in the Graham Health Center for 18 years. He joined the Counseling faculty in 1996. Dr. Fink is the coordinator of the Advanced Specialization in Child and Adolescent Counseling, teaches a variety of clinically oriented courses at the doctoral and master's level, and serves as chair of numerous doctoral dissertations. His current scholarly interests include writing reflective clinical stories and poems, and clinical studies of chronically depressed artists - such as Vincent van Gogh and Jack Kerouac - who drew on their depressive experience to have a transformative creative influence on society and culture. He recently had two stories and two poems published, and is slowly completing a book on the clinical challenges and strategies of counseling clients who are habitually attracted to death. Dr. Fink has over forty years' experience as a clinician, supervisor and consultant. In recent years he has led several intensive workshops in Europe on treatment of trauma, teaching mental health practitioners from 12 countries. Dr. Fink has received special recognition for his teaching, service, scholarship, mentoring, leadership in race relations, and clinical achievements.

James T. Hansen, Professor and Masters Coordinator, joined the faculty in 1995. Dr. Hansen is the coordinator of the Advanced Specialization in Mental Health Counseling, oversees doctoral dissertation research, and teaches a variety of doctoral and master's level courses. Dr. Hansen's primary scholarly interests are philosophical and theoretical issues in counseling and critical analysis of contemporary mental health culture. He has published over fifty articles in leading counseling journals and several books. Two of his books have won awards for their contributions to humanistic philosophy in counseling. Dr. Hansen has over twenty-five years of experience as a mental health practitioner, supervisor, and consultant.

Lisa D. Hawley, Professor, received her Ph.D. in Counselor Education from the University of South Carolina and MA degree in Community Counseling from Kent State University. She joined Oakland University in the fall of 1999. Her previous experiences include counseling in both mental health and school settings (hospitals, homeless shelters and middle school settings). Her professional interests and publications include the areas of group work, cross-cultural counseling (especially issues related lower socioeconomic populations), professional identity of counselors and qualitative research. Dr. Hawley has served as doctoral coordinator and 9 years as Department Chair. She also serves on the Licensure Committee for the Michigan Counseling Association and as the CACREP Liaison for the Department. Leisure activities include spending time with her family, cooking, triathlons, traveling and listening to music.

Todd W. Leibert, Associate Professor and Department Chair, completed his Ph.D. in Mental Health Counseling in 2005 at the University of Florida in Gainesville. His primary clinical experience was counseling adult clients in recovery from substance dependence. He teaches Research in Counseling, Practicum, and Doctoral research and writing classes. His research centers on what makes counseling work and how change/outcome in counseling is measured. He enjoys involving students in his research and encouraging them towards pursuing their own research passions. In personal life Todd enjoys gardening, hiking, biking, listening to alternative rock music, and discussing socioeconomic political issues- the more controversial, the better.

Jennifer J. Matthews, Assistant Professor, earned her Ph.D. in Counselor Education from the University of Central Florida and her M.A. in Counseling from Wayne State University. She is a Licensed Professional Counselor (MI), a National Certified Counselor, an Approved Clinical Supervisor, and holds a School Counseling License (MI). Dr. Matthews' clinical experience and research interests include grief & loss, multicultural counseling, and counselor education & supervision. Dr. Matthews is an active member and presenter in the Association of Counselor Education and Supervision, Association for Death Education and Counseling, and American Counseling Association. She has authored many peer-reviewed journal articles and book chapters, and currently serves on the editorial boards for the Counseling and Values Journal and the Michigan Journal of Counseling: Research, Theory, and Practice. She enjoys spending time with her family and traveling.

Brian J. Taber, Associate Professor in the Department of Counseling at Oakland University. He earned his doctoral degree in Counsellor Education and Supervision from Kent State University. His primary scholarship interests are in the areas of vocational assessment, career development, and career counselling. He has previously served as a trustee on the board of directors for the National Career Development Association. He currently serves on the editorial boards of *The Career Development Quarterly*, *Journal of Employment Counseling*, and *Journal of Vocational Behavior*.

STAFF

Ashley Karas, SEHS Counseling Center Coordinator, received her M.A in Counseling from Oakland University with a specialization in Mental Health. Since completing her degree, she has worked in community agency settings, both inpatient and outpatient: with children, adolescents, adults and with the prisoner population. Ashley has also been involved with program management, supervision, marketing and community outreach. Ashley enjoys spending time with family and her rescued cats and greyhounds, and also likes rock climbing, yoga and gardening.

Diane Johnston, Administrative Assistant, joined the department in February 2009. Diane is a Michigan native with experience in finance, office management and event planning. She completed a Post Master Specialization in Human Resource Management and M.A. in Public Administration at Oakland. She also holds a degree in Finance from Walsh College in Troy. Diane enjoys sports, reading and travel with her family

Roberta Wells (Bobbi), Office Assistant, joined the department in 2013. Bobbi is a Michigan native and lives with her husband and two sons. When away from Oakland, she enjoys spending time her family, traveling and scrapbooking.

Lauren Conibear, Internship Coordinator, Director of the Adult Career Counseling Center (ACCC). Lauren received her M.A. in Counseling from Oakland University in 2017. Enjoys knitting, reading, watching Formula One racing and ice hockey.

Cathy Trahan, Internship Coordinator, received her M.A. in Counseling from Oakland University. When away from the office, Cathy enjoys traveling and spending time with her children and grandchildren.

THE MASTER'S DEGREE PROGRAM

The Master's Degree Program in Counseling at Oakland University sets forth a 60 credit hour mental health program and a 50 credit hour school counseling program. Initial courses introduce the theoretical and professional components of the field. Later courses emphasize research and clinical skills. Finally, students are supervised intensively as they apply their knowledge and skills in courses that use on-campus laboratory facilities and approved field training sites. Students select an emphasis in either mental health counseling or school counseling.

Careers in Counseling

The knowledge and skills that the Master's Degree Program imparts can be applied in a wide variety of settings. Graduates may use the counseling degree as a step on their career ladder in a current occupation, as a mechanism for shifting into a related field or as an avenue to a new career. Employment opportunities include all levels of education, human resource services in business and industry, rehabilitative services, career development, mental health and community agencies and private practice.

Accreditation

The Master's and Doctoral Degree Programs are accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) and prepare graduates for state licensure.

Admission to the Master's Degree Program

The following is required of applicants to apply to the Master's Degree Program:

All the following should be sent to Graduate Admissions (see address below)

- ✓ Application for Admission to Graduate Study by deadline date – Oakland.edu/grad
- ✓ Grade-point average of 3.0 in all undergraduate coursework
- ✓ Official Transcripts sent by your undergrad school
- ✓ Office transcripts for all post-secondary educational institutions, sent by the school
- ✓ Written statement of purpose and goals
- ✓ (2) recommendation letters

Admission is a selective process; meeting minimum criteria does not guarantee acceptance into the program. Students are admitted two times each academic year: fall and winter semesters. Students attending Macomb University Center are admitted only for the fall semester.

For more information on the Master of Arts in Counseling, contact either of the following:

Graduate Admissions

586 Pioneer Drive
O'Dowd Hall, Room 520
Oakland University
Rochester, MI 48309-4482
(248) 370-2700

<http://www.oakland.edu/grad/>

Department of Counseling

456 Pioneer Drive
Pawley Hall., Room 440H
Oakland University
Rochester, MI 48309-4482
(248) 370-4179 or (248) 370-2018

<http://www.oakland.edu/counseling/>

Application Deadlines:

Fall Semester (September start)

April 1st

Winter Semester (January start)

October 1st

APPLICATION PROCESS:

Applications are online at the graduate admissions web site at <http://www.oakland.edu/grad/>. The following documentation is required for consideration of admission:

1. Submit an application for admission online at <http://www.oakland.edu/grad/apply>
2. Submit the supplemental application found at <http://www.oakland.edu/grad/admissions/supplement>
3. A copy of official transcripts from all colleges attended. Graduate admissions department will obtain Oakland University transcripts.
4. A formal written statement that explains the reasons for wanting to enter the counseling program, including a tentative selection of program emphasis and setting. The statement should include employment goals, and describe experiences and accomplishments in work with children, youth and adults in helping relationships. An additional statement is required describing how you receive constructive feedback.
5. A minimum of two references recommending acceptance into the counseling program. Forms are provided with the application. Recommendations are an important part of the application procedure and are to be from professional people who can attest to the applicant's academic capability and effective interpersonal performance with children, youth and adults.

The Graduate Admissions Office will notify applicants when the materials have been received. This information is forwarded to an admissions committee in the Department of Counseling for pre-screening. Those applicants who meet the pre-screening requirements must successfully complete an interpersonal skills interview with the Department of Counseling. After the interpersonal skills interview, applications are reviewed a second time, and sent to the Graduate Office with recommendations from the admissions committee. Students are notified of their admission status by the graduate dean.

Advising and Program Information

We are committed, as a Department of Counseling, to providing an advising community that will continue to meet your needs as they change from the beginning to the end of the program. We are a selective graduate level program and seek to provide a professional environment for adult learners. To achieve this goal we have defined the roles and responsibilities of students and faculty as partners in strong academic advising.

The role of the advisor: As fulltime faculty we are committed to teaching, service and research. One of our roles as teachers is to provide information and support for students as they make academic and career decisions. Therefore, each faculty member has open advising hours in which they are accessible by phone, email and walk-in appointments.

The role of the Student: As a student in the program we encourage you to follow-up with an advisor to access information. We also expect each student to read this handbook, join the ***CNS-students*** listserv and review the Department of Counseling website <http://www.oakland.edu/counseling/>. The following list includes advising activities we have available for students:

1. The Handbook provides information about curriculum, professional organizations and licensing. Please take time to read the handbook and if you have questions, follow-up with an advisor. The Handbook is also available on the Department of Counseling website at <http://www.oakland.edu/counseling/>.
2. Each student is required to join the listserv to receive updates of schedules and changes. This is our main communication to the entire Department of Counseling for important announcements and information. To activate your Oakland University email account, go to <https://www.oakland.edu/connected/activate-your-accounts/netid-email/> and follow the directions for email registration. After you have received your email account, you can subscribe to the listserv via Ashley Karas at dunham@oakland.edu.

