West Virginia University
**School of Education and Counseling
MS in Counseling Programs**

Counseling Program Student Handbook
2025-2026

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Welcome to the Program!

Welcome to WVU's Counseling Program! We as faculty are excited to meet and get to know each of you. The WVU Counseling program is committed to welcoming an incoming class that is diverse and well rounded. Students in the program are from many different states and countries, come from different educational backgrounds, and from many different work settings and experiences. The faculty and staff hope you are ready to get started on a journey that is going to be challenging, interesting, demanding, enjoyable, and most importantly, rewarding.

As you start this year with WVU Counseling, please know the faculty are here to help make this a rich experience. Please feel free to contact your advisor, any faculty member, or the program coordinator with questions or concerns. **This handbook is designed to provide you with numerous program details and information about student expectations**.

Welcome—we look forward to working with each one of you!

Mission Statement

The master's program in counseling, with an emphasis on either clinical mental health or school counseling at West Virginia University advances the land grant mission of the University in a rural state by providing a strong practitioner training program focused on the unique needs of the Appalachian region and other diverse communities across the US. We are committed to preparing entry-level clinical mental health and school counselors to work competently and ethically within a pluralistic society. Our central organizing approach to counseling rests in understanding the cultural and human development needs of individuals, couples, families, groups, and those experiencing disability or social inequality across the lifespan.

Program Description

The program provides a comprehensive, planned program of study for entry into the counseling profession. The core counseling curriculum is the same for all students.

Students then choose an area of emphasis, either **Clinical Mental Health** (online or on-campus) or **School Counseling** (on-campus).

As such, the Counseling Program at West Virginia University (WVU) has three student bodies:

1.   on-campus clinical mental health counseling
2.   on-campus school counseling
3.   online clinical mental health counseling

It is fully accredited by **the Council for Accreditation of Counseling and Related Educational Programs (CACREP)**.
Please note: *Students admitted to the online track may not enroll in courses in the on-campus tracks, and students admitted to the on-campus tracks may not enroll in courses in the online track.*

Areas of Emphasis in the Counseling Program at West Virginia University

The MS in Counseling at WVU has two areas of emphasis (Clinical Mental Health counseling or School counseling). Students are admitted in under their designated AOE and typically do not transfer to another over their studies.

Clinical Mental Health Counseling (On-Campus and Online)
The clinical mental health specialization provides the basic preparation for mental health, substance abuse, corrections, and college counseling. While emphasis is on outpatient services, many of our graduates have been employed in residential treatment programs, and some work in private practice settings. *The clinical mental health specialization prepares students for licensure as a professional counselor in West Virginia and most other US states.*

School Counseling (On-Campus)
WVU's school counseling specialization trains professional school counselors to work with students in pre-K-Adult settings. Professional school counselors provide comprehensive school counseling programs across multi-tiered systems of support that offer education, prevention, and intervention to address the diverse and complex needs of children and adolescents from all backgrounds as they progress across the developmental lifespan. School counselors work with a wide variety of stakeholders including teachers, parents/caregivers, administrators, and local business and community leaders to ensure access and equity for all students to establish a school climate of success for all students. *The school specialization prepares students for certification as a school counselor in West Virginia and for professional licensure as a counselor in West Virginia and most other US states.*

WVU Counseling Program
Program Objectives

Program Objective #1 (Sociocultural and Developmental Domains) The program will foster a culturally inclusive learning environment that promotes the multicultural competency necessary to work with clients across the lifespan.

Program Objective #2 (Professional Practice) The program will provide students with the foundational knowledge and skills required to competently work with, and advocate for, clients in diverse counseling settings.

Program Objective #3 (Professional Disposition and Ethics) The program will prepare students to demonstrate professional dispositions as evidenced by ethical decision-making, appropriate interpersonal skills, commitment to learning and professional growth, and application of constructive feedback, in line with the current ACA Code of Ethics.

Program Objective #4 (Knowledge, Research, and Evaluation) The program will prepare students to demonstrate the importance of research and evaluation in advancing the counseling profession, including how to critique research to inform professional practice.

Program Leadership

Lisa Platt, Ph.D.
Associate Director of the School of Education and Counseling
Counseling Program Co-Coordinator
Associate Professor
504-P Allen Hall
(304) 602-7755
lisa.platt@mail.wvu.edu

Kristine Ramsay-Seaner, PhD, NCC
Counseling Program Co-Coordinator (Online Program Lead)
Assistant Professor
504-O Allen Hall
304-293-0540
kristine.ramsayseaner@mail.wvu.edu

Director of the School of Education and Counseling:

Matthew Campbell, Ph.D.
Associate Professor
School Director- School of Education and Counseling
602 Allen Hall
(304) 293-4714
mpcampbell@mail.wvu.edu

Dean of the College of Applied Human Sciences:

Nathan Sorber, Ph.D.
Interim Dean of CAHS
AHB 275
304-293-1781
Nathan.sorber@mail.wvu.edu

Program Faculty

Regina Burgess, CRC, LPC, CCTP
Teaching Assistant Professor
504 Allen Hall
304-293-2186
regina.burgess@mail.wvu.edu

Jeff Daniels, Ph.D.
Professor
504 Allen Hall
304-293-2235
jedaniels@mail.wvu.edu

Joy Hutchinson, Ph.D. LPC
Assistant Professor
504-M Allen Hall
Joy.hutchinson@mail.wvu.edu

Myia Makeupson, Ph.D.
Teaching Assistant Professor
504 Allen Hall

George Mamboleo, PhD, CRC
Associate Professor
504 Allen Hall
304-293-0537
george.mamboleo@mail.wvu.edu

Anna Simmons, MA, ALPS, LPC
Teaching Assistant Professor
504G Allen Hall
asimmo13@mail.wvu.edu

Phased Retirement:

Margaret K. Glenn, Ed.D.
Professor
504 Allen Hall
304-293-2276
margaret.glenn@mail.wvu.edu

Adjunct Teaching Staff:

Taylor Allen, Ph.D.
Taylor.allen2@mail.wvu.edu

Alaina Schrader, MA, LPC, NCC, PMH-C, ADHD-CCSP
504 Allen Hall
Atetric1@mail.wvu.edu

Kanbi Knippling
Kanbi.knippling@mail.wvu.edu

Administrative Staff:

Ms. Dana Musick, BA
502 Allen Hall
304-293-3879
dmusick2@mail.wvu.edu

PROGRAM OF STUDY: CLINICAL MENTAL HEALTH COUNSELING SPECIALIZATION
ON-CAMPUS CLINICAL MENTAL HEALTH STUDENTS

The following is a breakdown of the courses on-campus students will take if they want to become a clinical mental health counselor. Courses are sequenced in blocks for purposes of prerequisite requirements. Our program of study fulfills all coursework requirements to pursue credentialing as a licensed professional counselor in West Virginia. Courses in Block II have prerequisites in Block I, Block III requires courses in Block II, etc.

COURSE NUMBER	COURSE TITLE	CREDIT HOURS
BLOCK I		
COUN 501	Counseling Theories/Techniques 1	3
COUN 512	Research & Evaluation in Counseling	3
COUN 622	Introduction to Mental Health Counseling	3
COUN 634	Cultural Issues	3
COUN 664	Ethical Issues in Counseling	3
BLOCK II		
COUN 606	Counseling Theories/Techniques 2	3
COUN 665	Diagnosis and Treatment Planning	3
COUN 668	Crisis, Trauma, and Grief Counseling	3
COUN 536	Theories of Human Development	3
SUMMER		
COUN 505	Theory & Practice of Human Appraisal	3
COUN 630	Counseling Children, Adolescents, and Parents	3
BLOCK III		
COUN 609	Group Counseling Theory/Technique	3
COUN 620	Lifespan Career Counseling	3
COUN 640	Addictions Counseling	3
COUN 645	Couples/Family Counseling	3
COUN 685	Practicum	3
BLOCK IV		
COUN 684	Supervision Models in Counseling	3
COUN 686	Internship	9
	TOTAL CREDIT HOURS	**60**

Although the program follows a strict course sequence, faculty encourage students to speak to their assigned advisor about their course of study.

PROGRAM OF STUDY: CLINICAL MENTAL HEALTH COUNSELING SPECIALIZATION
ON-CAMPUS SCHOOL COUNSELING STUDENTS

The following is a breakdown of the courses you will take if you want to become a school counselor. Our area of emphasis in school counseling program of study fulfills all coursework requirements to pursue credentialing as both a certified school counselor and licensed professional counselor in West Virginia. Our program of study also fulfills all coursework requirements to pursue credentialing as a licensed professional counselor in West Virginia. Courses in Block II have prerequisites in Block I, Block III requires courses in Block II, etc.

COURSE NUMBER	COURSE TITLE	CREDIT HOURS
BLOCK I		
COUN 501	Counseling Theories/Techniques 1	3
COUN 512	Research & Evaluation in Counseling	3
COUN 610	School Counseling Services 1	3
COUN 634	Cultural Issues	3
COUN 664	Ethical Issues in Counseling	3
BLOCK II		
COUN 606	Counseling Theories/Techniques 2	3
COUN 665	Diagnosis and Treatment Planning	3
COUN 668	Crisis, Trauma, and Grief Counseling	3
COUN 536	Theories of Human Development	3
COUN 611	School Counseling Services 2	3
SUMMER		
COUN 505	Theory & Practice of Human Appraisal	3
COUN 630	Counseling Children, Adolescents, and Parents	3
BLOCK III		
COUN 609	Group Counseling Theory/Technique	3
COUN 620	Lifespan Career Counseling	3
COUN 640	Addictions Counseling	3
COUN 645	Couples/Family Counseling	3
COUN 685	Practicum	3
BLOCK IV		
COUN 686	Internship	9
COUN 684 (*optional course)	Supervision Models in Counseling	3*
	TOTAL CREDIT HOURS	**60**

Although the program follows a strict course sequence, faculty encourage students to speak to their assigned advisor about their course of study.

