

West Virginia University

College of Applied Human Sciences

School of Counseling & Well-Being

Counseling M.A. Program

On-Campus



Student Handbook

(Revised July 2022)

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Welcome to the Program

Welcome to one of the finest counseling programs in the country. Each year it is exciting for the faculty and the second-year students to meet the first year on-campus students. The WVU Counseling program is committed to, each year, 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 rewarding.

Historically, one of the major strengths of WVU's on campus counseling program is that students in the cohort bond with each other. Faculty believe the interactions before and after class with your fellow students is as important as the course work itself. Throughout the year, there will be several opportunities to socialize with fellow students and faculty, and we hope that you take advantage of as many of these activities as possible.

As you start this year with WVU Counseling, please know that 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.

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

Program Description

The master's program in counseling provides a comprehensive, planned program of study for entry into the counseling profession. It is fully accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The on-campus program has also been designated as a "Program of Excellence" by the West Virginia Board of Trustees. The on-campus program staff consists of five faculty, all of whom have a wealth of practical counseling experience and advanced counseling degrees and certifications. The on-campus counseling program at West Virginia University has professionally trained and graduated counselors for over 50 years.

WVU's counseling program offers three specializations: school counseling (on-campus), clinical mental health (on-campus), and clinical mental health with an emphasis in rehabilitation counseling (on-line). ***Students in the on-line program may not enroll in courses in the on-campus program. Students in the on-campus program may not enroll in courses in the on-line program.***

The core curriculum in the on-campus program is similar for all students except for two courses. For instance, School Counseling students complete an introduction to school counseling course (i.e., COUN 608), whereas Clinical Mental Health Counseling students take introduction to clinical mental health counseling (i.e., COUN 622). Moreover, students in the School Counseling

specialization may be required to take two additional courses (please see the program of studies-- pp. 12-14 for clarification).

The program provides a range of didactic and experiential learning activities, primarily aimed at developing entry-level counseling practitioners. No one theoretical orientation is predominant in the program. Rather, an effort is made to acquaint students with a variety of orientations so students can practice in a way consistent with their unique personalities and interaction styles. Consistent with these general goals is the program's comprehensive mission statement, followed by the program's objectives.

Comprehensive Mission Statement

The master's program in 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. We are committed to preparing entry-level clinical mental health, school, and rehabilitation 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, families, groups, and those experiencing disability or social inequality across the lifespan.

Program Objectives

To ensure a high-quality program, the counseling faculty has developed twelve program objectives. The objectives are applicable to both the school and clinical programs, as well as the rehabilitation program unless otherwise noted:

1. Professional Orientation and Identity – Students will demonstrate an understanding of counseling as a profession, develop a professional identity, and demonstrate their ability to function effectively within the ethical guidelines established by both the American Counseling Association and the American School Counselors Association, in settings rendering counseling and related services to diverse populations
2. Counseling Theory – Students will learn a range of counseling theories that are applicable when working in a pluralistic society with individuals, groups, couples, families, children, and those experiencing disability in the counseling process, and demonstrate the ability to apply this knowledge in a therapeutic manner within rural and diverse communities.
3. Helping Relationships – Students will develop skills to work with individuals, groups, couples, families, children, and those experiencing disability that promote therapeutic change and demonstrate their ability to evaluate progress in meeting counseling objectives.
4. Social and Cultural Diversity – Students will develop an awareness of the impact of social and cultural factors on human behavior and recognize the role of individual differences in establishing and working toward counseling objectives.

5. Human Growth and Development – Students will learn stages of development throughout the life span and the importance of assessing and considering developmental goals when working with both children and adults.
6. Career Development – Students will learn the role of career development theory as applied to working with both children and adults and the impact of economic and cultural factors on career decisions, job performance, and lifestyle.
7. Group Dynamics – Students will learn the purpose and function of groups, group dynamics, and the application of counseling theories and leadership skills within the group setting to promote decision making and growth.
8. Assessment – Students will learn to determine appropriate assessment techniques when working with individuals, groups, couples, families, children, and those experiencing disability and to utilize relevant information within the counseling process.
9. Research and Program Evaluation – Students will develop the ability to read and evaluate professional research literature and incorporate such information into their professional development.
10. Specialization – Students will develop specific knowledge relevant to the student's area of interest (e.g., addictions, mental health, children, school, rehabilitation) and will learn from their area of interest how to provide professional services including assessment, prevention, referral, and program development, implementation, management, and evaluation.
11. Experiential Learning – Students will demonstrate the knowledge and skills necessary to be an effective professional counselor through supervised practicum and internship experiences.
12. Personal Growth and Understanding – Students will be provided the opportunity to explore values and beliefs as they pertain to their evolving roles as professional counselors and develop a level of self-understanding that leads to an integrated personal approach to counseling and client advocacy.