3. Weekly advising hours are available during each semester throughout the academic calendar. You may meet or connect by email or phone during open advising hours with any faculty member even if they are not your assigned advisor. You can use this time to make course selections and discuss issues such as your professional development, research interests, licensure and professional involvement.
<http://wwwp.oakland.edu/counseling/>
4. We have also developed several eSpace sites to access information for Practicum and Internship. You may access them at: espace.oakland.edu
5. Finally, you are encouraged to attend Chi Sigma Iota <https://www.oakland.edu/counseling/orgs/> and Department events focused on professional development.

PROGRAM INFORMATIONAL STEPS:

Program Information Meetings:

If you are considering applying to the program, please attend one of the Meetings. (Schedules are available throughout the Academic Calendar) to review admission policies and ask questions about the program.

<http://wwwp.oakland.edu/counseling/>

Newly Admitted Students

Orientation/Advisor:

Each newly admitted student is invited to an orientation meeting and assigned an advisor. We expect new students to attend orientation to obtain an overview of the program and information regarding licensure and certification. Following orientation and the first few weeks of CNS 5050 and CNS 5060, each student will have the opportunity to meet with their assigned advisor designated on their admission letter. If you do not know the name of your advisor please follow up with johnsto2@oakland.edu.

The goal of the first semester advising meeting is to complete your program plan

<http://wwwp.oakland.edu/counseling/admissionsprospective-students/> and discuss your professional goals. We expect each student to have a draft of their program plan and have reviewed the orientation and handbook material in preparation for the meeting. Each student is also provided information about curriculum in CNS 5050 Introduction to counseling and ethics. We encourage this meeting to happen after a few weeks into the first semester so that each student experiences graduate curriculum and the best number of credits which fits their outside expectations (family, work, etc.) Each student is expected to have their program plan on file by the end of CNS 5050. If you have difficulty meeting during open advising, please attempt to make an appointment with your advisor or, if necessary, meet with another faculty member to complete your program plan. Completed program plans should be returned to your instructor or Diane Johnston at 450A Pawley Hall. Please make sure that you keep a signed copy of the completed plan for your records.

Open Advising:

Each student can access weekly advising hours during the academic calendar. Beyond the completion of the program plan, students are able to meet with any faculty member during open advising. Most of the open advising hours coincide with students on campus. In general, advising occurs in the afternoons until evening class times. Please keep in mind that faculty are engaged in teaching, service and research which often requires meetings, site visits, classes off campus, research activities (i.e. writing and data collection) and time away from campus for association meetings. Therefore, planned advising meetings or open advising hours are the best way to ensure that you are making the best use of your educational opportunities.

EXAMPLE: MASTER OF ARTS IN COUNSELING

PROGRAM PLAN – CLINICAL MENTAL HEALTH – 60 CREDITS

Department of Counseling, Oakland University

Date: _____

Name: _____ G: _____

Address: _____ City: _____ Zip: _____

Phone Home/Work: _____ Cell: _____

Email: _____

Core Courses 24

COURSE	NUMBER	CR	SEM/YR
Introduction to Counseling & Ethics	CNS5050 (S03)	4	
Diversity and Social Justice Issues	CNS5060 (S04)	4	
Clinical Counseling Skills <i>Pre-Reg/Co-Reg take year one</i>	CNS5070 (S05)	4	
Theories of Counseling and Psychotherapy	CNS5080 (S20)	4	
Individual and Family Development	CNS5090 (S30)	4	
Testing and Assessment	CNS6010 (S40)	4	

Research and Clinical Courses 24

COURSE	NUMBER	CR	SEM/YR
Career Dev. Theory & Practice	CNS6020 (S30)	4	
Group Counseling (<i>see CNS5070</i>)	CNS6030 (S70)	4	
Research in Counseling *	CNS6000 (S35)	4	
Diagnosis and Case Conceptualization	CNS6400 (S80)	4	
Mental Health Counseling	CNS6500 (S90)	4	
Addictions Counseling *	CNS6600 (S95)	4	

Electives 4

COURSE	NUMBER	CR	SEM/YR
Electives *		4	

Capstone Courses 8

COURSE	NUMBER	CR	SEM/YR
Practicum in Counseling	CNS6960 (664)	4	
Internship in Counseling	CNS6950 (665)	4	

*Classes can be taken with Capstone Courses

TRANSFER CREDITS

COURSE	NUMBER	CR	SEM/YR

ADVANCED SPECIALIZATION

COURSE	NUMBER	CR	SEM/YR

NOTES:

I have read and understand the OU Masters in Counseling Handbook, policies, procedures and the Competency and Fitness Statement established for the program.

STUDENT SIGNATURE: _____

DATE: _____

ADVISOR SIGNATURE: _____

DATE: _____

PROGRAM START DATE: ☐ Fall ☐ Winter _____

An approved *Petition of Exception* form signed by the Chair is required for any exception to prerequisites.

Students are responsible for all material in the Masters in Counseling Student Handbook.

Please forward your signed form to 450A Pawley Hall by the end of the first semester. Please keep a signed copy for your records.

MASTER OF ARTS IN COUNSELING
PROGRAM PLAN: SCHOOL – 50 CREDITS
OPTIONAL: eligibility for Michigan LLPC Licensure – 62 Credits
 Department of Counseling, Oakland University
 Date: _____

Name: _____ G: _____
 Address: _____ City: _____ Zip: _____
 Phone Home/Work: _____ Cell: _____
 Email: _____

Core Courses 24

COURSE	NUMBER	CR	SEM/YR
Introduction to Counseling & Ethics	CNS5050 (503)	4	
Diversity and Social Justice Issues	CNS5060 (504)	4	
Clinical Counseling Skills <i>Pre-Req/Co-Req takes year one</i>	CNS5070 (505)	4	
Theories of Counseling and Psychotherapy	CNS5080 (520)	4	
Individual and Family Development	CNS5090 (530)	4	
Testing and Assessment	CNS6010 (540)	4	

Classes below are completed **ONLY** if the student is planning on meeting the requirements for Michigan LLPC Licensure.

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COURSE	NUMBER	CR	SEM/YR
Diagnosis and Case Conceptualization	CNS 6400 (580)	4	
Mental Health Counseling	CNS 6500 (590)	4	
Addictions Counseling	CNS 6600 (595)	4	

NOTES:

Research and Clinical Courses 18

COURSE	NUMBER	CR	SEM/YR
Career Dev. Theory & Practice	CNS6020 (550)	4	
Group Counseling (<i>see CNS5070</i>)	CNS6030 (570)	4	
Research in Counseling*	CNS6000 (535)	4	
Introduction to School Counseling and Consultation *	CNS6100 (562)	3	
Advanced School Counseling *	CNS6200 (563)	3	

Capstone Courses 8

COURSE	NUMBER	CR	SEM/YR
Practicum in Counseling	CNS6960 (664)	4	
Internship in Counseling	CNS6950 (665)	4	

* Classes can be taken with Capstone Classes

TRANSFER CREDITS

COURSE	NUMBER	CR	SEM/YR

I have read and understand the OU Masters in Counseling Handbook, the policies, procedures and the Competency and Fitness Statement established for the program.

STUDENT SIGNATURE:

_____ DATE: _____

ADVISOR SIGNATURE:

_____ DATE: _____

PROGRAM START DATE: **Fall** **Winter** _____

An approved *Petition of Exception* form signed by the Chair is required for any exception to prerequisites.

Students are responsible for all material in the Masters in Counseling Student Handbook.

Please forward your signed form to 450A Pawley Hall by the end of the first semester. Please keep a signed copy for your records

PROGRAM INFORMATION:

Clinical Mental Health Counseling:

Students in the 60 credit hour program Clinical Mental Health Students are required to have all their course work completed prior to practicum with the exception of CNS 6000 Research in Counseling, CNS 6600 Addictions in Counseling and elective which may be completed during practicum and internship.

School Counseling:

All 50 credit hour program School Counseling track students need to have all their course work completed prior to practicum with the exception of electives, CNS 6100 Introduction to School Counseling and Consultation, CNS 6200 Advanced School Counseling and CNS 6000 Research in Counseling which may be completed during practicum and internship.

BOTH School Counseling and Clinical Mental Health:

Students planning to be eligible for both the MI School Counseling License or Endorsement and the Licensed Professional Counseling Clinical Mental Health License must complete the 50-hour school program (to be eligible for the School Counseling License or Endorsement) and in addition complete CNS 6600 Addictions Counseling, CNS 6500 Mental Health Counseling and CNS 6400 Diagnosis (to be eligible for the Licensed Professional Counselor License). Please note your degree is the MA in Counseling with a School Emphasis which is required to become School Licensed or Endorsed. Please note that we advise completing CNS 6500 Mental Health Counseling prior to Practicum.

Electives: – 4 credit hours required:

Departmental electives include a variety of courses, including a few that are offered on a regular basis focusing on significant loss, human sexuality, chemical dependency, career counseling, and couple and family counseling. A proposal for independent research in an area of special interest may also be submitted for approval as an elective if an appropriate elective is unavailable. The student needs to submit the proposal in collaboration with a faculty member prior to chair approval.

Practicum – CNS 6960:

In order to register for Practicum, you must have all classes completed with the exception of CNS 6950 Internship, CNS 6000 Research, CNS 6600 Addictions Counseling and your elective in the Clinical Mental Health Program; and, CNS 6100 Introduction to School Counseling and Consultation and CNS 6200 Advanced School Counseling. If these requirements are not met at the time of registration, you will not be able to register for practicum CNS 6960. Practicum is a single-semester supervised counseling experience utilizing the facilities of School of Education and Human Services Counseling Center in Pawley Hall. When you have successfully registered to take practicum CNS 6960, you must attend one of the **mandatory practicum meetings** held before class starts. If you do not attend one of the meetings you will not be allowed to take practicum that semester.

