

UNIVERSITY OF REDLANDS SCHOOL OF EDUCATION

# **CMHC PROGRAM HANDBOOK**

2025-2026



**University of Redlands  
School of Education  
CMHC Program Handbook  
2025-2026**

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## Introduction

This handbook provides admitted students with information about the faculty, curriculum, policies, and procedures of the University of Redlands' Clinical Mental Health Counseling Program. Because all academic programs evolve, changes related to academic expectations will occur from year to year. What is presented here is specific to the cohort admitted in Fall 2025. The information in this handbook does not replace the University Catalog and students are advised to review the catalog for additional detail and guidance.

All materials pertaining to the practicum experience, including forms and deadlines, are posted to the [Clinical Mental Health Counselor Resources Webpage](#). Candidates are expected to read through this handbook and related materials. Students are hereafter referred to as candidates.

## School of Education Mission and Values

### Vision

- Inspire more justice-related dialogue and action.

### Mission

- Strengthen social and educational justice through student, staff, and faculty engagement.

### Social Justice Principles

- Advocate practices that emphasize equity and democracy for all.
- Promote diversity of people, thought, experience, and expression.
- Lead systemic change.

### Educational Justice Principles

- Champion educational accessibility for all.
- Encourage inclusive education through diverse learning, teaching, and scholarship.
- Model self-awareness as a foundation for growth and change.

## DCHS Mission and Values

### Vision

- Be a responsive and innovative department committed to progressive educational practices and creative training.

### Mission

- Prepare ethically and culturally competent counselors and human services professionals.

Consistent with the School of Education mission, DCHS graduates have a strong sense of social justice and are able to address issues of diversity, power, equity, and access to care. Students are prepared as community leaders and change agents in local, regional, national, and global contexts.

## CMHC Purpose and Goals

The 60-credit hour University of Redlands' Master's degree program in Clinical Mental Health Counseling (CMHC) draws students from a variety of undergraduate majors and prepares them to become licensed mental health counseling professionals. CMHC graduates meet the Board of Behavioral Sciences requirements leading toward California licensure as Professional Clinical Counselors (PCC), Marriage and Family Therapists (MFT), or they may pursue dual licensure. Graduates work with a wide range of populations and in a broad spectrum of settings including but not limited to community agencies, mental health centers, psychiatric hospitals and private practice. For more information regarding licensure, visit [bbs.ca.gov](http://bbs.ca.gov).

Program faculty bring a unique blend of clinical experience, professional leadership, and prominence as scholars. They intend to prepare graduates with a well-developed counselor identity who can conceptualize and intervene in informed ways to assist a broad cultural cross-section of individuals, couples and families to improve their understanding, adjustment, and daily functioning across the lifespan.

The program integrates issues of diversity, social justice, and advocacy into the curriculum. Students therefore gain not only multicultural counseling skills, knowledge, and self-awareness, but a commitment to responsible citizenship and professional leadership.

Students enter as a cohort that functions as a learning community. This affords them not only support but the opportunity to develop close relationships and to learn from and about one another. This is facilitated as well by the small classes that are characteristic of the University of Redlands.

### Learning Outcomes:

Students who graduate from the CMHC program will be able to:

- Evaluate clients' biopsychosocial functioning using appropriate assessment procedures.
- Specify how a range of the best-established, evidence-based individual, group, and family treatments might be used with diverse populations across settings.
- Utilize both self-awareness and sensitivity to their interpersonal impacts when interacting with whom they serve.
- Use the American Counseling Association Code of Ethics to identify and resolve ethical and professional conflicts.
- Draw from the research literature to inform their professional practice.
- Identify as a professional clinical counselor in keeping with the regional, state, and national norms for the profession.
- Identify inequities and their impacts on clinical populations to advocate for them as appropriate.

## University of Redlands Anti-Racism Statement

The [University of Redlands Anti-Racism Statement](#) acknowledges that the faculty, administration, and board of trustees of the University of Redlands recognize that racism is pervasive in our society and that no segment of our nation is exempt, including the University. We acknowledge that students, alumni, and employees of the University, especially those who are Black, Indigenous, and Persons of Color, have experienced and have been hurt by marginalization, silencing, tokenism, erasure, and other damaging practices. We recognize that we have not adequately confronted inequities stemming from race and its intersection with other social identities. We unconditionally reject racism in all forms and embrace the institutional change necessary to dismantle systems that perpetuate injustice and inequity.