Steps to Complete an Internship in School Counseling in West Virginia:

Consistent with state policy, all school counseling students seeking West Virginia school counseling certification must take the School Counseling Praxis (this is a school counselor certification competency exam). A student must pass the Praxis exam prior to COUN 686- Internship. Typically, students take the Praxis early in the fall of the second year, with the pass deadline of Oct. 1.

In West Virginia, upon passing the School Counseling Praxis, a student must obtain a student teaching permit. The process to apply for the student teaching permit is intensive, thus it is imperative students start early in the semester before internship getting all the necessary forms and processes completed. A student cannot attend internship within the required paperwork.

Consistent with state policy, all school counseling students doing field placement in schools must also have a background check for practicum, and another for their student teaching permit for internship. Both are required prior to being on-site in schools. Students are provided more details about the necessary steps to acquire this paperwork at the end of the first year and the beginning of the second year.

School Counseling Practicum and Internship Sequencing:

West Virginia requires school counseling students to have fieldwork training at all three levels of K-12 education: Elementary, Middle, and High School.   They also require that elementary training occur during the internship semester.

As such, school counseling students follow a sequence in their placements:

Practicum- Either middle school or high school
Internship- Elementary school and either middle or high school (depending on where the practicum placement occurred.

So, a sample placement schedule would look like:

Fall Practicum: Middle School
Spring Internship: Elementary (3 days a week); High School (2 days a week)

PROGRAMS OF STUDY: CLINICAL MENTAL HEALTH COUNSELING SPECIALIZATION
DIGITALLY DELIVERED (ONLINE) <u>CLINICAL MENTAL HEALTH</u> STUDENTS

Plan of Study: **Part-Time (4-Year Option) – Fall Cohort**

Fall #1	Spring #1	Summer #1
COUN 622 (3 Credits)	COUN 536 (3 Credits)	COUN 634 (3 Credits – 6 Weeks)
COUN 501 (3 Credits)	COUN 606 (3 Credits)	COUN 668 (3 Credits – 6 Weeks)
6 Total Credits	6 Total Credits	6 Total Credits
Fall #2	Spring #2	Summer #2
COUN 512 (3 Credits)	COUN 620 (3 Credits)	COUN 640 (3 Credits)
COUN 619 (3 Credits)	COUN 505 (3 Credits)	
6 Total Credits	6 Total Credits	3 Total Credits
Fall #3	Spring #3	Summer #3
COUN 664 (3 Credits)	COUN 609 (3 Credits)	COUN 624 (3 Credits) OPTIONAL
COUN 665 (3 Credits)	COUN 630 (3 Credits)	
6 Total Credits	6 Total Credits	0 Total Credits
Fall #4	Spring #4	Summer #4
COUN 685 (3 Credits)	COUN 686 (9 Credits)	
COUN 645 (3 Credits)		
6 Total Credits	9 Total Credits	
		Total Credits at Graduation: 60

Plan of Study: **Part-Time (3-Year Option) – Fall Cohort**

Fall #1	Spring #1	Summer #1
COUN 622 (3 Credits)	COUN 536 (3 Credits)	COUN 634 (3 Credits – 6 Weeks)
COUN 512 (3 Credits)	COUN 620 (3 Credits)	COUN 668 (3 Credits)
COUN 501 (3 Credits)	COUN 606 (3 Credits)	
9 Total Credits	9 Total Credits	6 Total Credits
Fall #2	Spring #2	Summer #2
COUN 664 (3 Credits)	COUN 609 (3 Credits)	COUN 640 (3 Credits)
COUN 619 (3 Credits)	COUN 505 (3 Credits)	COUN 624 (3 Credits) OPTIONAL
COUN 665 (3 Credits)	COUN 630 (3 Credits)	
9 Total Credits	9 Total Credits	3 Total Credits
Fall #3	Spring #3	Summer #3
COUN 685 (3 Credits)	COUN 686 (9 Credits)	
COUN 645 (3 Credits)		
6 Total Credits	9 Total Credits	
		Total Credits at Graduation: 60

Plan of Study: **Full-Time – Fall Cohort**
-with full-time Summer Enrollment
-one semester of Internship

Fall #1	Spring #1	Summer #1 (Full-Time)
COUN 622 (3 Credits)	COUN 536 (3 Credits)	COUN 634 (3 Credits)
COUN 619 (3 Credits)	COUN 620 (3 Credits)	COUN 668 (3 Credits)
COUN 512 (3 Credits)	COUN 505 (3 Credits)	COUN 640 (3 Credits)
COUN 501 (3 Credits)	COUN 606 (3 Credits)	COUN 624 (3 Credits) OPTIONAL
12 Total Credits	12 Total Credits	9 Total Credits
Fall #2	Spring #2	
COUN 664 (3 Credits)	COUN 609 (3 Credits)	
COUN 645 (3 Credits)	COUN 630 (3 Credits)	
COUN 665 (3 Credits)	COUN 686 (9 Credits)	
COUN 685 (3 Credits)		
12 Total Credits	12 Total Credits	
		Total Credits at Graduation: 60

Plan of Study: **Full-Time – Fall Cohort**
-with Summer Enrollment
-two semesters of Internship

Fall #1	Spring #1	Summer #1 (Full-Time)
COUN 622 (3 Credits)	COUN 536 (3 Credits)	COUN 634 (3 Credits)
COUN 619 (3 Credits)	COUN 620 (3 Credits)	COUN 668 (3 Credits)
COUN 512 (3 Credits)	COUN 505 (3 Credits)	
COUN 501 (3 Credits)	COUN 606 (3 Credits)	
12 Total Credits	12 Total Credits	6 Total Credits
Fall #2	Spring #2	Summer #2
COUN 664 (3 Credits)	COUN 609 (3 Credits)	COUN 640 (3 Credits)
COUN 645 (3 Credits)	COUN 630 (3 Credits)	COUN 686 (3 Credits)
COUN 665 (3 Credits)	COUN 686 (6 Credits)	COUN 624 (3 Credits) OPTIONAL
COUN 685 (3 Credits)		
12 Total Credits	12 Total Credits	6 Total Credits
		Total Credits at Graduation: 60

Plan of Study: **Part-Time (3.5 Year Option) – Spring Cohort**

Fall #1	Spring #1	Summer #1 (Full-Time)
	COUN 622 (3 Credits)	COUN 634 (3 Credits)
	COUN 501 (3 Credits)	COUN 620 (3 Credits)
	6 Total Credits	6 Total Credits
Fall #1	Spring #2	Summer #2
COUN 606 (3 Credits)	COUN 505 (3 Credits)	COUN 668 (3 Credits)
COUN 619 (3 Credits)	COUN 536 (3 Credits)	COUN 624 (3 Credits) OPTIONAL
6 Total Credits	6 Total Credits	3 Total Credits
Fall #2	Spring #3	Summer #3
COUN 512 (3 Credits)	COUN 630 (3 Credits)	COUN 640 (3 Credits)
COUN 664 (3 Credits)	COUN 609 (3 Credits)	COUN 645 (3 Credits)
6 Total Credits	6 Total Credits	6 Total Credits
Fall #3	Spring #4	Summer #4
COUN 665 (3 Credits)	COUN 686 (9 Credits)	
COUN 685 (3 Credits)		
6 Total Credits	9 Total Credits	
		Total Credits at Graduation: 60

Plan of Study: **Part-Time (2.5 Year Option) – Spring Cohort**

Fall #1	Spring #1	Summer #1 (Full-Time)
	COUN 622 (3 Credits)	COUN 634 (3 Credits)
	COUN 536 (3 Credits)	COUN 620 (3 Credits)
	COUN 501 (3 Credits)	
	9 Total Credits	6 Total Credits
Fall #1	Spring #2	Summer #2
COUN 606 (3 Credits)	COUN 505 (3 Credits)	COUN 668 (3 Credits)
COUN 512 (3 Credits)	COUN 665 (3 Credits)	COUN 640 (3 Credits)
COUN 619 (3 Credits)	COUN 630 (3 Credits)	COUN 624 (3 Credits) - Optional
9 Total Credits	9 Total Credits	6 Total Credits
Fall #2	Spring #3	Summer #3
COUN 645 (3 Credits)	COUN 686 (9 Credits)	
COUN 664 (3 Credits)	COUN 609 (3 Credits)	
COUN 685 (3 Credits)		
9 Total Credits	12 Total Credits	
		Total Credits at Graduation: 60

Plan of Study #1: **Full-Time – Spring Cohort**

Fall #1	Spring #1	Summer #1 (Full-Time)
	COUN 622 (3 Credits)	COUN 634 (3 Credits)
	COUN 536 (3 Credits)	COUN 620 (3 Credits)
	COUN 501 (3 Credits)	
	COUN 505 (3 Credits)	
	12 Total Credits	6 Total Credits
Fall #1	Spring #2	Summer #2
COUN 664 (3 Credits)	COUN 609 (3 Credits)	COUN 668 (3 Credits)
COUN 606 (3 Credits)	COUN 665 (3 Credits)	COUN 640 (3 Credits)
COUN 512 (3 Credits)	COUN 685 (3 Credits)	COUN 624 (3 Credits) - Optional
COUN 619 (3 Credits)	COUN 630 (3 Credits)	
12 Total Credits	12 Total Credits	6 Total Credits
Fall #2	Spring #3	Summer #3
COUN 645 (3 Credits)		
COUN 686 (9 Credits)		
12 Total Credits		
		Total Credits at Graduation: 60

Plan of Study #2: **Full-Time – Spring Cohort**

Fall #1	Spring #1	Summer #1 (Full-Time)
	COUN 622 (3 Credits)	COUN 634 (3 Credits)
	COUN 536 (3 Credits)	COUN 620 (3 Credits)
	COUN 501 (3 Credits)	COUN 640 (3 Credits)
	COUN 505 (3 Credits)	
	12 Total Credits	9 Total Credits
Fall #1	Spring #2	Summer #2
COUN 664 (3 Credits)	COUN 609 (3 Credits)	COUN 668 (3 Credits)
COUN 606 (3 Credits)	COUN 665 (3 Credits)	COUN 624 (3 Credits) - Optional
COUN 512 (3 Credits)	COUN 685 (3 Credits)	
COUN 619 (3 Credits)	COUN 630 (3 Credits)	
12 Total Credits	12 Total Credits	3 Total Credits
Fall #2	Spring #3	Summer #3
COUN 645 (3 Credits)		
COUN 686 (9 Credits)		
12 Total Credits		
		Total Credits at Graduation: 60

Immersion Week Attendance for Online Students (Mandatory)

All students in the digitally delivered online program are required to attend **two, week-long residencies** as part of their admission to the program. **Please note in-person attendance and participation in both residencies is non-negotiable and no waivers will be provided**. These residencies occur on campus at West Virginia University in Morgantown.