Internship – CNS 6950:

In order to register for Internship, you must have completed all classes in the program, with the exception your specialization classes and elective. The internship class is a 600 hour supervised counseling experience at a site that is suitable to the interest of the student and generally takes more than one semester to complete. Oakland University graduate student interns have been placed at more than 100 different internship locations. These sites include Crises Centers, hospitals, and health services, alcohol and substance abuse rehabilitation centers, court and probation offices, community mental health agencies, schools and colleges, youth homes and locations in business and industry. A copy of Guidelines for Internship Placement may be obtained from the Internship Coordinator. More information regarding internship sites is available in the Internship Site Information binder in Room 452 Pawley Hall. A **mandatory** meeting for all Internship class students is held before each semester begins.

Background Checks:

Students must complete a background check at the following 3 times: (1) Upon admittance into the MA program, (2) before taking CNS 5070 Clinical Counseling Skills, and (3) before taking CNS 6960 Practicum. This is to help ensure the safety of minors who students may encounter as part of their training. Your participation in the program is conditional upon successful completion of a criminal background check and Oakland University's approval of the results. The background check is free and can be completed online. You will be notified by email with instructions on how to complete the background check.

LICENSING INFORMATION:

COUNSELING CREDENTIALS

Licensing and Certification issues are reviewed at the first orientation meeting upon admittance, as well as during CNS 5050 Introduction to Counseling and Ethics, and CNS 6950 Internship in Counseling. Prior to the end of Introduction to Counseling and Ethics students are expected to review the licensure and certification process appropriate to their career goals.

LICENSING APPLICATIONS:

We are available to guide students through the process of licensure and certification but students are responsible for filing their own license and/or certification documentation. Students are responsible for completing the appropriate paperwork for licensure and completing any examination required for states where they will be applying. Licensing to be completed by OU can be sent to 440H Pawley Hall, attention Roberta Wells rawells@oakland.edu once completed and signed by the student. The OU portion once verified will be sent to the State office for processing. This process may take between 4 – 6 weeks for processing once received at the State offices.

Limited Licensed Professional Counselor (LLPC) and Licensed Professional Counselor (LPC):

State licensure of counselors in Michigan went into effect on January 1, 1990. As mandated by current licensure laws, all new Clinical Mental Health graduates may apply for a limited license to become eligible to practice, once documents have been sent to Lansing it could take up to 6 weeks for processing. They will become eligible for full licensure after at least two years and 3,000 hours of supervised experience and successful completion of the National Counselor Examination (NCE), required by the State.

For more information, contact:

Michigan Department of Community Health
Board of Counseling
P.O. Box 30670
Lansing, MI 48909
(517) 335-0918

Application can be obtained online at:

http://www.michigan.gov/lara/0,4601,7-154-35299_63294_27529_27536---,00.html (State web page)

Please note that a background/finger print check is required for all health care professionals in the State of Michigan. Both MDE and LARA review criminal backgrounds and make final licensing decisions following review.

Debi Haigh, Analyst
LARA/Division of Licensing
Criminal Background Checks
(517) 335-0918, prompt 2
BHSCHelp@michigan.gov

School Counselor Endorsement:

Students who have a valid Michigan teaching certificate and have followed the school counseling emphasis may seek recommendation for school counselor endorsement at the K-12 level. School counselors will be required to pass a state examination. Students must now register on the **MOECS** website and complete a CNS application for licensing. See Appendix for **MOECS** instructions. Applications are available on the CNS website.

DO NOT use this form if you completed a school counselor program at a Michigan university. Candidates who completed requirements for a school counselor license at a Michigan university must apply directly to that Michigan university to be recommended for the school counselor license.

DO NOT use this form if you hold a teaching certificate from another state and are also certified as a school counselor in that state. Instead, please contact (517) 373-3310 to request an application for Michigan teacher certification.

School Counselor specialization License:

To be recommended for the School Counselor License, you must have successfully completed the 50 credit hour Master's Degree in Counseling (School Counseling emphasis).

Pass the Michigan Test for Guidance and Counseling (#51 on the MTTC)

Students must now register on the **MOECS** website and also complete a CNS application for licensing. See Appendix for **MOECS** instructions. Applications are available on the CNS website.

Preliminary Authorization for Employment:

http://www.michigan.gov/documents/mde/Preliminary_School_Counselor_Employment_Authorization_557092_7.PDF
(Applies to Students seeking School Counselor Endorsement or School Counselor License.)

Students with Michigan teacher certification may apply for Preliminary Authorization for Employment after completion of 30 credits in their program (only elective and CNS 6950 internship remaining). This state authorization allows the student to apply for employment as a school counselor and complete the internship while employed with full pay and benefits. Students must supply support materials to Roberta Wells, office 440H, 248-370-4179. This authorization is non-renewable and limited to 3 years, at which time the student must have gained the School Counselor License to continue employment. Students must register on the **MOECS** website and also complete a CNS application for preliminary licensing. See Appendix for **MOECS** instructions. Applications are available on the CNS website.

CERTIFICATION INFORMATION:

National Certified Counselor (NCC):

<http://www.nbcc.org/>

In addition to licensing, students/graduates can enhance their qualifications by applying for certification as a National Certified Counselor. The NCC credential is issued by the National Board for Certified Counselors, Inc., (NBCC) in cooperation with the American Counseling Association. Requirements for the NCC are essentially the same as counseling licensure in Michigan, with two exceptions. The first is that NCCs are required to accumulate continuing education credits (100 hours prior to renewal every five years). This requirement helps to keep NCCs current in the field. Second, the NCC can be obtained by a graduate of a CACREP-approved program immediately upon graduation, even though full licensure will require two years of supervised practice. Applicants for the NCC must pass the National Counselor Examination (see the following section).

The National Counselor Examination (NCE):

<http://www.nbcc.org/Exam/NationalCounselorExaminationForLicensureAndCertification/>

The National Counselor Exam (NCE) is optional for voluntary national certification (NCC) through NBCC. However, in recent years, the State of Michigan has adopted the NCE as the required exam for Licensed Professional Counselor (LPC). Therefore, all graduates of the Counseling Program should plan to take the National Counselor Exam (NCE). The NCE is administered twice each year, in April and October, by NBCC. Because the NCE serves multiple purposes, there are several registration options with differing fee schedules and deadlines. Students should be aware that the application deadline can be as early as six months prior to the exam date, depending on the registration option chosen. The following information is offered for clarification.

EXAMINATION SITES: **<http://www.nbcc.org/>**

Special Administration Sites:

A CACREP-Approved Program such as Oakland University may arrange to serve as a Special Administration site, which offers students a reduced fee and a later deadline than regular applicants for the National Exam sites. Oakland University typically serves as a Special Administration site for both the April and October examination dates. The application process for this option is handled by the Department of Counseling. Applicants should obtain a special application folder from Cathy Trahan, Internship Coordinator. All materials and fees should be submitted to the Campus Coordinator.

DO NOT USE AN APPLICATION FORM OBTAINED DIRECTLY FROM NBCC OR THE STATE OF MICHIGAN IF YOU WANT TO REGISTER UNDER THIS OPTION!

Additionally, this option is recommended as the best choice for O.U. students because of the numerous advantages.

National Examination Sites:

<http://www.nbcc.org/>

NBCC contracts with schools around the country to serve as National Examination sites. These sites are open to ALL applicants for the NCE, regardless of their home school. Oakland University is identified as one of these National Exam sites and most often appears on the state and national registry as an October site. Applications for this option are obtained directly from NBCC.

It is possible to apply for the NCE through the State of Michigan. However, it is not recommended, as application by this option does not include national certification and will complicate the application process for national certification. While application through O.U. or NBCC may be costlier than applying through the State, it fulfills a requirement for both state licensure and national certification. Also note that Oakland University occasionally serves as both a National Site and Special Administration Site simultaneously. Regardless of the registration option chosen, ALL applicants take the same exam with the same examiner.

- **Eligibility**

The NCE is generally taken only by individuals who have completed a Master's degree in Counseling. However, students in a CACREP program are granted an exception **if they take the exam at their home school and register for the Special Administration.** With this exemption, Oakland University students can register for and take the NCE during their internship.

- **Scores**

Scores for applicants registered at the National Exam Sites are mailed soon after the exam is taken. Scores from applicants registered at the Special Administration Sites are mailed four to six weeks after the exam.

ADVANCED SPECIALIZATIONS:

The department offers advanced specializations for current students who desire to specialize at the master's level and for post-master's students who wish to add advanced skills. Admission to specializations is limited and competitive; prospective students can obtain admission information from the specialization coordinator. Students who are admitted are expected to complete the specializations in sequence and within one calendar year. Each specialization consists of advanced theoretical course work, advanced techniques and an advanced clinical internship. Twelve credits of specialization are **in addition** to the 50 and 60 credits required for the M.A. degree. Specializations are run year to year based on enrollment.

Advanced Specialization in Addictions Counseling - 12 credits – Application deadline May 15th

Michael P. Chaney, Coordinator (248 370-3084 or chaney@oakland.edu)

- Prerequisite: CNS 6600 Addictions Counseling (4)**
CNS 7010 Conceptual Models of Addiction (4)
CNS 7015 Counseling the Chemically Dependent (4)
CNS 7940 Advanced Seminar and Practice in Addictions (4)

Advanced Specialization in Child & Adolescent Counseling - 12 credits – Application deadline July 15th

Robert Fink, Coordinator (248 370-2012 or fink@oakland.edu)

- Prerequisites: CNS 505 (Clinical Counseling Skills) and coordinator's permission**
CNS 7030 Counseling in Infancy and Early Childhood (4)
CNS 7035 Counseling the Older Child and Adolescent (4)
CNS 7931 Advanced Internship: Child and Adolescent Counseling (4)

Advanced Specialization in Mental Health Counseling - 12 credits – Application deadline February 15th

James T. Hansen, Coordinator (248 370-3071 or jthansen@oakland.edu)

- Prerequisites: Coordinator's permission**
CNS 7055 Intelligence and Personality Assessment (4)
CNS 7060 Psychopathology (4)
CNS 686 Fieldwork in Mental Health Counseling (4)

Advanced Specialization in Student Affairs Administration - 12 credits – Application deadline July 1st

Lisa Hawley, Coordinator (248 370-2841 or hawley@oakland.edu)

- Prerequisites: CNS661 (Techniques in Counseling) and coordinator's permission**
EL 6683 Introduction to Administration of Student Services in Higher Education (4)
CNS 6085 Counseling & Advising the College Student: Admissions, Advising, Retention, Career Planning (4)
CNS 6095 College Student Development and the Campus Setting (4)

GENERAL INFORMATION

OU Email Accounts.