Knowing that words are powerful when coupled with action, we will be open, transparent, and accountable in the institution's anti-racist initiatives. We will listen and learn from each other and work to hear and amplify the voices of those who have been marginalized, and we will use every opportunity to create lasting change in alignment with these objectives.

We commit to bringing together all constituents to create and implement an anti-racism action plan with specific goals and objectives. Our progress will be measured on set dates and all will be able to inspect, review, and question the outcomes. This process of centering the voices of those who are Black, Indigenous, and Persons of Color is ongoing, and we intend it to be a new and permanent part of our life together.

## Compliance with Disability-Related Legislation

Any student who believes that they have a specific complaint regarding the University's compliance with disability-related legislation should reach out to [Academic Support and Accessibility](#) in the Student Success Center.

## DCHS Grievance Procedure

Every graduate student has the right to:

- Freedom from unfair treatment by faculty or administration
- Due process in the conduct of any proceedings that affect the student's progress in the program
- Petition for the redress of grievances without fear of retaliation

Therefore, students in the CMHC program should be aware of Department, School of Education, and University policies intended to protect those rights as outlined in this handbook.

## Program Faculty

The program is housed in the Department of Counseling and Human Services (DCHS). The DCHS encompasses master-level study in the School Counseling program, the Clinical Mental Health Counseling (CMHC), and the Counseling and Psychotherapy (MCPT) programs. CMHC students are likely to take classes with students in the School counseling program. The DCHS is one of three departments in the School of Education. The other two are the Department of Leadership and Higher Education and the Department of Teaching and Learning.

The DCHS faculty includes four full and part-time faculty and several adjunct (i.e., part-time) faculty who are highly qualified by virtue of their training and experience.

### Counseling Faculty (appearing alphabetically)



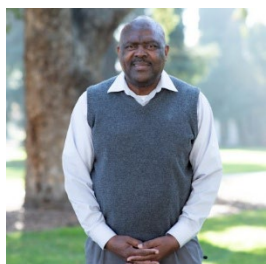
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## Program Overview

The [program requirements for the CMHC program](#) are outlined in the University Catalog. Students may also find the Cumulative Review Exit Requirements at the end of this Handbook in Appendix B.

The Department of Counseling and Human Services expects students to abide by all policies outlined here, as well as those described in the [University Catalog](#). Because of their importance, the following policies are presented here for students' ready access.

## Pathways

The course progressions, called pathways, are available on the [CMHC Resources webpage](#).

Courses are provided in three, 14-week semesters per year (Fall, Spring, and Summer) with breaks between each. For more specific information, see the School of Education [Academic Calendar](#).

The suggested sequence of courses is the 2-year pathway, which depicts a recommendation based on full-time academic study (defined below). Students whose circumstances do not permit full-time academic study may opt for the 3-year pathway.

According to federal regulation, full time graduate level study equates to 45 hours of work for the "average student." This is equivalent to approximately 135 hours of work for each 3-unit course awarded and approximately 90 hours for each 2-unit course awarded.

Mid-program adjustments should occur in consultation with the CMHC Program Coordinator and the Student Success Advisor.

Notice that students take more academic units during their first year than during their second to accommodate the time demands of being in practicum, which is approximately 15-20 hours per week. Because practicum and gaining supervised experience is such a major part of the program, it is described in much greater detail in a later portion in this Handbook.

## Registration

Note that the pathways provided are the only ways in which the program guarantees completion in the timeline listed. Students are expected to be continuously enrolled until the time of degree completion.

Graduate students who need to interrupt their studies through a leave of absence should discuss their request with their [Student Success Advisor](#). Ahead of taking a leave of absence, students should review the policy for credit obsolescence outlined in the [University Catalog's Academic Standards](#).

Students should take care in selecting their courses. Changes may be made to course selections before the close of self-registration, consistent with the dates listed in the [School of Education Academic Calendar](#).

After this advertised date, course changes are not permitted. However, section changes may be permitted and only for the following reasons: class loads, scheduling conflicts, scheduling errors, or improper placement of a student. Changes based solely on instructor preference will not be considered.

Even so, the change may only be made via special circumstance processing. If a student must change to a different section of the same course, they must follow the special circumstance process below:

1. Inform their Student Success Advisor of intent to change sections,
2. Discuss moving to a new section with their current instructor,
3. Ask the prospective instructor for permission to be added, and
4. Contact the program coordinator through email.

Should the change be granted, students must collaborate with their Student Success Advisor on processing the change.