The first residency takes place in a student's first semester in the program while enrolled in COUN 501. This week-long immersive experience brings students to Morgantown, WV and allows them to engage with their peers and program faculty as well as to learn and practice foundational counseling skills. The culmination of this experience is a "check-out" which requires all students to facilitate a brief mock counseling session. Attendance at immersion week and demonstrated proficiency in conducting a counseling session are required to receive a passing grade in COUN 501.

The second week-long immersive experience, on WVU's Morgantown campus, will take place in the Spring semester in which students enroll in COUN 609. This second immersive experience focuses on the provision of group counseling with students being provided the opportunity to participate in as well as facilitate a small group counseling session. Like the first residency, it will culminate in a "check-out" which requires students to facilitate a 30-minute small group on a wellness-based topic of their choosing. Attendance at immersion week and demonstrated proficiency in leading a group is required to receive a passing grade in COUN 609.

Expected Technical Resources and Competence for Online Students

Each course is delivered in weekly modules, similar to classroom lectures. Each module contains text-based lectures, videos, and audio recordings. You communicate via e-mail, threaded discussions, news groups, and file attachments. All assignments are submitted within the online system. **You are responsible for checking your WVU email once per business day.** You should also have a reliable computer with consistent internet access.

WVU uses a web-based course management system called WVU eCampus/Ultra. You can access this through your MIX system portal at https://portal.wvu.edu/

The instructors who design the courses are responsible for pedagogical strategies and the design of the materials in the courses. As they provide instruction, they are accountable for having the knowledge and developing effective strategies for delivering that knowledge and skill development.

Our online students are in charge of selecting learning strategies appropriate to their goals and preferences. Do you prefer to read the lectures or listen? Do you review the material more than once, taking notes as you go along? You will need to find your resources to complete the assignments, using those provided by the instructor and university but also locating other resources on your own.

You also are required to build up social interaction in your community, among your fellow students, and with the instructor to build on what you are learning. You must manage your own learning, there may be no specific time to be in class for asynchronous classes so you must implement time management strategies. We expect students to be online interacting in discussion sessions throughout

each class period or module that lasts one week.

Students must also exhibit digital competency, the ability to locate, select, and evaluate online information, and be able to use software, hardware, and communication tools. You will be communicating virtually, which is different than the way we often communicate in our familiar face-to-face world. If you encounter a technology problem, please be proactive and communicate with your faculty member, your advisor, or the program coordinator as soon as possible.

Our students report rich interactions with their peers, and we find responses are often more thoughtful because you have time to contemplate your response to an instructor or student. Consider this an opportunity to develop your critical thinking and communication skills – crafting thoughtful arguments and well-researched responses. It provides you with a way of developing the intellectual component of your interactions with others.

Expected Technical Resources and Competence for In-Person Students

You are responsible for checking your WVU email once per business day. You should also have a reliable computer with consistent internet access.

WVU uses a web-based course management system called WVU eCampus/Ultra. You can access this through your MIX system portal at https://portal.wvu.edu/. Students must also exhibit digital competency, the ability to locate, select, and evaluate online information, and be able to use software, hardware, and communication tools.

Field Placement: Practicum and Internship

Practicum and internship provide students the opportunity to apply knowledge acquired in the classroom to actual counseling experiences in agencies and schools. These experiences are carefully monitored by both counseling program faculty and qualified site supervisors. Sites are approved for students based, partially, on a student's selection of the school or clinical mental health counseling specialization (i.e., school counseling students would complete practicum/internship in school settings, whereas clinical mental health students typically complete practicum/internship in clinical settings). There are special procedures governing the selection and placement of students at sites. Students should read the fieldwork manual, available on the counseling website, outlining steps students must take to fulfill practicum and internship requirements.

Practicum and Internship Application Procedures

In the semester before a student needs a field placement, they should connect with the field placement coordinator and their advisor for information and support regarding application for field placement. Each semester there is also a field placement meeting that students must attend. By the mid-semester point (March and October respectively), assignments are made for field placements for the next semester. Students play an active role in the screening and selection of their field placements, including

on-site interviews. **Students must maintain a subscription to the online platform, Tevera, to complete the practicum and internship application process**.

It is important to remember that all practicum and internship assignments must be approved during the semester before the semester in which they start. Thus, students seeking to complete a practicum in the fall of their penultimate semester must be approved by the preceding spring (March) semester; similarly, students seeking to complete an internship in the spring of their final semester must be approved by the preceding fall semester (October).

More details about practicum and internship procedures are provided in the *Field Placement Manual.*

Professional Liability Insurance

Consistent with the ACA Code of Ethics (https://www.counseling.org/resources/ethics), it is prudent that professional counselors recognize the possibility that a client may take legal action against them. The best protection against legal action is strict adherence to ethical guidelines established by professional organizations such as those formulated by the American Counseling Association (ACA) and the American School Counselor Association (ASCA). There are rare occasions, however, when a client chooses to begin a litigation procedure against a counselor who is completely innocent of the charge. Mounting a defense against litigation procedures (with or without merit) can result in legal expenses that may fall well beyond a counselor's financial capacity.

Therefore**, *students are required to purchase their own liability insurance***. Proof of coverage is required before providing counseling in school and/or clinical settings.

ASSESSMENT AND EVALUATION PROCEDURES

Students in the program are routinely evaluated, both formally and informally. This summative and formative evaluation is grounded in the idea that there are specific knowledge, skills, and dispositional standards expected of those pursuing and engaged in counseling. To ensure that we are providing you with the support and training you need to succeed, and to safeguard the public with professional counselors who will operate at the highest levels of competence, we have created a structure for evaluating your progress.

EVALUATION MEASURES

- **<u>Grades and Grade Point Average</u>**
    - Students must maintain a 3.0 GPA to graduate from the program. Each course is designed to meet specific knowledge and skill areas.
    - Students must earn a grade of B or higher in each individual course
        - If you do not achieve proficiency in a course (a grade of B or higher), your performance will be evaluated for a remediation plan:
            - Any course in which you have received **a grade of C** will require you to retake the course. Additionally, **you may only retake one course, one**

time. If more retake attempts are needed, (either for the course in which a C, or a different course in which a C was received) the student's performance will require review by the full faculty and/or the student disposition committee to determine the most appropriate course of action, which may include potential termination from the program.

- A grade of D or F requires review by the full faculty and/or student disposition committee to determine the most appropriate course of action, which may include potential termination from the program.

- **Key Performance Indicators (KPIs)**
  - Throughout the curriculum, in most courses, students are evaluated on key benchmark performance indicators, referred to as KPIs. Please see Appendix B for the complete list of KPIs and the associated assignments across the curriculum for all modalities. For each KPI, a student must score a 2 "meets expectations" or higher on the following rating system:

    1. <u>Does Not Meet Expectations</u> – This rating indicates that the student did not meet the requirements of the assignment and will require remediation. Reasons to use this rating may include failure to respond to all the required prompts, poor work quality, incorrect/incomplete answers, failure to do the assignment altogether, etc.

    2. <u>Meets Expectations</u> – This rating indicates that the student met requirements of the assignment and demonstrated the required knowledge/proficiency. The majority of students should likely receive this rating.

    3. <u>Exceeds Expectations</u> – This rating indicates that the student exceeded requirements of the assignment including a performance that went beyond faculty member expectations. Reasons to use this rating may include student submitted an assignment that answered questions in more detail than required, quality of the submission was of a notably higher quality than the overall course submissions, etc. A limited number of students should likely receive this rating.

  - If a student scores a 1- "does not meet expectations" the following remediation policy will be implemented:

- **KPI Remediation Policy:**
  All students have one opportunity to remediate any KPI assignment that is deemed as not meeting expectations. If remediation is required, the student and faculty will complete a remediation contract, see Appendix C. This will detail reasons that the assignment does not currently meet expectations as well as

what areas of improvement are required for remediation purposes. It will also specify the due date for the remediation and the method in which the remediation should be completed and submitted.
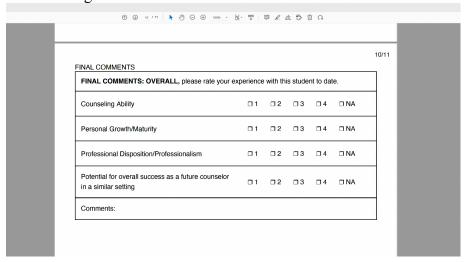
If the first remediation attempt by the student still does not meet expectation, students are not guaranteed a second opportunity to remediate the required assignment. Rather, any further opportunities for remediation will be at the discretion of the faculty. Past programmatic performance including student disposition will be taken into consideration when determining if the student is allowed one further remediation chance. If one additional remediation opportunity is provided, the contract will need to be updated to reflect this second opportunity.