All students are required to activate their Oakland University email accounts and join the Department of Counseling's listserv before starting the program. To activate your email account, you can go to www.oakland.edu/uts and follow the directions for email registration.

Listserv (see appendix F)

You will be automatically added to the Listserv after you are admitted to program. The email that will be registered is the email address that you put on your application. If you wish to register another email address, please contact Ashley Karas at dunham@oakland.edu. *Students should remember that a listserv posting is disseminated to over 300 subscribers. Post only messages of interest to large members of students and faculty. Explicit and inappropriate postings are strictly prohibited.* If students utilize the listserv for referral purposes, please take strict precautions to protect the confidentiality of your clients

To post information to listserv as a current student: cns-students-group@oakland.edu (see appendix F)

Tuition:

For tuition information, please refer to Oakland University website. <https://www.oakland.edu/financialservices/costs/>

Graduate Assistant: (See appendix E)

The Counseling Department has a limited number of graduate assistantships available for students enrolled in the full-time program. Assistantships are awarded competitively and require 20 hours per week of assistantship work. The assistantships generally include a stipend per academic year and include 16 credits of graduate tuition reimbursement. Information about these financial assistance opportunities is available from the administrative secretary or chairperson and the website at <https://www.oakland.edu/counseling/GA/>.

Financial Aid:

For financial aid information, please refer to Oakland University website.

<https://www.oakland.edu/financialservices/>

The Office of Financial Aid is open weekdays from 8 a.m. to 5 p.m. and closed on holidays and during holiday breaks. You can meet or talk with a Financial Aid adviser during regular office hours.

Student Financial Services
318 Meadow Brook Road
North Foundation Hall, Room 120
Rochester, Michigan 48309-4481
Telephone: (248) 370-2550
E-mail: finservices@oakland.edu

Scholarship:

The School of Education and Human Services is proud to have so many generous friends and supporters who have made scholarships and awards possible for our students. Awards are available to students from multiple departments. Applications for most scholarships are available for downloading from the SEHS Scholarship website, www.oakland.edu/sehs/scholarships. Scholarships are often awarded on the basis of accomplishment. Additional selection criteria may apply.

Although not required, students are encouraged to complete a FAFSA for maximum consideration of all scholarships including financial need-based scholarships and grants. Only those students who have a completed FAFSA on file in the Oakland University Financial Aid office can be considered for those awards requiring financial need. Contact the OU Financial Aid office at (248) 370-2550 or finaid@oakland.edu if you have questions or concerns regarding the FAFSA and determining one's financial need.

Employment Assistance:

Employment opportunities and employment information is available at Career Services

<https://www.oakland.edu/careerservices/>

The Office of Grad Studies: **<http://www.oakland.edu/gradstudy>**

The management and oversight of Graduate Academic Programs, Graduate Enrolled Student Services, Graduate Policies and Graduate Assistantships and Fellowships is managed in Graduate Study and Lifelong Learning.

586 Pioneer Drive
O'Dowd Hall, Room 520
Office: (248) 370-2700
Fax: (248) 370-2566

Michigan Works:

For Michigan Works information, please refer to Oakland University website.

<https://www.oakland.edu/pace/workforcedevelopment>

Michigan Works – **Troy Service Center**
550 Stephenson Highway, Ste. 400
Troy, MI 48083
(248) 823-5101

Graduation:

Students **must apply to graduate** by submitting an Application for Degree online. Students should apply to graduate for the term they will complete requirements. **Application deadlines are listed on the graduate web site**

<https://www.oakland.edu/grad/current-graduate-students/graduation/>

Commencement is held twice each year. Students who graduate in April (winter) are invited to the May ceremony. Students who graduate in August (summer) and December (fall) are invited to the December ceremony. For commencement information, visit the **Oakland University Commencement Web site** at **<https://www.oakland.edu/commencement/>**.

Please note graduation and commencement are two different events. Graduation is the assigning of the degree and the final transcript posting the degree. Commencement is the ceremony. Students must apply for graduation if they want their final transcript and commencement to attend the graduation ceremony.

Please contact the registrar's office to request your final transcripts

<https://www.oakland.edu/registrar/records/transcripts/>

Registration: **<http://www.oakland.edu/registrar>**

To begin registration, follow these steps:

- Step 1:** Go to **www.oakland.edu**
- Step 2:** Click on the **MySail** icon
- Step 3:** Enter your **OUCA Email User Name**
- Step 4:** Enter your **OUCA Email Password**. If you are a new student you must first obtain your email user name and password by going to **[OUCA](#)**. To obtain your email user name, you must have your Grizzly ID number and six-digit **PIN (Personal Identification Number)**
- Step 5:** Click on **Login** You now have one sign on access to eBill, Financial Aid, Library, Moodle, Registration, SAIL, Webmail

NOTES AND CAUTIONS: Internet Explorer, Mozilla Firefox 1.x, or Netscape Navigator 7 or later versions are the recommended browsers; JavaScript must be enabled.

SAIL WEB REGISTRATION

- Step 1:** Go to **MySail** (Link is Direct Access to Login to Secure Area)
- Step 2:** Click on **Login to Secure Area**
- Step 3:** Enter your **Grizzly ID** number and six-digit **PIN (Personal Identification Number)**. If you are a new student to Oakland University, your PIN is your birth date (mmddyy); The system will require you to change your PIN to something other than your birth date.)

OR enter your OUCA Email User Name and OUCA Email password.

PIN Hint Question (Login Verification Security Question and Answer):

If you have not established a PIN Hint question and answer, the system will prompt you to do so the next time you sign in. Follow the prompts and type in a brief PIN Hint question.

Example: What is my mother's maiden name?

The first time you access the web site you must **read and agree to the Terms of Usage** for the site. To agree to the terms and gain access to web services, click on **Continue**.

- Step 4:** Click on **Login**
- Step 5:** Click on **Student Services & Financial Aid**
- Step 6:** Click on **Registration** to enter the registration menu.
- Step 7:** **Select Term** and follow the prompts. To determine what day and time you are eligible to register, please select Registration Status from the Registration Menu or consult the Schedule of Classes.

NOTES AND CAUTIONS: Internet Explorer or Netscape Navigator are the recommended browsers; Do not use your browser's back button to move between pages; Logoff using the **exit** button located at the upper right corner of any frame; Try clicking the help button for assistance.

Questions or comments? Please e-mail helpdesk@oakland.edu

POLICIES AND PROCEDURES:

University Graduate Grading Policy

<http://catalog.oakland.edu/content.php?catoid=3&navoid=518>

The basic graduate grading system at Oakland University is a 32-point system of numerical grades of 0.0 through 4.0 by tenths and non-numeric grades of W, I, P, U, S, R, and Z.

The first two weeks of a semester (one week in the summer I and summer II sessions) are a “no-grade” period for dropping and adding full semester courses. (For “first-half” or “second-half” courses, this period is the first week of the appropriate “half-term.”) Courses dropped during these periods are not indicated on the student’s manuscript.

The meanings of non-numeric grades:

The W (Withdraw) grade is assigned by the registrar if a student withdraws officially from a course or all courses between the end of the no-grade period and the last day for withdrawal specified in the *Schedule of Classes* each term.

The I (Incomplete) grade is temporary and may be given only after the cut-off date for use of the “W” grade. It is used in the case of severe hardship beyond the control of a student that prevents him or her from completing course requirements. Course work to remove an “I” grade must be completed during the first eight weeks of the next semester (fall or winter) for which the student registers unless a student-initiated extension is approved by the instructor and the graduate dean. If course requirements are not completed within one year and no semester has been registered for, the “I” grade shall become permanent. A student who wishes to receive an incomplete grade in a course must present a Student Request for Incomplete (I) Grade form to the instructor by the day of the scheduled final examination. This form, which indicates the instructor’s willingness or unwillingness to grant the “I” and the schedule he or she sets for completing the term’s work, is available in department offices.

The P (Progress) grade is a temporary grade that may be given only in a course that cannot be completed in one semester or session. Prior approval must be obtained from the appropriate committee on instruction and the Dean of Graduate Study for each course in which “P” grades are to be assigned. The “P” grade is given only for satisfactory work. “P” grades must be removed within two calendar years of the date of assignment; otherwise the “P” converts to a permanent “I” which remains on the transcript.

The grade of “U” is given to graduate students only when a course is graded S/U and implies a non-passing grade of less than 3.0.

The grade of “S” is given in certain selected courses and is meant to imply 3.0 or better. Courses in which S/U grading is used must be approved by the appropriate committee on instruction and the graduate dean, who will notify the registrar.

The grade of “R” is a temporary grade assigned by the registrar in the absence of a grade from the instructor or in the case of the award of an inappropriate grade.

The final grade of “Z” is assigned upon registration for a course as an auditor. The student’s declaration of intention to audit is required at the time of registration, and it is understood that no credit for the course is intended that term. An audit registration for a course is permitted only during the late registration period each term. Permission of the instructor to audit and admission to the university are both required before such a registration will be permitted. Regular tuition and fees apply to all courses.