Core Program Faculty

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Counseling as a Career

Nature of the Work

Counselors assist people with personal, family, educational, mental health, and career decisions and problems. Their duties depend on the individuals they serve and on the settings in which they work.

School counselors support students in their academic, career, and social-emotional development. Additionally, they use interviews, counseling sessions, assessments, and additional resources to help students understand their abilities, interests, talents, and personality characteristics. They help translate these into realistic academic and career options. They may run career information centers and career education programs. High school counselors often advise on college admission requirements, entrance exams, and financial aid, and vocational fields (e.g., technical school, apprenticeship programs). They help students develop job-finding skills for part-time and summer employment and prepare students for the world of work. They also help students understand and deal with their social, behavioral, and personal problems. They work with

students individually, in small groups, and in large-group settings. In classrooms, school counselors help students develop interpersonal, decision-making, problem-solving, and related skills. Counselors provide consultation, and collaborate with school community members (e.g., principals, parents, teachers, school psychologists, school nurses, social workers). Professional school counselors design, manage, deliver, and assess comprehensive school counseling programs that serve all students in culturally sustaining ways.

Clinical mental health/rehabilitation counselors work with individuals, families, and groups to address and treat mental and emotional disorders, and to promote optimum mental health. They are trained in a variety of therapeutic techniques used to address a wide range of issues, including depression, addiction and substance abuse, suicidal impulses, stress management, problems with self-esteem, issues associated with aging, job and career concerns, educational decisions, issues related to mental and emotional health, and family, parenting, and marital or other relationship problems. Mental health counselors often work closely with other mental health specialists, such as psychiatrists, psychologists, clinical social workers, psychiatric nurses, and school counselors.

Employment

Substance abuse, behavioral, and mental health counselors held about 327,500 jobs in 2020. By 2030, that number is expected to be around 402,600, a 23% increase. Approximate employment numbers in 2020 were distributed among the counseling specialties as follows:

Substance abuse and behavioral disorder, and mental health counselors (total)	327,500
School counselors	118,000
Rehabilitation counselors	104,500
Marriage and family therapists	60,850

Educational, vocational, and school counselors work primarily in elementary and secondary schools and postsecondary (e.g., college) settings. Other types of counselors work in a wide variety of public and private establishments, including healthcare facilities, workforce readiness agencies, vocational rehabilitation centers, social agencies; correctional institutions, and residential care facilities (e.g., recovery houses for individuals transitioning from correctional facilities, sober living homes, group homes for children, the elderly, and persons experiencing a disability). Some substance abuse and behavioral counselors work in residential therapeutic communities. Counselors also work in organizations engaged in community improvement and social change and in state and local government agencies. A growing number of counselors are self-employed and work in group or private practices. This growth has been helped by laws allowing counselors to receive payments from insurance companies and the growing recognition that counselors are well-trained professionals.

Job Outlook

Overall employment of counselors is expected to grow faster than the average for all occupations. Projected job growth varies by specialty, but job opportunities should be favorable because job openings are expected to exceed the number of graduates from counseling programs, especially in rural areas. The field is expected to grow at 3 times the rate of other forms of employment over the next few years.

Employment Change

Employment in the aggregate is projected to rise by 11%; the field of Mental Counseling by 29%, much faster than the average for all occupations. Employment growth is expected as people continue to seek addiction and mental health counseling and as schools recognize the need to support students social and emotional development post Covid-19 pandemic. The United States Bureau of Labor Statistics reports that the number of Mental Health Counseling jobs in 2012 was 128,400. The Bureau predicts that the number of counselors in 2022 will be 165,100. That's an additional 36,700 jobs.