## **Attendance**

Students are expected to attend all scheduled meetings of the courses for which they are registered. As the University Catalog indicates, students who miss two consecutive class meetings without notifying their instructor may be administratively dropped from the course. Other consequences may arise as a result of enforcement regarding the requirements of financial aid programs. Students should refer to individual faculty syllabi for specific course attendance policies.


## **Grades and Academic Standing**

Students are expected to maintain the minimum cumulative GPA and course GPA for graduate work taken at the University of Redlands to qualify for a degree. Refer to the [University Catalog's Academic Standing](#) for more information.

The most current [University Catalog's Grading System](#) provides an overview of the process students are to use if they need to request an incomplete grade.

The most current [University Catalog's Academic Review Board \(ARB\)](#) provides an overview of the process students are to use if they wish to dispute a grade.

## **Use of APA Writing Style**



Students are expected to employ APA format in all written documents they produce during the program. APA periodically updates its style manual, with small changes in the required style. Students are responsible for using the most current (7<sup>th</sup>) version of the manual. Here is a useful [primer](#) concerning APA style.

## Professional Identity

While enrolled, students are encouraged to participate as fully as possible in the intellectual life of their discipline and of the School and University community to better enhance the establishment of their professional identity.

## Clinical Counselor Performance Standards

Candidates in the Clinical Mental Health Counseling program will utilize the [Board of Behavioral Sciences \(BBS\) Statutes and Regulations](#) and the [American Counseling Association \(ACA\) Code of Ethics](#) to establish objectives and guide their practicum. Candidates will establish goals and will be evaluated based on these standards. The standards primarily center on the following:

- Clinical Skills
- Crisis Intervention Skills
- Professionalism
- Interpersonal Skills
- Cultural Competence
- Supervision and Feedback
- Self-Assessment and Professional Development
- Knowledge and Application of Theoretical Framework

## Counseling and Interpersonal Competence

A graduate program in counseling requires that students develop a knowledge of the discipline and threshold levels of clinical, cultural, and interpersonal competence. One primary area of growth is within EDUC 601 The Counseling Process, in which students will be required to earn a grade of at least 3.0 to progress in the program (the course can be repeated as necessary).

Clinical, cultural, and interpersonal competence is evaluated throughout the program including during practicum by DCHS faculty, instructors who teach CMHC 699 A, B & C and the practicum Site Supervisor. See the “Student Professional Development Committee” of this handbook (Appendix A) for detailed information regarding the department’s retention and remediation practices, policies and procedures.

## Comportment and Conduct

Students are held to the [Code of Student Conduct for Graduate Students](#). It provides some detail about the expected standards of behavior, the processes that are to be followed in the event of a violation (or suspected violation) of those policies, and the possible sanctions. See the “Student Professional Development Committee” (Appendix A) in this handbook for additional information.

Note also that students are expected to follow the academic honesty definitions, procedures, and sanctions presented in the [University Catalog's Academic Honesty Policy](#). It is the responsibility of each student in the program to read these academic policies carefully.

Candidates are expected to always conduct themselves in a professional manner and maintain professional relationships with on-campus and off-campus constituents. Candidates are expected to behave professionally during class, in interactions with other students and faculty, and in contexts in which they reasonably could be understood to represent the University of Redlands, such as practicum.

Candidates are expected to be responsible and ethical in their use of technology. They must ensure the safety and well-being of those they serve, meet their individual needs, and maintain confidentiality with information.

**Classroom Community.** In many of the CMHC courses students are expected to take on the roles of therapist, client, supervisor, and/or supervisee during classroom role. During such role plays and classroom practice sessions, students may choose to disclose personal information to facilitate the training process. Students are encouraged to share only what they feel comfortable disclosing.

All students in the classroom community should arrive with the commitment to uphold the sanctity of the classroom community that such shared personal information will be respected and honored in a confidential way.

## **Professional Organization Affiliation**

CMHC students are required to join one national professional organization by the end of their first semester. Membership in professional associations contributes to the development of a professional identity. These organizations provide professional development opportunities through workshops, seminars, conferences, and professional publications at little to no additional cost outside membership fees. Membership is a statement of adherence to the highest ethical standards and practices in the profession. Discounted student memberships are available in most associations.

Professional Associations:


[California Association of License Professional Clinical Counselors](#)

[California Association of Marriage and Family Therapists](#)

[American Counseling Association](#)

**Professional Liability Insurance.** Many memberships to the organizations listed above, and others, include discounted professional liability insurance, which is required prior to beginning practicum. Students often obtain it through the [American Counseling Association](#) as insurance is included as a [benefit of membership](#).