All grades and marks assigned will appear on a student’s transcript. However, only numerical grades are used in computing the student’s grade point average.

Petition of Exception:

Students may request waivers or modifications of specific program requirements by filing a *Petition of Exception* form with the Chair of the department. These forms may be obtained from your advisor or the department’s administrative personnel.

<https://www.oakland.edu/grad/current-graduate-students/masters/> under student forms.

Transfer of Credit:

Students who want to transfer graduate credits are required to submit an Application for Graduate Transfer Credit obtained from the Graduate Office or Department of Counseling. This is done after admission to the program has been granted. The

form is to be submitted to the student's faculty adviser or the program Chair. Please review the Form for current guidelines of transfer. The transfer of credit form can be found at grad studies website. <https://www.oakland.edu/grad/current-graduate-students/masters/> under student forms.

Students who wish to have credit for prior graduate coursework earned at another regionally accredited U.S. college or university transferred to count toward an Oakland University degree, must submit a Transfer Credit Request application for approval by their academic adviser and Graduate Study and Lifelong Learning. The Transfer Credit Request application is available at <https://www.oakland.edu/grad/current-graduate-students/masters/> under student forms. Students must have completed one semester in their graduate program at Oakland and be in good academic standing (no on probation or limited standing) to file the Transfer Credit Request application. Applications must be received no later than the first week of the semester in which the student expects to graduate. An official transcript of the graduate coursework must be on file in Graduate Study and Lifelong Learning prior to review of the Transfer Credit Request application. Students should be prepared to provide the graduate program advisor a catalog copy of the course description from the former institution and/or a course syllabus. Credit for prior coursework must be earned at the graduate level (500 level and above) with a grade of at least 3.0 (or B) and not be graded pass/fail, satisfactory/unsatisfactory or credit/non-credit; it must be applicable to the student's program and may not have been previously used to satisfy degree requirements at Oakland University or another institution. In accordance with policies set by the Michigan Council of Graduate Deans, no more than one credit will be awarded, per week of instruction. Oakland University does not provide transfer credit for life experience, credit by examination, independent study courses or noncredit courses. A maximum of 9 semester hours of transfer credit is acceptable toward a graduate degree. Approved graduate transfer credit will appear on the student's official transcript. Transfer credit earned more than six years before the Oakland University degree is awarded will not be applied toward degree requirements and is not subject to further extension. Once admitted and enrolled in an Oakland University graduate program, students should consult with their graduate faculty adviser before enrolling in graduate courses, outside of Oakland University, to satisfy a graduate degree requirement.

Program Transfers (Mental Health/School):

The current Mental Health 60 credit program is identified as major code 4405. The School 50 credit program is identified as a major code 4400. If you decide to switch programs, or correct your program major code. You must complete a petition for program transfer form found on the Grad studies website. Complete the form and turn it into the counseling office at 450J Pawley. <https://www.oakland.edu/Assets/upload/docs/Graduate-Study/Forms/Petition-for-Program-Transfer-TAC-06-12.pdf>. You must have an accurate major code before applying for graduation.

Extensions, Re-Admit and Continuous Enrollment:

Students have a total of six (6) years from the time of admittance to complete the counseling MA program. If a student is unable to complete the program in six (6) years, they must submit a Request for Extension form <https://www.oakland.edu/grad/current-graduate-students/masters/>. If a student is admitted into program and never takes any classes, they have one (1) year from date of admittance to register and attend classes without having to reapply. If a student is admitted into program and attended classes but missed a semester they have two (2) years from date of admittance to attend classes without having to reapply. Per catalog dated 8/30/17. For current catalog information see the Graduate Catalog <http://catalog.oakland.edu/content.php?catoid=21&navoid=1702#Readmission>

Leave of Absence:

Those students, who are considering a **Leave of Absence**, should seek immediate guidance from their advisor or department chair. Whenever possible, the request should be made in advance of the anticipated leave or as soon as possible after commencement of an emergency leave. Requests for **Leave of Absence** will not be granted retroactively. Students who are absent beyond the end of an approved Leave of Absence will be required to apply for readmission to the program. <https://www.oakland.edu/grad/current-graduate-students/masters/> under student forms.

Override (Under forms and Documents tab):

If you need an override for pre-req, level, major, or other, go to the department of counseling web page <http://www.oakland.edu/counseling/>, under forms and documents and fill out the google form. Fill out one google submission per override.

Closed Class Waitlist:

If you attempt to register for a course and it is closed, continue to register for the class in fall and you will be added to the waitlist. You can waitlist for all sections of the class being offered. When a spot opens in the class you will be notified to register within a specific time period.

DEPARTMENT OF COUNSELING GRADING POLICY/ACADEMIC STANDING:

4.0-3.9 superior grades reserved for students who exceed expectations in all respects (Equivalent to an "A+"). 3.8-3.6 excellent grades intended for students who exceed expectations in some respects (Equivalent to an "A"). 3.5-3.3 good grades intended for students who meet requirements in all respects (Equivalent to a "B+"). 3.2-3.0 minimally satisfactory performance in a graduate course (Equivalent to a "B").

Grades falling below a 3.0/unsatisfactory indicate that the student has not performed at the level expected for graduate study and will result in the student repeating the course and being placed on academic probation. In some cases, a class rubric is satisfactory or unsatisfactory. Unsatisfactory is equivalent to below 3.0. The student is also required to meet with their advisor and submit a new program plan and remediation plan at the beginning of their probation period.

Two courses with a grade under 3.0/unsatisfactory results in a review by the Academic Performance Committee and will result in dismissal or a remediation plan.

Appeal of Grade:

Students who would like to appeal a grade should first contact the instructor who issued the grade. If the student is not satisfied with the instructor's response, the student should refer to the Procedure for Resolving Grade and Program Status Grievances.

Class Attendance:

Instructors determine their own policies regarding class attendance requirements. In most cases, attendance is required at all class sessions. Whenever possible, attendance questions should be resolved through student-instructor discussions. **Only in exceptional cases and with the instructor's permission will students be allowed to add a class or switch sections after having missed the first class session.**

Academic Standing:

Students must maintain an overall grade point average of 3.0 or better and make satisfactory progress toward their degree to remain in good standing. Satisfactory progress is evaluated by the student's advisor, who consults with the department chair and faculty. No grade below a 2.0 may be applied to a degree. Two grades below 3.0/unsatisfactory or one below 2.0 leads to a progress evaluation and possible dismissal.

Counselor Competency and Fitness:

Students must follow all professional standards and ethical guidelines for counselors and exhibit personal qualities and characteristics, which are necessary for effective functioning in the role of counselor. Students who do not uphold these standards will be considered to be not making satisfactory progress toward the degree. This will result in a progress evaluation and possible dismissal. *(See Appendix A.)*

University Academic Conduct Regulations:

All members of the academic community at Oakland University are expected to practice and uphold standards of academic integrity and honesty. Academic integrity includes representing oneself and one's work honestly. Misrepresentation is cheating since it means the student is claiming credit for ideas or works not actually his or her own and is thereby seeking a grade that is not actually earned.

Faculty standards

In addition to other standards established or revised by the University from time-to-time, faculty members are expected to maintain the following standards in the context of academic conduct:

- To inform and instruct students about the procedures and standards of research and documentation required to complete work in a particular course or in the context of a particular discipline.
- To take practical steps to prevent and detect cheating.
- To report suspected academic misconduct to the Dean of Students, 144 Oakland Center, for consideration by the Academic Conduct Committee of the University Senate.

- To present evidence of plagiarism, cheating on exams or lab reports, falsification of records, or other forms of academic misconduct before the Academic Conduct Committee.

Student standards

In addition to other standards established or revised by the University from time-to-time, including without limitation the Student Code of Conduct and/or the Academic Conduct Regulations, students are expected to abide by the following standards in the context of academic conduct:

1. To be aware of and practice the standards of honest scholarship.
2. To follow faculty instructions regarding exams and assignments (including group assignments) to avoid inadvertent misrepresentation of work.
3. To be certain that special rules regarding documentation of term papers, examination procedures, use of computer-based information and programs, etc., are clearly understood.
4. If a student believes that practices by a faculty member are conducive to cheating, he or she may convey this information to the faculty member, to the chairperson of the department, or to any member of the Academic Conduct Committee either directly or through the Dean of Students Office.

Examples of academic dishonesty include, without limitation, the following:

1. Cheating on assignments and examinations. This includes, but is not limited to the following when not authorized by the instructor: the use of any assistance or materials such as books and/or notes, acquiring exams or any other academic materials, the use of any other sources in writing drafts, papers, preparing reports, solving problems, works completed for a past or concurrent course, completing homework or carrying out other assignments. No student shall copy from someone else's work or help someone else copy work or substitute another's work as one's own. No student shall engage in any behavior specifically prohibited by an instructor in the course syllabus or class discussion.
2. Plagiarizing the work of others. Plagiarism is using someone else's work or ideas without giving that person credit. By doing this, a student is, in effect, claiming credit for someone else's thinking. This can occur in drafts, papers and oral presentations. Whether the student has read or heard the information used, the student must document the source of information. When dealing with written sources, a clear distinction should be made between quotations, which reproduce information from the source word-for-word within quotation marks, and paraphrases, which digest the source of information and produce it in the student's own words. Both direct quotations and paraphrases must be documented. Even if a student rephrases, condenses or selects from another person's work, the ideas are still the other person's and failure to give credit constitutes misrepresentation of the student's actual work and plagiarism of another's ideas. Buying a paper or using information from the Internet without attribution and handing it in as one's own work is plagiarism.
3. Cheating on lab reports by falsifying data or submitting data not based on the student's own work.
4. Falsifying records or providing misinformation regarding one's credentials.
5. Unauthorized collaboration on assignments. This is unauthorized interaction with anyone in the fulfillment of academic requirements and applies to in-class or take-home coursework. Individual (unaided) work on exams, lab reports, homework, computer assignments and documentation of sources is expected unless the instructor specifically states in the syllabus that it is not necessary. Collaboration can also include calculating homework problems with another person, having another help rewrite a paper, sharing information/sources with others and checking coursework with others. This also includes unauthorized access to and use of computer programs, including modifying computer files created by others and representing that work as one's own.
6. Use of original work. When an instructor assigns coursework, the instructor intends that work to be completed for his/her course only. Work students may have completed for a course taken in the past, or may be completing for a concurrent course, must not be submitted in both courses unless they receive permission to do so from both faculty members.