The max number of opportunities a student will have to remediate an assignment will be capped at two (2). Failure to effectively remediate a KPI, may result in dismissal from the program depending on circumstances including overall programmatic performance, professional disposition ratings, and student course engagement to be determined by the faculty and the student disposition committee.

- **Professional Disposition Evaluations**

Formal assessment of student professional and behavioral dispositions is conducted at the end of each semester. Specifically, faculty members evaluate students using the *Professional Fitness Review Form* (Appendix A). The Professional Disposition Form is created and maintained in Tevera and all data is stored on that platform. Faculty review and rate students based on the instrument that looks at professional fitness categories of professional responsibility, competence, comportment, and integrity.

During field placements, students are also formally assessed on professional disposition in the *On-Site Supervisor Faculty Evaluation Form.* Along with the full evaluation, on-site supervisors also complete the following item:

Additionally, all students are given a formal written progress letter at the end of every academic year that does not precede program completion. Along with academic progress, this letter also addresses any professional disposition issues the student may have been made aware of during the academic year. Observational dispositional data is also continuously obtained informally by observation of student behavior in courses, faculty interactions, and peer interactions.

Data from these formal and informal professional dispositional reviews are used for either student

remediation or, in extreme circumstances, dismissal from the program.

- **Clinical Performance in Field Placements**
    - On-site supervisors evaluate your clinical experiences, development, and skills. These on-site supervision evaluation forms are done at the midpoint and final week of the semester. The evaluations focus on your ability to undertake the role and function of professional counselor, specifically the skill areas that are outlined in the skill areas of the standards for the specializations of Clinical Mental Health Counseling and School Counseling. They build upon the acquisition of knowledge in these areas. Again, you should receive proficient evaluations in all domains to proceed to the next step of field placement and/or graduate. For most sites, across all categories in the supervisor evaluation form, the average score should be 3 or higher. Please see Tevera for this form.

    - If you do not achieve proficiency in your clinical performance, you will be evaluated for a remediation plan and/or further steps decided by the faculty and/or student disposition committee.

Student Assessment and Evaluation Plan

All of the above-mentioned evaluation measures are utilized in one, systematic plan for dispositional and academic student assessment. This Student Dispositional Assessment Plan is documented below.

STUDENT DISPOSITIONAL ASSESSMENT PLAN

Formal Student Disposition Assessment

Measure	When Assessed?	Who Completes the Measure?	How Data is Reviewed and Analyzed
Professional Fitness Review Form	End of each semester	Student's Advisor- In consultation with other program faculty	Reviewed by: - Program Coordinator -Program Faculty -Assessment & Evaluation Committee Analyzed: -At December and April A & E Committee Meetings -In full faculty meeting in April in preparation for annual letters

			-Ongoing with PC and faculty as needed
On-Site Supervisor Evaluation Form	Mid-Term and end of each semester of field placement	On-Site Supervisor	Reviewed by: -Faculty Supervisor -Program Coordinator -Program Faculty -Assessment & Evaluation Committee Analyzed: -By faculty supervisor for course grade in field placement -At December and April A & E Committee Meetings -In full faculty meeting in April in preparation for annual letters -Ongoing with PC and faculty as needed
Academic Performance on Assignments in Courses/Course Grade	Continuous/End of Semester Grade	Course Instructor	Same as above
Key Performance Indicators (KPIs)	Each semester in multiple courses	Course Instructor	Same as above

Informal Student Disposition Assessment

Measure	When Assessed?	Who Observes?	How Informal Data is Reviewed and Analyzed

Behavior and professionalism in courses	Continuous	Course Instructor	<u>Reviewed by:</u> -Program Coordinator -Program Faculty -Assessment & Evaluation Committee
Behavior and professionalism in faculty interaction	Continuous	Program Faculty	
Behavior and professionalism in peer interactions	Continuous	Program Faculty Peer report (unsolicited)	<u>Analyzed:</u> -Monthly faculty meeting -At December and April A & E Committee Meetings -In full faculty meeting in April in preparation for annual letters -Ongoing with PC and faculty as needed

Standing in the Program

As seen in the Student Dispositional Assessment Plan, documented above, a variety of student assessment data, formal and informal, is gathered throughout each semester of the program.

<u>This data is reviewed and assessed by:</u>
-Program Faculty
-Program Coordinator
-Assessment and Evaluation Committee
-School Director and other College leadership as needed

<u>These reviews occur at various points:</u>
-Continuous points in courses
-Monthly at faculty meetings
-Monthy at A & E Committee meeting
-End of each semester
-Full faculty meeting in April in preparation for Student Annual Letters

The evaluation processes, utilizing the student dispositional assessment plan, are used to determine a student's standing in the program.

The vast majority of students in our programs proceed through their degree plans without any concern and remain in good standing throughout their studies.

Student of Concern Processes

For the occasional situation where there is a student of concern, the student's case is referred to the counseling program's Student Disposition Committee, which is comprised of program faculty. The following procedures are in place to determine student standing in the program. These procedures are in accordance with University policies.

Policies for Student Retention, Remediation, and Dismissal from the Program

In the event a student is identified as not meeting the professional ethics/dispositions and/or has a lack of proficiency in the program evaluations, the student can be placed on probation, or depending on the nature and severity of the deficiency or dispositional problem, the student is also subject to suspension and/or termination from the program.

In most cases, a remediation plan will be developed by the student disposition committee, the program coordinator, and the advisor, with the approval of the counseling faculty. This plan will be in writing and signed by both the student and the advisor. A copy of the plan will be provided to the student and a copy will be placed in the student's file on Degreeworks.

If the program faculty determines the student can benefit from a period of remediation, the following steps will be taken:

1. The program coordinator or school director will notify the student, in writing, that the student is on probation within the program. Additionally, the student will be requested to make an appointment with the advisor and one other faculty member to discuss the procedures that will be used regarding the probation.

2. The student will meet with designated faculty and will develop a plan for remediation of the student's behavior. This plan will (a) define the student's problem areas, (b) identify the expected behavior patterns or goals, (c) specify possible methods that could be used to reach these goals, which may include personal counseling, self-structured practica, behavioral change, and/or additional academic course work, (d) delineate specific goals and how goal attainments will be demonstrated, and (e) designate a date for goal attainment or reevaluation.

3. At or near the date for re-evaluation, the student's progress, or lack thereof, will be assessed by the program faculty. The assessment will include a review of the faculty evaluations and any documentation provided to the advisor by the student.

4. The faculty has four options of recommendation:
   - **Continuation in the program**: The specified concerns no longer present a significant problem, and the student can continue in the program.
   - **Continued probation and remediation**: If progress is documented on the first evaluation, an updated remediation plan is prepared, and a date is set for another re-evaluation at the program faculty's discretion.
   - **Suspension from the program**: If the student has failed to attain behavioral goals but there is expectation that the student can reasonably attain them after a period of time off (typically

a semester) from the program.
- **Dismissal from the program**: If the student has failed to attain the behavioral goals and there is no expectation that they can reasonably attain them in the near future.

5. The student will be notified in writing, by the program coordinator or School of Education and Counseling director, of the re-evaluation decision and it will be requested that the student make an appointment with the advisor for feedback concerning the decision.

6. The student will be requested to sign and date two copies of the re-evaluation decision. One copy will be retained by the student and one copy will be placed in the student's permanent file.

7. Depending upon the re-evaluation decision by the program faculty, the student and the advisor will review the options available to the student.

8. If dismissal from the program is recommended by the faculty, the school director will send a written notification to the student by email and certified mail.

Due Process:

A student is able to appeal remediation and decisions about student standing in the program. The appeal process occurs at three levels.

1. School Director
2. CAHS Dean's Office
3. WVU Office of the Provost

Detailed instructions on filing an appeal will be made available in the written notice the student receives. At each point in the appeal process, the potential outcomes include either upholding the program decision or overturning the decision.

Student Rights

WVU and the counseling program are concerned about student rights. Faculty recognize that written policies are only the beginning in ensuring that students' rights are protected. Violations need to be reported for full enforcement of policies. If a student has concerns, they are encouraged to speak to the program coordinator, Dr. Lisa Platt. They can also speak to the School Director, Dr. Matthew Campbell.

Grievance Procedures

It is expected that students will try to resolve disagreements or problems with the individuals involved (other students, faculty, staff, or administration). If this is not successful, the advisor should be consulted for advice and/or possible mediation. If this process proves unsatisfactory, students have the option to present concerns to the Program Coordinator who will then attempt to advise, mediate and/or solve the concern. If satisfaction is not achieved, the School Director is the next point of contact, Dr. Matthew Campbell.

Academic Rights

West Virginia Board of Governors (BOG) Rule 2.5, Student Rights and Responsibilities outlines all student rights and responsibilities at West Virginia University (https://policies.wvu.edu/finalized-bog-rules/bog-academics-rule-2-5-student-rights-and-responsibilities). Student rights highlighted in BOG Rule 2.5 include, but are not limited to, access to course catalog, the providing of a course syllabus, feedback on assignments, and academic integrity. Additionally, the School of Counseling and Well-Being requires that written course objectives and outcomes are distributed during the first course meeting via a course syllabus. All course activities are to be scheduled in approved university facilities and approved field placements.

Sexual Harassment

WVU is committed to fostering a diverse and inclusive culture by promoting diversity, inclusion, equality, and intercultural and inter-community outreach, and by holding individuals accountable for acts of discrimination, harassment, sexual and domestic misconduct, stalking, and retaliation against those seeking redress from the University. It is the duty of the Office of Equity Assurance to protect students and employees of the University from and remedy all forms of discrimination, harassment, sexual and domestic misconduct, and retaliation in accordance with WVU's non-discrimination statement. To file a formal complaint through the university, please use the following link: https://wvu.qualtrics.com/jfe/form/SV_0lKdeIGf4QeEUxT.