All clinical counselor trainees are required to carry professional liability insurance in the amount of \$1,000,000 per incident/\$3,000,000 aggregate per year. Counselor trainees are required to



enroll in the plan prior to the time of registration for their first semester of practicum.

Counselor trainees must submit proof of current liability insurance to [The Office of Licensure and Credentialing](#) before starting a practicum placement using the [Practicum Eligibility Form](#).

## Practicum Overview

During practicum, you will engage in practical, relevant, and meaningful experiences in a clinical setting. Practicum is your opportunity to observe the workings of counseling sites, apply the knowledge gained in the classroom, and continue to develop your counseling practice through supervised clinical experience. You are strongly encouraged to immerse yourself in the hands-on learning processes – learning beyond what’s simply required is essential for professional and personal growth.

Candidates are expected to start practicum in their final year of the program (2nd Fall term for 2-year track; 3rd Fall for 3-year track). Students must enroll in 699A, B, and C to see clients off site. The exception to this is for those continuing work at their approved sites between terms (i.e., in December and April). Those who fail to complete all required hours in three semesters will be required to register in CMHC 699D until hours are completed.

As a result of successfully completing practicum, students will be able to:

- demonstrate knowledge and understanding of basic counseling interventions and practice
- develop case conceptualization skills: formulate and translate clinical observation and assessment into measurable goals and treatment interventions to evaluate client progress in treatment
- provide effective clinical case management
- collaborate with colleagues in a multidisciplinary team setting
- demonstrate knowledge and understanding of the ethical and legal requirements of the profession
- demonstrate ability to define, identify, and use empirically supported interventions in therapy
- demonstrate ability to incorporate contextual and multicultural issues in therapy
- seek and use client feedback (e.g., from standardized measures such as the OQ45 or the PCOMS system) and others to continue to improve practice
- demonstrate awareness of the current developments in the field of counseling as they relate to clinical competence and professional growth
- practice appropriate self-care in order to provide a consistent and competent care for clinical populations

Additional information is detailed in the Practicum Handbook and should be read thoroughly and completely.

## Registration with the BBS

At the conclusion of their program, and upon completion of practicum hours, candidates will need to register with the Board of Behavioral Sciences for their pursuant associate licensures (e.g., APCC and/or AMFT). The process for registering for APCC is available on [the BBS's LPCC website](#). The process for registering for AMFT is available on [the BBS's LMFT website](#). Please thoroughly review the process ahead of beginning submission.

Part of the application for APCC and AMFT is a requirement for the University of Redlands to send confirmation to the BBS of eligible program completion by way of a Degree Program Certification Form. Upon program completion, candidates should reach out to the Office of Licensures and Credentialing at [olc@redlands.edu](mailto:olc@redlands.edu) to request the completion of this form.

The Office of Licensures and Credentialing will send this form directly to the BBS and carbon copy (CC) the student's Redlands email address. Candidates should retain a copy of the completed form for their records.

Once registered with the BBS, you will receive an APCC/AMFT number. This number indicates the ability to begin accruing hours toward licensure. If you would like to accrue hours ahead of the assignment of an APCC/AMFT number, you must meet the terms of the 90-Day Rule by completing the following

- submitting an APCC/AMFT application and fee within 90 days of graduation
- being fingerprinted by the agency where you are gaining hours

[Learn more about the 90-day rule here.](#)

## **APPENDIX A:**

### **STUDENT PROFESSIONAL DEVELOPMENT COMMITTEE**

The Departmental faculty convene to formally evaluate students twice each academic year (Fall and Summer) to determine their program standing.

Specific areas discussed during bi-annual student reviews include:

- Professional values and attitudes
- Individual and cultural diversity
- Ethical legal standards and policy
- Reflective practice/self-assessment/self-care

These biannual reviews are based on impressions the full-time faculty have formed in their interactions with the students, from feedback forms that the adjunct faculty complete for each student, and from any feedback that fellow students might have provided to one or more of the full-time faculty.

While bi-annual reviews are standing reviews, candidates may be reassessed at any time, including when any of the following events occur:

1. Student is placed on a remediation plan at a clinical training site.
2. Student leaves/is dismissed/suspended from a training site related to performance issues.
3. Student receives a grade below 3.0 (including “no credit” and “no pass” grades).
4. Student fails the CPCE.
5. Student has engaged in behavior that violates institutional policy, including ethical expectations.
6. Student has been previously referred to the Student Professional Development Committee (SPDC).
7. Student is placed on academic warning/probation.