If the Academic Conduct Committee determines that misconduct has occurred, the Committee assesses sanctions as set forth in the Student Code of Conduct which include, among other things, reprimand, probation, suspension and expulsion (dismissal) from the University. All conduct records are maintained in the Dean of Students Office.

DEPARTMENT GUIDELINES FOR GRADE GRIEVANCE:

If a student chooses to grieve a grade the following steps should be followed:

Step 1: All student grade grievances are first to be discussed with the course instructor. If a satisfactory resolution is not reached at this step, the student has the right to carry the grievance forward (step 2).

Step 2: The Grade Grievance Form must be submitted to the Chair of the Department of Counseling or designee no later than 10 University business days after final grades are posted on *SAIL*. The grade grievance procedure is not to be used to review the judgment of an instructor in assessing the quality of the student's work. The burden of proof rests with the student to demonstrate that the grade decision was made on the basis of any of the following conditions:

- a. The student believes that the grade received conflicts with the grading policy on the syllabus; or
- b. The student believes that there is an error in calculation with the grade.

The student must identify one of the three reasons permissible for the grade grievance, and submit the Grade Grievance Form, along with the following documentation:

- a. A thorough explanation of the reason identified for this review, including any relevant written materials – letters, memos, emails, or notes;
- b. A brief outline of the outcome of the initial meeting with the instructor;
- c. A copy of the course syllabus outlining assignments, tests, and examinations, along with their respective weights to the final grade calculation; and
- d. If applicable, a demonstration of the error in calculation by which the final grade was determined.

Since the written appeal will be the basis for the grievance, the student should ensure that it is clear, complete, and inclusive of all documentation the student wishes to have considered in the review process. It is the student's responsibility to present written evidence that the grade conflicted with the grading policy, the instructor made an error or the grade was given arbitrarily or with capriciousness or prejudice.

NOTE: Course grades assigned to a student based upon the results of a University Academic Conduct administrative or committee proceeding cannot be grieved.

Step 3: The Department Chair submits the Grade Grievance Form to the Academic Performance Committee. The Academic Performance Committee will review the Grade Grievance Form and relevant supporting documentation and use its best efforts to render a decision no later than 10 University business days after submission to the Committee. The Committee will not include the instructor against whom the grievance is lodged. The decision of the Academic Performance Committee is final and binding.

Informal Review Procedures for Competency or Fitness Issues

When student competency or fitness issues come to faculty/staff attention, a faculty/staff member should attempt to resolve the issues by communicating directly with the student. This is considered an informal review. In many cases, this initial communication with the student will resolve the issues with no further occurrence of the issues. Informal reviews are documented by faculty/staff and placed in the student file.

Formal Review Procedure for Competency or Fitness Issues

A formal review will occur if (1) the student competency or fitness issues are not resolved by informal review, (2) the faculty deems the issues warrant a formal review, and/or (3) a student does not reply to communications and/or attend meetings with a faculty/staff member.

1. A student concern form is completed by a faculty and/or staff member describing the issues. A faculty member(s) meets with the student to review and complete the student concern form (*see Student Concern Form*) and a copy is placed in the student's file. In the case of a staff member or part-time faculty member with a student concern the student concern form is

completed by the staff member or part-time faculty member with a full time faculty member.

If the issues discussed in the student concern form are not resolved, the concern form is reviewed by the Department Chair and forwarded to the Department of Counseling Academic Performance Committee (which consists of three faculty).

The following procedures will occur following the completion of the student concern.

- If the issues are resolved, no further action is taken unless a second concern form is completed.
- If a student receives a second student concern form and/or there is a violation of Competency and Fitness standards (See page Counselor Competency and Fitness Standards) then the concern will automatically be referred to and reviewed by the Academic Performance Committee.
- If a student does not meet with the staff/faculty member within 10 University business days after receiving a request for such a meeting, then the student concern form will be automatically referred to the Academic Performance Committee.

If the issues are unresolved then the Department Chair will send a formal letter and/or email notification to the student stating that the issues will need to be reviewed by the Academic Performance Committee. The formal letter/email will include the following: (1) The issues summarized and (2) the student's rights during the review process.

The Academic Performance Committee will review the issues following department procedures. The Committee may resolve the issues in one of the following manners and will use its best efforts to notify the student in writing of its resolution within 10 University business days after the Committee's review:

1. The student concern is dismissed
2. If evidence supports action, then a remediation plan will be established:
 - a. A written student remediation plan with a specified time frame.
 - b. The Academic Performance Committee will review student progress & completion of the remediation plan.
 - c. Unsuccessful completion of the remediation plan requires an automatic review by the Academic Performance Committee with the possibility of the committee recommending dismissal.
 - d. Successful completion of the remediation plan requires no new action unless a student concern occurs.
3. A recommendation for dismissal is forwarded to the Chair of the Department with a copy to the Dean's office.
4. The student has a right appeal a decision of the Academic Performance Committee to the SEHS Dean by submitting a written appeal to the Dean within 10 University business days of the date that the notification is sent to the student. A student may only appeal a decision of the Academic Performance Committee on one or both of the following grounds: (i) substantial new evidence, which was not available at the time of the Academic Performance Committee review; and/or (ii) procedural error that significantly affected the outcome of the case. The SEHS Dean will decide any such appeal and the Dean's decision will be final and binding.

NOTE: In addition to the formal and informal procedures described above, student issues that constitute a violation of the University's Student Code of Conduct or Academic Code of Conduct will be referred to the Dean of Students for resolution.

University Closings:

Oakland will close only when the university's Department of Campus Facilities and Operations find weather conditions hazardous for travel to and from campus, or when utility failure or the contingency prevents the normal and safe operation of the university. **Contact Oakland University's Weather Hot-line (248-370-2000) for current information regarding weather-related university closings.** Classes at off-campus sites will be canceled if the University is closed **or** if the site is closed. Students are advised to listen to major local radio stations for information. <https://oupolice.com/>

University Sexual Harassment Policy

Contact the Department of University Diversity and Compliance at (248) 370-3496.
<https://www.oakland.edu/policies/human-resources/711/>

PROFESSIONAL ORGANIZATIONS:

American Counseling Association (ACA) <https://www.oakland.edu/counseling/orgs/>

The American Counseling Association is a not-for-profit, professional and educational organization that is dedicated to the growth and enhancement of the counseling profession. Founded in 1952, ACA is the world's largest association exclusively representing professional counselors in various practice settings.

By providing leadership training, publications, continuing education opportunities, and advocacy services to nearly 55,000 members, ACA helps counseling professionals develop their skills and expand their knowledge base. ACA has been instrumental in setting professional and ethical standards for the counseling profession. The association has made considerable strides in accreditation, licensure, and national certification. It also represents the interests of the profession before Congress and federal agencies, and strives to promote recognition of professional counselors to the public and the media. For more information, contact:

Michigan Counseling Association (MCA) <http://www.michigancounselingassociation.com/>

The central mission and purpose of the Michigan Counseling Association is to enhance human development throughout the lifespan and to promote the counseling profession. MCA is a Branch of the American Counseling Association, and subscribes to the ethical guidelines and by-laws of ACA. Membership options are available to individuals interested in or actively engaged in counseling, guidance and personnel services. MCA, an active organization for over 30 years, is the largest professional counseling organization in Michigan. There are over 2,200 members who also belong to divisional affiliations for areas of specialization. For more information, contact:

ACA and MCA (Student Membership) <https://www.oakland.edu/counseling/orgs/>

Counseling students are encouraged to join professional organizations that stimulate greater personal and professional involvement in the counseling field. Some of these organizations are the American Counseling Association (ACA) and the Michigan Counseling Association (MCA). Students may join at a special discount rate. Membership in ACA also makes possible enrollment in a professional liability insurance program at student rates. For more information, you can visit the counseling organizations website:

Chi Sigma Iota (CSI) <http://www.oakland.edu/counseling/orgs>

Chi Sigma Iota, the international honor society of counseling professionals and professionals-in-training, promotes scholarship, research, and professionalism in the study and practice of counseling. Membership in Chi Sigma Iota can contribute to professional development by introducing students to a network of professionals dedicated to excellence in the field of counseling. In addition, students receive a certificate of membership and recognition at the annual GCSA Spring Conference. To be eligible for membership in the Oakland University Theta Chapter, students must be enrolled in the counseling program leading to a graduate degree, and have completed at least 12 credit hours with a minimum cumulative GPA of 3.5. Applications are on-line.

Chi Sigma Iota activities include professional lectures, a departmental newsletter, planning and implementation of an annual spring conference and social activities. Members are also involved in fund-raising and volunteer activities that are designed to stimulate the growth and development of the organization and benefit the counseling area.

OAKLAND UNIVERSITY COUNSELING SERVICES:

School of Education and Human Services (SEHS) Counseling Center

<http://www.oakland.edu/sehs/cc/>

The SEHS Counseling Center offers personal counseling services to students and members of the community at no charge (248-370-2633). Sessions are conducted by practicum counselors who are supervised by faculty members through a counseling practicum course at the master's level. Clients include children, adolescents, and adults who are seeking counseling for a variety of issues.

The Adult Career Counseling Center <http://www.oakland.edu/sehs/accc/>

The Adult Career Counseling Center (ACCC) provides services for adults from the community who seek guidance in examining career possibilities (248-370-3092). The ACCC provides computer-assisted career guidance, individual career counseling and referral services at no charge. The ACCC is located in Room 250A Pawley Hall. Graduate students in the counseling program have an opportunity to work at the ACCC as graduate assistants or practicum counselors.