Policy on Ai (Artificial Intelligence)

With the rise of AI and other means to generate non-original content, it is important you understand the importance of only submitting original work.

Unless you are directed by a course instructor to use AI to complete an assignment, it is the program's policy that the submission of AI- generated content represents plagiarism/academic dishonesty. (Chat GPT for example).

We frequently submit written work to AI detecting software to assess student work. If we believe a student has engaged in academic dishonesty, including the use of AI, we will report you to the WVU Office of Student Conduct for adjudication. The use of AI will also make a student subject to disciplinary action in the program such as probation, suspension, or dismissal.

If you are found guilty of academic misconduct, you can be subject to dismissal from the program.

One more note on this issue: Many students resort to AI or other forms of plagiarism because of poor planning or time management on the front end, or they are seeking a short cut to completing the assignment. However, we are training future counselors- where the ethical mandates and responsibilities are very high. There are no short cuts to becoming educated and trained to be a competent counselor. Those skills will not somehow appear when you need them with a client if you have not done the work in your education to learn them. No AI will be there with you in session – you have to make the right choices here – to do no harm there.

Student/Faculty Relations

The counseling program is committed to the development of quality relationships between students and faculty. Faculty and supervisors are expected to adhere to ethical standards and maintain objectivity in evaluating students' performance.

The ACA Ethical Standard F.3a states: *Counseling supervisors clearly define and maintain ethical professional, personal, and social relationships with their supervisees. Counseling supervisors avoid nonprofessional relationships with current supervisees. If supervisors must assume other professional roles (e.g., clinical, and administrative supervisor, instructor) with supervisees, they work to minimize potential conflicts and explain to supervisees the expectations and responsibilities associated with each role. They do not engage in any form of nonprofessional interaction that may compromise the supervisory relationship.*

Faculty and supervisors are aware of the power differential in their relationships with supervisees. If they believe nonprofessional relationships with a supervisee may be beneficial to the supervisee, they take precautions, like those taken by counselors when working with clients. Examples of potentially beneficial interactions or relationships include attending a formal ceremony (e.g., a student's high school graduation); hospital visits; providing support during a stressful event; or mutual membership in a professional association or organization. Counseling supervisors engage in open discussions with supervisees when they consider entering relationships with them outside of their roles as clinical and/or administrative supervisors. Before engaging in nonprofessional relationships, supervisors discuss with supervisees and document the rationale for such interactions, potential benefits or drawbacks, and anticipated consequences for the supervisee. Supervisors clarify the specific nature and limitations of the additional role(s) they will have with the supervisee.

NOTE: The complete ACA Code of Ethics can be found at https://www.counseling.org/resources/ethics. Students are encouraged to read the complete code of ethics early in their course of study and well before they enroll in the designated ethics course.

Role of the Advisor

Upon admission to the program, each student is assigned an advisor. Students are encouraged to meet with the assigned advisor early in the first semester. Students should also meet with their advisor regarding practicum and internship placements. A student's advisor will also be brought in for student evaluations and any student of concern processes. Students will also have the opportunity to evaluate their advisor periodically in the program.

Diversity, Equity, Inclusion, and Accessibility Effort Policies

The Counseling program at West Virginia University is committed to fostering an educational experience and training environment that recognizes diversity and inclusion as fundamental ethical, societal, and scientific values. This commitment is at the center of the professional and personal values of the faculty, staff, and students in our program.

The term *diversity* encompasses differences of culture, background, and experience among individuals and groups. It is our intent that students from all backgrounds and perspectives be well served by this program. This includes treating peers in the class with dignity, respect, and being open to content that is personally uncomfortable. The Counseling program at WVU embraces a commitment to diversity by modeling a community of individuals which seek to reduce prejudice, disparities, and discrimination and build a supportive environment for all.

Accessibility Policy: The counseling program at West Virginia University is committed to creating and fostering a positive learning and working environment based on open communication, mutual respect, and inclusion. If you are a person with a disability and anticipate needing any type of accommodation in order to fully participate in courses, please see your advisor or the program coordinator so we can support you. Please also make appropriate arrangements with the Office of Accessibility Services (304-293-6700).

Full and Part-Time Status

Per university requirements, students must enroll in at least nine semester hours to be considered a full-time graduate student. In the program, full-time students generally take 12-16 hours each academic semester. Full-time students are expected to begin in the fall or spring semesters and complete coursework each semester.

"Part-time status" means that students may take coursework on a part-time basis as their schedule permits. Part-time students may take courses throughout the year. Typically, a part-time student will complete their degree in 3-4 calendar years.

According to university policy, students have up to eight years to complete a degree. However, students in the counseling program should be enrolled in each semester and making progress toward their degree. If a student needs to take a leave of absence from the program, they should first contact their advisor. From there, program faculty will meet and determine an appropriate disposition. A leave of absence from continuous enrollment will only occur with program approval.

Provisional Student Status

The counseling program requires a 2.8 minimum GPA for admission. In special circumstances, a student with a GPA between 2.5 and 2.8 might be admitted as a "provisional graduate student." Such students should check their admission letter to determine the conditions they must meet to achieve a change of status from provisional to regular.

Changing to Regular Graduate Student Status

After completing 12 hours and maintaining a 3.25 GPA or better, a provisional student should meet with their advisor and complete the forms necessary for a change of status.

Provisional status is not removed automatically, and without proper action, the student may not receive credit for coursework taken

Attendance

Attendance is required. ***Students are expected to attend each class session, to be on time, and be present for the full class session. Online students must log in weekly or more and actively engage in course content in a manner that demonstrates effort and involvement.*** More than the allotted number of absences as specified by the instructor in the syllabus or repeated tardiness (or leaving class early) may, at the instructor's discretion, lower a student's grade or require that the student complete additional, assigned make-up material. This is especially important for courses that meet face-to-face or are online. Should an absence be necessary, the student is responsible for obtaining all notes, activities, assignments, and other material missed due to the absence. In case of an absence on an in-class examination, the student must contact the instructor and arrange for a make-up. Students who miss exams, assignment deadlines, and/or other requirements should consult their instructor and the course syllabus for information and policies.

Jury and Military Duty

All students who are called upon to serve as a member of a jury are excused from classes during their period of service and allowed to complete work missed, including examinations and other pertinent assignments. WVU prides itself in its Veteran and Active Military-friendly approach to supporting students serving in the Armed Forces. For WVU absences related to Military Service, please refer to WVU's Military Leave Policy located at:
http://catalog.wvu.edu/undergraduate/enrollmentandregistration/#Military_Credit

Tuition Refunds

If students need to drop courses or withdraw completely from the university, refunds of fees are limited. After the add/drop period for the classes has passed, students must fully withdraw from all classes for the semester to receive any reduction in tuition and fees. **This means there is no reduction for individual classes dropped.**

See the Reduction Schedule on the WVU Student Accounts webpage:
https://studentaccounts.wvu.edu/refunds/withdrawal#fall for the appropriate semester to see how much tuition and fees may be reduced for a full withdrawal after the add/drop period has passed.

Please be aware that there is a point, based on the length of the class and date of withdrawal, when no tuition/fees will be reduced.

Incomplete Policy

A grade of I (Incomplete) is a temporary grade assignment used when unforeseen, non-academic circumstances arise that prohibit students from completing the last course assignments or examinations at the end of the semester. The grade of Incomplete is typically assigned because of an excused absence from the final examination, or because assignments are unavoidably incomplete, as determined by the instructor. Generally, the student will have been active in the course up until the last day of the 13th week of classes and earned at least a D- to be eligible to request an incomplete.

A grade of **Incomplete is typically only granted in unusual or extreme cases.**

- An instructor may not assign a grade of I without the student's agreement and an Incomplete Contract. If a student has not requested an Incomplete, or the request for an Incomplete grade has been denied, the instructor should assign the grade earned in the course.

- Within the Incomplete Contract, the instructor is required to indicate a grade earned for the course assuming no additional work will be completed. Should the signed contract not be fulfilled, the instructor must either submit a grade of F or the grade indicated in the contract.

- If the student is unable to complete the work during the following term for non-academic reasons, the term of the contract may be extended with permission of the Dean. Additionally, the term of the contract can be extended if the instructor is not available for a portion of the course, for some legitimate reason, cannot be completed within the original time frame.

- An Incomplete grade not changed by the end of the next regular term, (fall and spring semesters) will be replaced with a grade of IF, and the class must be retaken to satisfy degree requirements as necessary. Under legitimate, extraordinary circumstances, with supporting documentation and the approval of the Dean, an instructor can submit a grade change for an IF within five years of when the course was taken.

- All grades of I must either be resolved or replaced with an IF in order to graduate from West Virginia University.

Procedures

- Students who wish to be considered for an Incomplete must request the incomplete grade prior to the end of the term. If instructors agree, they will set the contractual conditions under which the grade of I will be changed to a letter grade, and students will sign their online contracts. The grade of incomplete is not granted until the Incomplete Contract has been approved by the department and college.

- The instructor should establish the date by which all work must be completed. Ideally, the date will be prior to the mid-semester point of the following regular term but may not be later than the last day of class of that term.

- If the student does not complete the terms of the contract, the instructor will assign the earned grade recorded on the contract at the time the Incomplete was assigned.

- The student is not permitted to re-register for the course to complete the missing work and remove the grade of I.

- Students may appeal any final grade imposed by a course instructor/coordinator, institution, or its constituent academic units through the procedures described in the Academic Standards section of the catalog.