The DCHS faculty use the following scales during their reviews of students:

- 0: No concern. Student’s pattern of performance is generally consistent with expected levels, and difficulties do not pose a serious threat to student’s progress in the program. This is the default scale, and no actions are taken for those students with 0.
- 1: Minimum concern with no formal remediation. Student’s progress is monitored by faculty.
- 2: Moderate concern. Student’s pattern of performance falls below expected levels and, if unaddressed and persistent, will pose a threat to student’s progress in the program. Receipt of this rating will warrant focused attention of the faculty.

- 3: Serious concern. Student's pattern of performance raises significant questions about his/her ability to succeed in the program and satisfactorily meet expected levels of competency. Receipt of this rating will lead to an SPDC referral.

Some students referred to the SPDC may receive a letter of concern or an invitation from faculty to discuss ways to better ensure their success.

## **REMEDIATION PLAN**

When a student does not perform as expected (academically, professionally, ethically, and interpersonally) of someone at their level of training, the departmental faculty may develop a remediation plan to address the situation and maximize the likelihood that the student will complete the program successfully. The types of performance issues that can trigger a remediation plan include:

### *Issues of Comportment and Ethics*

- Evidence of unprofessional or unethical conduct (from any source: observation by faculty or staff, substantiated reports by other students, substantiated reports by field supervisors)
- Consistent failure to comply with class requirements, including meeting of established deadlines
- Persistent conflict with classmates or colleagues

### *Issues of Academic, Interpersonal, and Professional Competence*

- Grades below 3.0 in classes
- Site supervisor feedback that the student is not demonstrating expected levels of professional competence
- Course instructors' evaluations that the student is not demonstrating expected levels of professional competence
- Evidence of interpersonal behaviors that place clients or others at undue risk of harm

That plan may include taking additional classwork, professional continuing education, personal counseling, or repeating particular courses and clinical experiences. In the case of very serious ethical or professionalism breaches, it is possible that the departmental decision is made to remove the student from the program.

When remediation plans are implemented, the faculty intends to maximize the likelihood of the student resolving the identified problems successfully within a timeframe specified in the plan. Failure to meet stipulations identified in the remediation plan may result in program dismissal.


## APPENDIX B:

### CUMULATIVE REVIEW EXIT REQUIREMENTS

At specific points during the program you will be expected to demonstrate specific training milestones such that at the completion of your program you will have accomplished the following:

1. \_\_\_\_ CPCE: The Counselor Preparation Comprehensive Exam (CPCE) is an exit examination required of all students in the Clinical Mental Health Counseling (CMHC) program at the University of Redlands. The purpose of the exam is to assess the student's knowledge of counseling to ensure minimum competence in the field. The CPCE will also provide collective feedback that can be used by faculty in the DCHS programs in developing/adapting curriculum. Please note CPCE is NOT a licensure exam. More information is available on the [CPCE Resources webpage](#).
  - a. \_\_\_\_ CPCE exam passed with minimum score of 79\*
2. \_\_\_\_ Practicum including successful completion of:
  - a. \_\_\_\_ academic coursework including 699 A, B, and C with a clear trajectory toward demonstrated competence
  - b. \_\_\_\_ experiential training as evidenced by on-site supervisor evaluation of “meets expectations” or above with clear trajectory toward demonstrated competence
  - c. \_\_\_\_ supervised clinical hours logged and approved
3. \_\_\_\_ Completion of Case Conceptualization Capstone: This project will be a culminating project completed both independently through a student’s supervised work at their practicum site and through the 699 A, B, and C courses. Culminating in the student’s final 699 course, a theoretically grounded written case conceptualization paper supported by digital evidence of demonstrated mastery of clinical application will be presented.
4. \_\_\_\_ Completion of 10 personal hours of counseling (group or individual)

\* Students evidencing marked efforts to prepare for the exam including meeting with faculty and following suggested steps to improve knowledge and test taking strategies but are still unable to pass the exam after three attempts may be deemed appropriate for an Alternative Written Exam. The alternative written exam is assigned by faculty to students as deemed appropriate. The vignette-based examination provides students with an alternative approach to demonstrating



skill-based knowledge and is comprehensive in nature. Students will have six weeks to complete the exam based on the prompt provided. Exams are blind-reviewed by two counseling faculty based on a pre-determined rubric and are either pass or fail. In the event that graders are not in agreement, a third grader will be used to determine the final outcome. Results of the Alternative Written Exam are final and failure to pass will result in termination from the program without earning of the Master's in Clinical Mental Health Counseling degree.