University Counseling Center (Graham) <http://www.oakland.edu/ghc/>

The Graham Counseling Center (248-370-3465) offers counseling, testing, and evaluation in the following areas: personal relationship, and I.Q. testing. These services are available for students, faculty and staff.

MISCELLANEOUS STUDENT SERVICES:

Academic Skills Center <http://www.oakland.edu/tutoring>

The Academic Skills Center (ASC) offers a variety of services and programs to help students become independent learners and achieve their best academically. Services available at the ASC include the following: walk-in and appointment tutoring, Supplemental Instruction (SI), self-paced instructional materials, undergraduate readmissions, and much more. All services and support programs are available at no additional cost to currently enrolled OU students. Visit the ASC at its main office located at 318 Meadow Brook Road, Room 103.

Computer Services <https://www.oakland.edu/uts/common-good-core-resources/storage/>

Oakland University has many computer facilities on campus: All students at Oakland University are eligible to receive a free, unlimited access, Internet account with e-mail, world-wide-web, literature search, and full-text retrieval services, etc., which can be accessed from Oakland University or home. Please check the website for locations and hours.

Disability Support Services: <https://www.oakland.edu/dss/>

Disability Support Services acts as an advocate for students with disabilities and works with 500-600 students per semester. In addition to helping students understand university policies and practices, we assist students in addressing personal and academic concerns. We supply referrals to other university offices when appropriate.

Division of Student Affairs <https://www.oakland.edu/studentaffairs/>

The Division of Student Affairs sponsors a variety of programs and services, such as student clubs, health and counseling services, free tutoring, outstanding residential and dining programs, study skills seminars, recreation and more.

Graham Health Center <http://www.oakland.edu/ghc/>

Oakland University students, faculty, and staff may receive medical and counseling services at the Graham Health Center (248-370-2341). Services provided by the medical clinic include acute health care, work and school physicals, family planning, allergy injections, select immunizations, flu vaccinations, and health promotion activities.

Kresge Library Services <http://library.oakland.edu/>

Kresge Library contains most of the library's collections, including magazines, circulating books, reference works and major library services, as well as two computer labs with 70 work stations. Librarians are available to answer questions, help students find information and use library materials. Teaching faculty and library faculty members collaborate on lectures and demonstrations regarding library usage and research techniques. Information on the Oakland University library holdings is made available through the DALNET on-line catalog which includes information on the collections of libraries at Wayne State University, the University of Detroit-Mercy, the Detroit Public Library, and many other libraries in the area. Books and journals not found in the Kresge Library collections can be obtained from other libraries through interlibrary loan. The library's on-line search service provides for customized computer-generated bibliographies of citations in a broad range of subjects. Many databases are available on-line over the campus network or on CD-ROMs for patron use in the library.

The Kresge Library is open 100 hours per week during the Fall and Winter Terms, with a somewhat reduced schedule during the Spring and Summer Terms. Individual study carrels as well as group meeting rooms are available for student use.

Kresge Writing Center <https://www.oakland.edu/ouwc/>

The Oakland University Writing Center offers free support in all stages of the writing process for students enrolled at Oakland University or any of its satellite programs.

Its highly trained peer and faculty consultants can help students:

- Comprehend assignment goals;
- Translate instructor feedback into a revision plan;
- Develop confidence for new writing tasks;
- Choose assignment topics;

- Verbalize ideas;
- Transfer thoughts from head to hand;
- Gain awareness of audience, situation, and purpose;
- Organize thoughts;
- Generate clear and concise theses;
- Articulate informed arguments with appropriate claims and reasons;
- Gain control of grammar and mechanics;
- Locate and employ appropriate resources for research projects; and
- Learn and follow APA, MLA, Chicago, and other documentation guidelines for writing

While Walk-ins are welcome, students are encouraged to make an appointment; please do so by using the online scheduler. If you have other questions, please e-mail ouwc@oakland.edu or contact them at (248) 370-3120

In addition, students can enroll in the one-credit course, RHT 104, a supervised tutorial in which a student meets with a Rhetoric faculty member for weekly writing assistance.

Police Services: <https://oupolice.com/>

The Oakland University Police Department, 2 Public Safety and Services Building, is staffed under Oakland University and serves the university community 24 hours a day (370-3331). Officers are charged with enforcing state and federal laws and university ordinances. The Oakland University Police Department also has jumper cables, which they will loan with a deposit of your driver's license.

Veterans Support: <https://www.oakland.edu/veterans/>

APPENDIX A

OU Masters in Counseling

Counselor Competency and Fitness Statement

Oakland University's counseling programs are required, as CACREP-accredited programs, to hold students to the highest professional, personal, and ethical standards. The 2014 ACA Code of Ethics and Standards of Practice, Section F.6.b, states in part, "Counselors, through ongoing evaluation and appraisal, are aware of the academic and personal limitations of students and supervisees that might impede performance. Counselors assist students and supervisees in securing remedial assistance when needed, and dismiss from the training programs supervisees who are unable to provide competent service due to academic or personal limitations" (pp. 13). The Ethical Guidelines for Counseling Supervisors, published by the Association for Counselor Education and Supervision, states in guideline 2.12: "Supervisors have the responsibility of recommending remedial assistance to the supervisee and of screening from the training program, applied counseling setting, or state licensure those supervisees who are unable to provide competent professional services. These recommendations should be clearly and professionally explained in writing to the supervisees who are so evaluated."

In the counseling program and counseling courses, you will be required to demonstrate competencies that cannot always be adequately evaluated based on written assignments and classroom discussion alone. Therefore, passing grades require successful performance on nine factors that have been established as essential for performance as a competent and ethical counselor (Wiggins-Frame & Stevens-Smith, 1995). You are expected to be: 1) open, 2) flexible, 3) positive, 4) cooperative, 5) willing to use and accept feedback, 6) aware of impact on others, 7) able to deal with conflict, 8) able to accept personal responsibility, and 9) able to express feelings effectively and appropriately. The counseling profession requires interpersonal, intrapersonal and performance-based competencies. Becoming a professional counselor means assuming responsibility for not only your clients' well-being, but also for the well-being of the school or agency where you work and the reputation of the profession itself. As such, you are expected to conduct yourself with the same level of professionalism in the department that will be expected of you in a work setting. In summation, when problems and/or complaints experienced by faculty and staff accumulate, the department must take action in fulfillment of its commitment to high ethical standards. Although not an exhaustive list, here are examples of unacceptable behaviors.

1. Unprofessional and/or Unethical conduct
2. Repeated non-attendance and/or tardiness in classes, at internship placement and other required departmental functions
3. Repeated excuse making when tasks, assignments, tests, and/or appointments are not completed in a timely manner or require rescheduling
4. Difficulty tolerating different points of view, constructive feedback
5. Difficulty communicating respectfully or participating collaboratively with others (e.g., classmates, colleagues, clients, supervisors, and/or instructors)
6. Behavioral displays of mental or emotional difficulties that impede learning of others and/or represent a risk to others and/or self
7. Verbal or physical aggressiveness toward others
8. Consistent inability or unwillingness to carry out academic or internship expectations and responsibilities
 9. Lack of awareness into negative consequences of own behaviors on others
 10. Frequent blame of others or external factors for performance failures and difficulties in the academic or internship environment(s)
 11. Behaviors that place others at risk in the academic or internship environments, including current substance abuse problems; exploitation of others; emotional, physical or verbal abuse; vindictive action toward others; or stealing from others
 12. Difficulties with maintaining confidentiality and/or ethically handling clinical materials
 13. Inability to demonstrate cultural competence with clients and/or peers during academic or internship environment(s)
 14. Inability to provide effective services to clients
 15. Failure to maintain regular contact with supervisors, including keeping them apprised of clinical and ethical issues pertaining to clients.
 16. Inability to maintain appropriate boundaries with faculty, staff, supervisors, peers, and/or clients

You will be informed by your instructor if your performance on any of these factors is problematic and will be given specific written feedback with guidelines for improvement as an ongoing part of our procedures for maintaining competency and fitness (See Guidelines for Procedures of Violation of Competency and Fitness).

Counseling not only demands the highest levels of performance, it also exposes counselors to stresses and challenges that may threaten individuals' coping abilities. Students are expected to take accountability for their personal wellness and demonstrate appropriate mental and emotional functioning to work effectively with clients and colleagues. The resources and references listed below may be helpful to students.

References

Baird, B. N. (2011). The internship, practicum, and field placement handbook: a guide for the helping professions (6th edition). Upper Saddle River, NJ: Prentice Hall.

Kottler, J. A. (2011) The therapist's workbook: Self-assessment, self-care, and self-improvement exercises for mental health professionals (2nd edition). San Francisco: John Wiley & Son.

Morrisette, P. J. (2001). Self-supervision: A primer for counselors and helping professionals. New York: Brunner-Routledge.

National Resources

American Counseling Association Ethical Standards: <https://www.counseling.org/resources/aca-code-of-ethics.pdf>

American Counseling Association Resources:

<http://counseling.org/Students/>

APA Formatting Guide: <https://owl.english.purdue.edu/owl/resource/560/01/>

University Resources

Disability Support Services: <http://www.oakland.edu/dss>

Kresge Library Tutorials for Plagiarism: <https://research.library.oakland.edu/sp/subjects/tutorials.php>

Mental and Physical Health Services for students: <http://www.oakland.edu/ghc/>

Tutoring Center: <https://oakland.edu/tutoring/>

Writing Center: <http://www.oakland.edu/ouwc>

APPENDIX B

School of Education and Human Services George R. and Helen Klein Memorial Scholarship

Nomination Form

<https://www.oakland.edu/sehs/student-resources/scholarships/>

Barry Klein, a 1968 graduate of Oakland University, established the George R. and Helen Klein memorial scholarship in 1997 in honor of his parents. **You may nominate yourself or any qualified student in the program.** An award committee will select the awardee.