Transfer of Coursework

A student may wish to transfer a graduate-level course from another institution into the program. Credits earned at other institutions of higher education can only be credited toward graduate degrees at WVU if the institution is accredited at the graduate level. The maximum transfer credit permitted is 12 semester

hours in a degree program requiring 60 or more semester hours. The credits being transferred may not be more than eight years old at the time of graduation. For example, an individual who transfers approved coursework into our program from a course they took in 2018 would need to graduate from our program by 2026. The student must fill out the "Transient Application for Graduate Studies" form, which is available from office staff. A sample Transient Application for Graduate Studies form is located at the end of this handbook. To evaluate the course transfer, the student must provide a course syllabus, course description, and official transcript showing the grade awarded. The transcript must be provided in a sealed envelope. The student's advisor and the coordinator will evaluate the course for an equivalent WVU course. Both the advisor and the school director must sign the form for official approval.

It should also be noted that students should not take a course, while enrolled in the degree program at WVU, at another institution unless that course has been approved by the advisor and school director in advance. This approval must be in writing. Students will need to submit a course description and syllabus for approval consideration. This policy ensures students do not take a course that will not count for an equivalent WVU Counseling course.

Withdrawing from WVU

If you are considering an academic withdrawal from the current term, please discuss your situation with your advisor, program coordinator, financial aid counselor, or other WVU staff members to consider all your options. WVU has designated faculty and staff available to assist you in understanding all options.

WVU's Office of the Provost employs staff who are on campus and whose role it is to help students overcome obstacles that can lead to leaving the university. Faculty are happy to connect you with the appropriate person(s) to help you succeed. Our goal is to help you succeed and graduate from WVU. Additional university withdrawal information can be found at the following link: https://registrar.wvu.edu/registration/withdrawal-policies.

Applying for Graduation

Students anticipating graduating must make a formal application to graduate. The application for graduation portal opens the first week of the semester (https://registrar.wvu.edu/graduation-diploma). Students must complete their degree program within eight years; no revalidation is permitted for outdated coursework. Be sure to indicate in the "Expected Graduation Date" box on the registration form, the month and year in which your last semester ends. Graduation fees will be assessed as part of your final tuition invoice. Check with your program advisor at the beginning of the semester prior to your anticipated graduation semester to ensure your paperwork is complete and you are on the graduation list.

Commencement- Graduation Ceremony

Graduation exercises occur in the middle of May each year. Students graduating in August can request to participate in the May graduation exercises; December graduates may elect to participate in the Winter graduation exercises, typically occurring in December. The College of Applied Human Sciences has its own convocation during Spring commencement weekend, typically lasting about two hours. It is

an exciting day celebrating a significant accomplishment on your part! Caps, gowns, and hoods are for sale at the Evansdale Crossing Book Store. Details are given to candidates regarding convocation and commencement after they apply for graduation. See the WVU Commencement website at http://commencement.wvu.edu/.

Student Records

The official graduate school records for students in the program are filed in the Office of Student Records and Advising. Students have a right to review their records, following reasonable advanced notice. Files should be reviewed in the office in the presence of a faculty or staff member.

It is recommended that students assist the school in keeping complete files of documents related to their graduate program for current and future reference. Many students contact the program years after graduation for verification of course content to comply with certification or licensing requirements. The program requires students to purchase a subscription to the online platform, Tevera, during their first semester. Tevera allows students the ability to have lifetime access to documents such as time logs, evaluations, etc. Students are encouraged to use Tevera as a mechanism for storing important documents they wish to access post-graduation.

National Board for Certified Counselors

There is another certification examination, the NCE, that may be required for licensure in your state. Please check with your licensing board. NBCC's examinations are used both for state licensure and national certification, which are different types of credentials with different purposes. Their website is https://www.nbcc.org/home.

Professional Counselor Licensure

Program graduates are typically eligible to apply for licensure as a professional counselor in West Virginia and other states which licenses counselors, following 2 years of professional experience or 3,000 hours. Students should check with the Licensure Boards of the states of interest to determine the eligibility requirements of the particular state. Some states require specific coursework not required in the WVU program. Students interested in licensure in those states should plan their program of study accordingly.

Please note: ***It is the students' responsibility to investigate requirements of any licensing board prior to starting our program and work with their advisors to create a specific plan to meet the expectations.***

The address of the licensing board in West Virginia is:
> West Virginia Board of Examiners in Counseling
> 815 Quarrier Street, Suite 212, Charleston, West Virginia 25301
> Toll-Free:(800) 520-3852 Charleston Area:(304) 558-5494 Fax:(304) 558-5496
> http://www.wvbec.org/

If you are interested in licensure in another state, visit https://www.nbcc.org/licensure for information on requirements. Expectations for each state are different. Please let us know early so we can help you design both your coursework and the practicum/internship experiences to meet the educational requirements of the state licensing board.

NOTE: The Tevera system will maintain the information about licensure for you as part of your membership.

Professional Identity and Professional Organizations

In classes, students frequently hear about national and state counseling organizations. Students are encouraged to consider joining professional organizations like ACA, ASCA, WVSCA, and AMHCA. Students are encouraged to attend national and state conferences, and present with faculty and fellow students. **Attendance at a state and/or national conference is required for graduation and documentation of attendance must be included on Tevera during your internship. Students must get this conference attendance approved by their advisor or the counseling program coordinator.** Joining one or more of the professional counseling organizations helps students be more aware of conference opportunities.

Many individuals find involvement in professional associations helps them in their development and job search. There are many state and national associations to mental health counselors. Below is a listing of some of these:

- **American Counseling Association (ACA)** 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. 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. ACA has 56 chartered branches in the U.S., Europe, and Latin America. There are 17 chartered divisions, one of these is the American Rehabilitation Counseling Association -- http://www.counseling.org/

  Student Membership. ACA Master's Level students receive liability insurance coverage as part of their membership. For just over half the price of full professional membership, students gain access to all of the career and professional resources available to practicing counselors, helping you prepare for your counseling career. To aid your coursework, ACA provides 24-hour electronic access to our journal, literature, and other research resources. ACA is here to help you prepare for the next chapter in your professional career. Individuals who are enrolled at least half-time in a college or university program are eligible. See more at https://www.counseling.org/membership/tiers.

- **The American Mental Health Counselors Association (AMHCA)** is the professional membership organization that represents the clinical mental health counseling profession. Clinical membership in AMHCA requires a master's degree in counseling or a closely related mental health field and adherence to AMHCA's National Standards for Clinical

Practice. Rapid changes in the healthcare marketplace make it more necessary than ever for AMHCA members to make their voices known to this Congress. Through a set group of standards and ethics for mental health counselors, AMHCA is dedicated to training and cultivating excellent practitioners. We want to break through walls of stigma and show how excellent mental health counselors change lives and improve mental health. AMHCA offers many different ways for counselors to improve their excellence in any field in which they work. See https://www.amhca.org/home for details.

Student Membership: https://www.amhca.org/joinamhca/student

Benefits
FREE Liability Insurance
Access to the Journal of Mental Health Counseling
The Advocate Magazine
Access to AMHCA Communities and Blogs
Access to all AMHCA webinars
AMHCA White Papers and Emerging Clinical Practice Briefs
Connect with others in the Graduate Student Community *Coming soon!*
Special pricing for the Annual Conference
Connect with the Graduate Student Committee and student activities
Student Resources
Chance to apply for student scholarships and awards.

- **The Association of Addiction Professionals (NAADAC)** represents the professional interests of more than 85,000 addiction counselors, educators, and other addiction-focused healthcare professionals in the United States, Canada, and abroad. NAADAC's members are addiction counselors, educators, and other addiction-focused healthcare professionals, who specialize in addiction prevention, treatment, recovery support, and education. An important part of the healthcare continuum, NAADAC members and its 47 state affiliates work to create healthier individuals, families and communities through prevention, intervention, quality treatment, and recovery support.

Student Membership: Open to those individuals currently enrolled in a college/university or state government-approved training facility with a minimum of three credit hours in addiction studies and students involved in a full or part-time internship are also eligible for student membership. Student members must not be currently licensed or certified as an addiction professional or practicing as an addiction professional. See https://www.naadac.org/ for details.

Research with Faculty

Students are encouraged to seek out faculty for cooperative ventures on research and other scholarly projects. Students may enroll in independent study courses (e.g., COUN 695, COUN 697) under the direction of an individual faculty member and earn credit for such projects. Additionally, there is a thesis option for the master's degree, which may be of particular interest to students interested in research that may be useful in professional activities and/or future doctoral studies.

Professional Advancement Following Graduation

A master's degree in counseling is flexible, providing transferable skills for careers in schools, counseling agencies, higher education, business, and other fields. While intense in its coverage of material related to professional counseling, the degree is just the beginning of lifelong professional development that enables counselors to cope with the vast complexities of human life. No master's degree in counseling from any program can provide all that is needed to be a fully competent practitioner. Continuing education following graduation is essential to remain current with contemporary counseling knowledge, skills, techniques, and abilities.

To this end, graduates are encouraged to remain active in local, state, and national professional organizations, attending workshops and seminars. In addition, some graduates may consider doctoral studies in counselor education and supervision, educational psychology, counseling psychology, educational administration, or many other disciplines.

Continuing education credits are essential for maintaining a professional license that graduates may seek to earn. Requirements for becoming a licensed counselor will vary from state to state. Information on licensure is available through the School of Counseling & Well-Being, or from the West Virginia Board of Examiners in Counseling website: http://www.wvbec.org. During the internship semester, students are eligible to sit for the National Counselor's Exam (NCE), which is the qualifying exam for professional licensure in West Virginia and many other states. During the semester before the internship, school counseling students must take and pass the state school counselor competency exam, the "Praxis"

Many of our graduates, practicing in and around the Morgantown area, become important partners with the training program as field supervisors for practicum and internship students. Other graduates serve in the same capacity for students from other universities throughout the country. Still other graduates return to WVU as guest speakers, consultants, and advisors to the program. Many of our graduates have become important figures in the counseling profession, earning wide recognition for their service.

Professional Endorsement Following Graduation

Students completing the program in good standing may expect to be endorsed by the program faculty for appropriate certification, license, or other credentials.