The winner will be announced at the Chi Sigma Conference held in April. ☐
<https://www.oakland.edu/counseling/orgs/>

Criteria for selection

- Be a full- or part-time graduate student enrolled in counseling post-masters specialization program
- Primary interest in substance abuse counseling
- Demonstrate academic achievement
- Have financial need
- Demonstrate potential and/or success as a professional counselor

Date: _____

Nominator Information

Are you nominating (check one): Self ☐ A qualified student ☐

Your name (if not self-nomination): _____

Nominator's phone: (____) _____ - _____ email address: _____

Nominator's signature (if not self-nomination): _____

Candidate Information (please complete all information known to you)

Student Name: _____

Student Address: _____

Phone: (____) _____ - _____ Student Number: _____

Major: _____ Minor Concentrations (if any): _____

Number of credits completed: _____ Anticipated grad. Date: Semester, Year

Number of credit hours for Fall: _____ Winter (planned): _____

Place of employment: _____ Full or Part-time? _____

Reason for Nomination

Briefly describe the reasons you are nominating this student (or yourself) for this award, especially with regard to the student's interest in substance abuse counseling. You may cite examples of community service work in the field, plans for a future career in counseling and so forth. (**NOTE: Be sure to complete and sign at bottom of page.**)

Please check the boxes and sign below:

- ☐ I authorize the School of Education and Human Services to obtain a copy of my transcripts from the Oakland University Registrar's office.
- ☐ I represent that all information I have provided in this application is correct and true to the best of my knowledge.
- ☐ I understand that if I fail to meet the above criteria for the award, the award will be rescinded and given to another eligible student. I will then be liable to pay back the full amount of the award to Oakland University.

Signed: _____ Date: _____

Please return this application by March 7th to:

456 Pioneer Drive
Pawley Hall, Room 450J or 440H

APPENDIX C

**APPLICATION FOR A GRADUATE ASSISTANTSHIP
DEPARTMENT OF COUNSELING
<https://wwwp.oakland.edu/counseling/GA/>**

School of Education and Human Services

Name: _____ Date: _____
Address: _____ G#: _____
City: _____ State: _____ Zip: _____
Home Phone: _____ Cell Phone: _____
Email: _____

1. When were you admitted to the MA program?
(note: Specialization Program grads are NOT eligible for graduate assistantships) _____
When do you expect to complete the MA program? _____
2. How many semester hour credits have you completed at Oakland University? _____
3. List Oakland University faculty members who know you best:
1. _____
2. _____
3. _____
4. Which hours of the week are you available for assistantship work?
Monday _____ Tuesday _____ Wednesday _____
Thursday _____ Friday _____
5. What was your undergraduate GPA? _____
6. What is your graduate GPA? _____

Mandatory Attachments:

1. Personal resume that includes your education, work experience, professional skills, and special accomplishments such as awards, scholarships, publications.
2. A brief summary of your financial need.

PLEASE RETURN COMPLETED APPLICATION TO ROOM 450J PAWLEY HALL

APPENDIX D

CERTIFICATION INSTRUCTIONS FOR TEACHER CANDIDATES GRADUATING FROM MICHIGAN INSTITUTIONS IN DECEMBER 2010

The Michigan Department of Education is in the process of transitioning to the new Michigan Online Educator Certification System (MOECS) database. The old system will be retired effective **December 1, 2010**. This means that teacher certification candidates who will currently complete their programs from Michigan institutions in December will not be recommended for certification until the MOECS goes live on **February 8, 2011**. **You will receive a 90-day letter from the institution which is valid for obtaining employment in Michigan until your certificate is processed.**

If you are a teacher candidate who is affected by this transition to MOECS you will need to initiate the certification recommendation process by self-registering in MOECS beginning **February 8, 2011**. After you have self-registered your institution will receive a notification to verify your certification information and submit the recommendation for your certificate. You will then receive an email notification to pay your certification fee online and your certificate will be processed and mailed to you within 7 to 14 business days.

Please visit <http://www.michigan.gov/moeecs> for continued updates and more information on MOECS.

TO REGISTER WITH MOECS ON OR AFTER FEBRUARY 08, 2011, PLEASE FOLLOW THESE STEPS:

Step 1: Create a Michigan Education Information System (MEIS) Account

Visit <https://cepi.state.mi.us/MEISPublic/> and follow the links on the screen to create a Michigan Education Information System (MEIS) account. MEIS will email you a user ID and password along with the MEIS account number to the email address provided by you during MEIS registration.

Step 2: Register with MOECS

Once you have established a MEIS ID, please visit <http://www.michigan.gov/moeecs> and on the login screen sign in with your MEIS user ID and password and follow the steps to self register with MOECS. On the registration page, you will be asked to provide your MEIS account number, which is included in the email that you received from MEIS.

Step 3: Apply for Certificate in MOECS

Once you have signed in with MOECS successfully, you will be asked to complete the demographic information and once it is saved, you will see the links on the left navigation panel. Choose the link that is appropriate for you and follow the steps to apply for your certificate.

Step 4: University/College review/approval

After you have applied for the certificate, your application will be submitted to the institution that you identified in the application process via MOECS for review and approval.

Step 5: Online Fee payment

Once your application is approved by the institution in MOECS, you will receive an email with a link for you to pay the fee online using credit/debit card or you can do so by logging into MOECS using your user ID and password.

Step 6: Issuance of Certificate

Once the fee is paid, your application will be approved by the Michigan Department of Education, Office of Professional Preparation Services (OPPS) and the certificate will be printed and mailed to your address as stated in your demographic page within 7-14 business days.

If you are having any difficulties with the registration process, please contact the Office of Professional Preparation Services at 517/373-3310.

APPENDIX E

STUDENT CONCERN REPORT Department of Counseling, Oakland University

Last Name: _____	First: _____	M.I.: _____
Faculty: _____	Course: _____	
Date Filed: _____		
Meeting Held On: _____ Room and Length of the Student Meeting: _____		

Area(s) of Concern: (refer to the Counselor Competency and Fitness Statement)

Please describe the problem: (To be filled out by the faculty/staff member)

What is the student's perception of the problem?

What has been done to resolve the problem? (To be filled out by the faculty/staff member)

Remediation Plan (*Unsuccessful completion of the remediation plan requires an automatic review by the Academic Performance Committee with the possibility of the committee recommending dismissal*).

Due Date:

Faculty/Staff Signature: _____ Date: _____

Student Signature: _____ Date: _____

Signature acknowledges receipt and does not imply agreement

Copy: Department Chair

Copy: Student

Copy: Instructor

Grade Grievance Form
DEPARTMENT OF COUNSELING
School of Education and Human Services
Oakland University

Guidelines for Grade Grievance:

If a student chooses to grieve a grade the following steps should be followed:

Step 1: All student grade grievances are first to be discussed with the course instructor. If a satisfactory resolution is not reached at this step, the student has the right to carry the grievance forward (step 2).

Step 2: The Grade Grievance Form must be submitted to the Chair of the Department of Counseling or designee no later than 10 University business days after final grades are posted on *SAIL*. The grade grievance procedure is not to be used to review the judgment of an instructor in assessing the quality of the student's work. The burden of proof rests with the student to demonstrate that the grade decision was made on the basis of any of the following conditions:

- a. The student believes that the grade received conflicts with the grading policy on the syllabus; or
- b. The student believes that there is an error in calculation with the grade;

The student must identify one of the three reasons permissible for the grade grievance, and submit the Grade Grievance Form, along with the following documentation:

- a. A thorough explanation of the reason identified for this review, including any relevant written materials – letters, memos, emails, or notes;
- b. A brief outline of the outcome of the initial meeting with the instructor;
- c. A copy of the course syllabus outlining assignments, tests, and examinations, along with their respective weights to the final grade calculation; and
- d. If applicable, a demonstration of the error in calculation by which the final grade was determined.

Since the written appeal will be the basis for the grievance, the student should ensure that it is clear, complete, and inclusive of all documentation the student wishes to have considered in the review process. It is the student's responsibility to present written evidence that the grade conflicted with the grading policy, the instructor made an error or the grade was given arbitrarily or with capriciousness or prejudice.

Step 3: The Department Chair or the designee submits the grievance to the Academic Performance Committee. The Academic Performance Committee will review the Grade Grievance Form and relevant supporting documentation to use its best efforts to render a decision no later than 10 University business days after submission to the Committee. The Committee will not include the instructor against whom the grievance is lodged. The decision of the Academic Performance Committee is final and binding.

GRADE GRIEVANCE FORM

Student Name _____ - _____ G # _____

Number _____

Address _____

Phone Number _____ Alternate Number _____

Email _____

COURSE _____

INSTRUCTOR _____

GRADE ASSIGNED _____

1. Describe the nature of the grievance as it relates to one of the following: a) the grade received conflicts with the grading policy on the syllabus; b) there is an error in calculation with the grade; or c) the grade was given arbitrarily; or with capriciousness or prejudice.

2. Attach documentation that would support the grievance described above including the following: any relevant written materials (e.g., letters, emails, notes, assignments); outline of the outcome of the initial meeting with the instructor; a copy of the course syllabus; and, if applicable, a demonstration of the error in calculation by which the final grade was determined.

Student Signature _____ Date _____

Subscribing to Oakland University's Email and Counseling Listserv

All students are required to activate their Oakland University email accounts and to join the Department of Counseling's listserv.

To activate your Oakland University email account, go to www.oakland.edu/uts and follow the directions for email registration. After you have received your email account, you can subscribe to the listserv.

To subscribe to the listserv via Ashley Karas at:

dunham@oakland.edu

To post a message to the listserv(s), send your posting to the following email address:

cns-students-group@oakland.edu

cns-doctoral-group@oakland.edu

cns-grads-group@oakland.edu

Please note that explicit and inappropriate postings are strictly prohibited. If you are utilizing the listserv for referral purposes, please take strict precautions to protect the confidentiality and anonymity of clients. Do not reveal any identifying characteristics of clients.