The counseling faculty will only provide employment endorsement consistent with a graduate's program specialization and field placement experience. A graduate who has completed an internship in a specialty area (school counseling or clinical mental health counseling) will not be endorsed for a counseling position in an unrelated area of counseling.

The counseling program maintains strict endorsement standards concerning credentialing. The faculty of the school and clinical mental health counseling programs will not endorse or recommend any master's degree graduates for licensure as a psychologist or suggest or imply that the master's program prepares counseling psychologists.

At times, credentialing requires an applicant to obtain an endorsement by a field supervisor and program approval. Assistance is provided in locating field supervisors through the school's office.

Often a graduate will need special references from individual faculty regarding character and achievement. Students should remember that the development of mentoring relationships may help ensure that these recommendations are forthcoming.

Please keep your own records of time logs, completed field placement hours etc., as you may need them well into the future for licensure forms.

Student Support Services

West Virginia University offers a wide variety of student services that ensure the completion of academic programs, safety, convenience, and the overall quality of student life. To qualify for many, but not all services, students must be enrolled full-time, and be able to present a student ID. Additional information regarding student services can be found here: https://studentlife.wvu.edu/.

Newly admitted students can find information about setting up their WVU student accounts, obtaining financial aid, setting up their WVU portal for registration, finding textbooks, and more at https://www.wvu.edu/admissions/resources/admitted-students.

Financial Assistance
Financial assistance is available in a variety of forms. Any student with financial need may contact the office of Student Financial Services: https://financialaid.wvu.edu/students/graduate. In the past, counseling students have secured university work-study positions, residence hall jobs, and university advising center positions. Some programs in the college that offer undergraduate courses have a limited number of teaching assistantships for which counseling students can compete. Applications for college teaching and graduate assistantships are available through WVU's online platform, HandShake (https://careerservices.wvu.edu/students/handshake-login). In most cases, internships have no stipend attached.

Students facing an emergency that might affect their ability to continue in school can apply for an emergency loan through Campus and Community Life: https://www.wvu.edu/faq/how-do-i-get-emergency-funding.

Student Counseling Services
The Carruth Center for Counseling and Psychological Services, in the Health and Education building on the Evansdale campus across from the Student Recreation Center, is staffed by a group of psychologists, licensed professional counselors, and interns who can help with a variety of personal problems. This service is free to full-time undergraduate and graduate students. There is a policy to limit the number of sessions. Special groups are also offered during the year on topics such as test anxiety, ACOA, weight control, and so forth. For more information regarding services, please see the following link: https://carruth.wvu.edu/home.

Students who do not wish to go to the Carruth Center may seek personal counseling through Valley Community Mental Health Center (296-1731), WVU Department of Behavioral Medicine (293-2411), or private practitioners. The WVU Counseling program maintains a list of vetted private providers, a list of which is provided at the end of this Handbook.

Accessibility Services
The Office of Accessibility Services (OAS) is dedicated to enhancing the educational opportunities for students with temporary and permanent disabilities at West Virginia University and all its campuses. To ensure access to university programs, accessibility specialists work individually with students to help them achieve academic success. Please see the following link for more information regarding services offered: https://accessibilityservices.wvu.edu/about.

Career Services Center
The WVU Career Services Center is a university-wide student resource serving undergraduate and graduate students and alumni. Career Services offers various career and professional development services, including career assessments, one-on-one career counseling (using solution-focused techniques), resume writing assistance, practice interviews, career fairs, and other specialized programs and events. Career Services provides services virtually or in-person and is located directly above the WVU Bookstore in the Mountainlair. To make an appointment with your career development specialist, log in to Handshake or call 304-293-2221. For immediate career-related questions, visit Career Services' website at https://careerservices.wvu.edu/.

Student Health Services
The WELLWVU Student Health Clinic is located on the Evansdale Campus in the Health and Education building, which is adjacent to the Student Rec Center and fields and the Applied Human Sciences Building. The WELLWVU Office of Wellness and Health Promotion is located on the first floor. They have expanded their services to include a partnership with WVU Healthcare that allows for extended evening and weekend clinic hours and enhanced coordination with WVU Healthcare specialty services. The new WELLWVU Student Health clinic is staffed by physician faculty from the WVU School of Medicine and other WVU Healthcare providers and is designed to provide prompt and comprehensive medical care for a complete range of student health issues. Additional information can be found here: https://well.wvu.edu/.

Private Insurance Plan
The Health Service fee is not the same as health insurance coverage. An additional private insurance plan is available to help cover the costs of specialty or inpatient care. It can be obtained by contacting the University Health Service at 304-293-2311. This voluntary plan is a contract between the student and the insurance carrier. West Virginia University has implemented a policy requiring that all students carry health insurance or sign a waiver acknowledging that by failing to carry such insurance you assume full financial liability for all health care expenses incurred in Morgantown while enrolled as a student at WVU. For more information or a brochure, please contact the University Health Services at 304-293-2311.

University Library System

Supporting the work of students and faculty are the *WVU Libraries*, serving as the: Major information resource center for the State of WV; the Statewide regional depository for Federal government information for printed and electronic information (GPO Access); WV arm of the National Library of Medicine Network; Home for more than 4.5 million archives documenting the history and culture of the people of WV and Appalachia; etc. The ten separate libraries contain 900,000 monographs,

annually subscribe to 134 state and national newspapers and 11,925 serials and hold more than 4.5 million archival documents and 2.7 million microform documents. These invaluable resources and the accompanying services that the WVU Libraries provide must be preserved and made easily available to students and citizens of the state via new and renovated facilities and emerging technologies (https://library.wvu.edu/).

Distance education students can access all the WVU Libraries resources electronically, which includes an extensive online full journal article database. Students can also order print books and/or journal articles from the library and they will be sent to the student free of charge. In addition, a librarian is added to each online course to help access scholarly publications and answer questions.

Information Technology Services
Information Technology Services creates opportunities for faculty, staff and students to grow, transform, and innovate. We collaborate with departmental, college and regional campus IT units to provide a rich, integrated and secure environment for teaching, learning, service and research.

All current WVU employees, students and emeritus faculty can download Microsoft Office for their personally-owned computers through the University's Office 365 license. The software can be installed on as many as five computers and five mobile devices. Students: Please note that you'll have to add @mail.wvu.edu to your username to install and activate. (MIX addresses won't work) When you leave WVU, the software will cease to function, and you will have to purchase a license. Available through https://it.wvu.edu/services/student-resources.

Other Student Life Issues

Parking on Campus
Like many campuses, parking at WVU is difficult. The problem is amplified due to the hilly terrain, reducing the opportunity to pave large, flat parking lots. Commuters can park at the Coliseum (a 15-minute walk to Allen Hall) without a WVU Parking Permit. More information regarding short- and long-term parking student options can be found here: https://transportation.wvu.edu/.

Housing
The University rents apartments to both married and single graduate students. More information regarding campus housing can be found here: https://housing.wvu.edu/.

Campus Security
The WVU Police and Office of Emergency Management provide 24-hour, seven-day-a-week protection by trained personnel (304-293-3136). While Morgantown has a low crime rate, it is not bereft of crimes, like all municipalities. It is advised that students leaving Allen Hall consider exiting in groups through the Oakland Street entrance in the evening and use the lighted walkways outdoors to access parking lots in the back of the building. Students are also encouraged to subscribe to WVU Alerts (https://wvu.omnilert.net/subscriber.php?command=show_signup) and install the Live Safe App on their smartphone (https://police.wvu.edu/campus-safety).

Campus Carry

On July 1, 2024, Senate Bill 10, the Campus Self-Defense Act, took effect in West Virginia. Passed by the West Virginia Legislature in 2023, the Campus Self-Defense Act allows a person to carry a concealed pistol or revolver on the grounds of an institution of higher education, with some exceptions, if that person has a current and valid license to carry a concealed deadly weapon. For more information please see: https://safety.wvu.edu/campus-carry.

Campus Smoking Policy

West Virginia University is a smoke-free environment; smoking and vaping are not permitted on campus. More information on this policy can be found here: https://tobaccoandsmokefree.wvu.edu/.

WVUOnline

WVUOnline facilitates distance education at WVU. They provide seamless access to academic courses, lifelong learning opportunities, student services, and library materials through a personalized yet convenient process. This service includes online registration and cashiering as well as online multi-media, and/or technology-enhanced courses. See https://online.wvu.edu/ for more information.

Program Code of Ethics

The counseling program adheres to the ACA Code of Ethics. The complete ACA code of ethics can be found at https://www.counseling.org/resources/ethics. Faculty encourage you to review the code of ethics early in your first semester of coursework, but a full review should be undertaken before beginning the designated course in ethics.

Appendix A: Professional Fitness Review Form

Student_____Reviewer_____Semester/Year _____

Evaluation Criteria
1 – No opportunity to observe
2 – Does not meet minimum criteria for program level
3 – Meets criteria only minimally or inconsistently for program level
4 – Meets criteria consistently at program level
5 – Exceeds criteria consistently at program level

Professional Fitness Categories:	1	2	3	4	5	COMMENTS
Professional Responsibility	---	---	---	---	---	
The student relates to peers, professors, and others in an appropriate professional manner.						
The student attends class regularly and is on time for class.						
The student completes assignments in a timely manner.						
The student demonstrates interest in the profession and the course work.						
Competence	---	---	---	---	---	
The student demonstrates competency in completion of their assignments.						
The student demonstrates basic cognitive skills and appropriate affect in response to clients						
The student demonstrates understanding of the counseling process and the various components: empathy, rapport building, genuineness, use of voice.						
The student takes responsibility for compensating for their deficiencies.						
Comportment	---	---	---	---	---	
The student demonstrates self-awareness and social skills appropriate for the profession.						
The student does not let their belief systems, values, and limitations interfere with their professional work						
The student demonstrates the ability to receive, integrate, and utilize feedback from peers, teachers, and supervisors.						
The student demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and clients						
Integrity	---	---	---	---	---	
The student respects cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, physical ability/disability, language, and socioeconomic status						
The student respects the fundamental rights, dignity, and worth of all people.						
The student does not make statements that are false, misleading, or deceptive.						

The student behaves in accordance with the program's accepted code(s) of ethics/standards of practice.						

Key Performance Indicators – Digitally Delivered Modality

Key Performance Indicator (KPI)	Course(s)	Measure #1	Time Frame	Benchmark Data	Measure #2	Time Frame	Benchmark Data
Professional Issues and Ethics Knowledge Outcome: 2.F.1.f. professional counseling organizations, including membership benefits, activities, services to members, and current issues	COUN 622 COUN 686	Ethical and Legal Considerations in Counseling Paper	Y1		Comprehensive Program Review Presentation	Y2 – FTE Y3/Y4 - PTE	
Sociocultural Diversity: Knowledge Outcome: 2.F.2.d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others	COUN 634 COUN 640	Advocating for Change Paper	Y1		Perspectives Conversation Paper	Y1 – FTE Y2/Y3 - PTE	
Human Development: Knowledge Outcome: 2.F.3.f. systemic and environmental factors that affect human development,	COUN 536 COUN 630	Developmental Interview Paper	Y1 – FTE Y2 - PTE		External Influences Paper	Y2 – FTE Y3/Y4 - PTE	

functioning, and behavior							
Career Development: Knowledge Outcome: 2.F.4.b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors	COUN 620 COUN 685	Mock Job Search and Analysis Paper	Y1 – FTE Y2 - PTE		Practicum Case Presentation and History	Y2 – FTE Y3/Y4 - PTE	
Counseling and Helping Relationships: Skills Outcome: 2.F.5.g. essential interviewing, counseling, and case conceptualization skills	COUN 501 COUN 606	Cumulative Skills Tape	Y1		Skills Transcript and Critique	Y1 – FTE Y2 - PTE	
Group Counseling and Group Work: Knowledge Outcome: 2.F.6.f. types of groups and other considerations that affect conducting groups in varied settings	COUN 609 COUN 686	Group Counseling Final Assessment	Y2 – FTE Y3/Y4 - PTE		Comprehensive Program Review Presentation	Y2 – FTE Y3/Y4 - PTE	
Assessment and Testing Knowledge Outcome:	COUN 505 COUN 665	Assessment Critique	Y1 – FTE Y2/Y3 - PTE		Final Exam Case Conceptualization	Y2 – FTE Y3/Y4 - PTE	

2.F.7.l. use of assessment results to diagnose developmental, behavioral, and mental disorders							
Research and Program Evaluation Knowledge Outcome: 2.F.8.b. identification of evidence-based counseling practices	COUN 512 COUN 665	Evidenced-Based Practice Research Paper	Y1 – FTE Y2/3 - PTE		Final Exam Case Conceptualization	Y2 – FTE Y3/Y4 - PTE	
Clinical Mental Health Knowledge Outcome: 5.C.3.a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	COUN 665 COUN 686	Final Exam Case Conceptualization	Y2 – FTE Y3/Y4 - PTE		Comprehensive Program Review Presentation	Y2 – FTE Y3/Y4 - PTE	

Key Performance Indicators – On Campus Modality

Key Performance Indicator (KPI)	Course(s)	Measure #1	Time Frame	Benchmark Data	Measure #2	Time Frame	Benchmark Data
Professional Issues and Ethics <u>Knowledge Outcome:</u> 2.F.1.f. professional counseling organizations, including membership benefits, activities, services to members, and current issues	COUN 622 (CMH) COUN 610 (SC) COUN 686	Professional Organizational & Mental Health Parity Write-Up	Y1-S1		Portfolio Defense Presentation	Y2-S2	
Sociocultural Diversity: <u>Knowledge Outcome:</u> 2.F.2.d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others	COUN 634 COUN 685	"Who I Am" - Final Essay	Y1-S1		Practicum Case Presentation	Y2-S1	
Human Development: <u>Knowledge Outcome:</u> 2.F.3.f. systemic and environmental factors that affect human development,	COUN 536 COUN 630	Biopsychosocial Project	Y1-S2		Resilience Movie Reaction Essay	Y1-S3	

functioning, and behavior							
Career Development: <u>Knowledge Outcome:</u> 2.F.4.b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors	COUN 620 COUN 686	Career Lifespan Autobiography	Y2-S1		Internship Case Presentation	Y2-S2	
Counseling and Helping Relationships: <u>Skills Outcome:</u> 2.F.5.g. essential interviewing, counseling, and case conceptualization skills	COUN 501 COUN 606	Recorded demonstration of Counseling Interview Skills	Y1-S1		Recorded Demonstration of Counseling Theory Tape	Y1-S2	
Group Counseling and Group Work: <u>Knowledge Outcome:</u> 2.F.6.f. types of groups and other considerations that affect conducting groups in varied settings	COUN 609 COUN 686	Group Counseling Final Assessment Portfolio	Y2-S1		Group Plan Paper	Y2-S2	
Assessment and Testing <u>Knowledge Outcome:</u> 2.F.7.l. use of assessment results to	COUN 665 COUN 505	Final Case Write-Up Assignment	Y1-S2		Test Report Write-Up	Y1-S3	

diagnose developmental, behavioral, and mental disorders						
Research and Program Evaluation Knowledge Outcome: 2.F.8.b. identification of evidence-based counseling practices	COUN 512 COUN 665	Final Article Critique Assignment	Y1-S1		Final Exam Case Conceptualization	Y1-S2
Clinical Mental Health Knowledge Outcome: 5.C.3.a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	COUN 622 COUN 686	Clinical Documentation Project	Y1-S1		Internship Case Presentation	Y2-S2
School Counseling Knowledge Outcome: 5.G.2.f. competencies to advocate for school counseling roles	COUN 610 COUN 611	School Counselor Portfolio	Y1-S1		Professional Advocacy Project & Reflection Paper	Y1-S2

Appendix C: Key Performance Indicator Rating and Remediation System

1. <u>Does Not Meet Expectations</u> – This rating indicates that the student did not meet the requirements of the assignment and will require remediation. Reasons to use this rating may include failure to respond to all the required prompts, poor work quality, incorrect/incomplete answers, failure to do the assignment altogether, etc.

2. <u>Meets Expectations</u> – This rating indicates that the student met requirements of the assignment and demonstrated the required knowledge/proficiency. The majority of students should likely receive this rating.

3. <u>Exceeds Expectations</u> – This rating indicates that the student exceeded requirements of the assignment including a performance that went beyond faculty member expectations. Reasons to use this rating may include student submitted an assignment that answered questions in more detail than required, quality of the submission was of a notably higher quality than the overall course submissions, etc. A limited number of students should likely receive this rating.

Remediation Policy:
All students have one opportunity to remediate any KPI assignment that is deemed as not meeting expectations. If remediation is required, the student and faculty will complete a remediation contract. This will detail reasons that the assignment does not currently meet expectations as well as what areas of improvement are required for remediation purposes. It will also specify the due date for the remediation and the method in which the remediation should be completed and submitted.
If the first remediation attempt by the student still does not meet expectation, students are not guaranteed a second opportunity to remediate the required assignment. Rather, any further opportunities for remediation will be at the discretion of the faculty. Past programmatic performance including student disposition will be taken into consideration when determining if the student is allowed one further remediation chance. If one additional remediation opportunity is provided, the contract will need to be updated to reflect this second opportunity. The max number of opportunities a student will have to remediate an assignment will be capped at two (2). Failure to effectively remediate a KPI, may result in dismissal from the program depending on circumstances including overall programmatic performance, professional disposition ratings, and student course engagement.

Proposed Policy Retirement for non-KPI assignments:
The online program will no longer require remediation if students receive less than an 80% on an assignment. Remediation will only be required if related to a KPI or if the faculty member deems it necessary. Any remediation attempts, for KPI or non-KPI assignments will be capped at two (2).

Remediation Contract:

Name of Course:
Semester:
Student Name:
Reason for Remediation:

Remediation Instructions:

(Insert Student Name) must have this remediation completed by (insert date and time EST). The remediation must be submitted via (preferred submission method).

Failure to Complete this Remediation may result in (please select all that apply):
____ A grade adjustment that results in the student needing to retake the course.
____ A grade adjustment that results in the student failing the course.
____ Probation from the program.
____ Suspension from the program.
____ Dismissal from the program.
____ Other, please explain:

Student Signature:

Faculty Signature:

Program Coordinator Signature:

Please note that this upon completion, this remediation contract will be summarized and uploaded to your DegreeWorks profile for recordkeeping purposes.

Appendix D: **Personal Counseling Services in the Community**

The following providers of mental health services are listed in no particular order and the listing may not reflect the most up to date information on provider areas of specialization. Additionally, some mental health agencies may have additional, qualified providers that are not listed below. Questions about insurances accepted should be directed towards providers and agencies themselves. Numerous other providers can be found on the Psychology Today search engine. A listing here does not constitute an explicit endorsement of a provider or agency, as quality and personal fit can vary.

Ellie Mental Health
Suncrest Towne Center
(304) 503- 6239

Emily Reel Professional Counseling
Westover
(304) 692-5779
https://erpcwv.com/

Women In Balance Counseling
3000 Coombs Farm Dr #102
(304) 241-1097
https://www.womeninbalancellc.net/

Lewis Counseling Practice
1101 About Town Place
Morgantown, WV 26508
304.413.5002
https://www.lewiscounselingpractice.com/
julie@lewiscounselingpractice.com

Mountaineer Psychological Services
https://mountaineerpsyc.com/
100 Corporate Drive, Morgantown, WV 26501

Susan Millham, MSW, LICSW
https://www.millhampsychotherapy.com/about-your-therapist