Earnings

The median annual wage for substance abuse, behavioral disorder, and mental health counselors was \$48,520 in May 2021. The median pay for school counselors in 2021 was \$60,510 per year. Many school counselors decide to pursue credentialing as a licensed professional counselor (LPC), providing opportunities to provide counseling in school and clinical settings. Annual mean wages in the industries employing the largest numbers of educational, vocational, and school counselors were as follows:

Elementary and secondary schools	\$57,630
Individual and Family Services	\$43,630
Local Government	\$53,630
Healthcare and social assistance	\$46,510

Specializations in the Counseling Program at West Virginia University

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 system of supports 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, 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 as well as for professional licensure as a counselor in West Virginia.

Clinical Mental Health Counseling (on-campus)

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.

Clinical Mental Health Counseling with Emphasis in Rehabilitation (online)

Rehabilitation Counselors work with individuals with physical, mental, developmental, cognitive, and emotional disabilities to achieve personal, career, and independent living goals by using integrated, strengths-based, and holistic counseling approaches. Rehabilitation counseling is a unique specialty area of counseling with a focus on advocacy, inclusion, and vocational rehabilitation for individuals with disabilities. Rehabilitation counselors receive specialized training in medical aspects of disability, legislation related to individuals with disabilities, and career development and job placement strategies specific to working with adolescents and adults with disabilities. Rehabilitation counselors often work with other helping professionals including mental health counselors, school counselors, clinical social workers, occupational & physical therapists, as well as disability rights advocates and other members of communities who support the needs of individuals with disabilities.

Program of Study: School Counseling Specialization
(For those with a teaching certification)

The following is a breakdown of the courses you will take if you want to become a school counselor **and you have a teaching certification**. Our program of study fulfills all coursework requirements to pursue credentialing as both a certified school counselor and licensed professional counselor in West Virginia. Courses are sequenced in blocks for purposes of prerequisite requirements. Courses in Block II have prerequisites in Block I, Block III requires courses in Block II, etc.

Course Numbers	Course Title	Credit Hours Required
<u>Block I</u>		
COUN 501	Counseling Theories/Techniques 1	3
COUN 536	Theories of Human Development	3
COUN 608	School Counseling Services	3
COUN 634	Cultural Issues	3
Ed. Psy. 512	Understanding Research in Counseling	3
<u>Block II</u>		
COUN 606	Counseling Theories/Techniques 2	3
COUN 630	Counseling Children, Adolescents, and Parents	3
COUN 665	Diagnosis/Treatment Planning	3
COUN 668	Crisis, Trauma, and Grief Counseling	3
<u>Summer</u>		
COUN 505	Theory & Practice of Human Appraisal	3
COUN 664	Ethical Issues in Counseling	3
<u>Block III</u>		
COUN 609	Group Counseling Theory/Technique	3
COUN 620	Lifespan Career Counseling	3
COUN 645	Couples/Family Counseling	3
COUN 640	Addictions Counseling	3
COUN 685	Practicum	3
<u>Block IV</u>		
COUN 684	Supervision Models in Counseling	3
COUN 686	Internship	9
Total:		60 Credit Hours

Although the program follows a strict course sequence, we strongly encourage that you talk with your assigned advisor about your course of study. Part-time students must plan to ensure courses will be available when needed. 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)

Program of Study: School Counseling Specialization-Alternative Specialization
(For those without a teaching certification)

The following is a breakdown of the courses you will take if you want to become a school counselor **and you do not already have a teaching certification.** Our program of study fulfills all coursework requirements to pursue credentialing as both a certified school counselor and licensed professional counselor in West Virginia. Courses are sequenced in blocks for purposes of prerequisite requirements. Courses in Block II have prerequisites in Block I, Block III requires courses in Block II, etc.

Course Numbers	Course Title	Credit Hours Required
<u>Block I</u>		
COUN 501	Counseling Theories/Techniques 1	3
COUN 536	Theories of Human Development	3
COUN 608	School Counseling Services	3
COUN 634	Cultural Issues	3
Ed. Psy. 512	Understanding Research in Counseling	3
<u>Block II</u>		
COUN 606	Counseling Theories/Techniques 2	3
COUN 630	Counseling Children, Adolescents, and Parents	3
COUN 665	Diagnosis/Treatment Planning	3
COUN 668	Crisis, Trauma, and Grief Counseling	3
COUN 660	Field Experience	3
<u>Summer</u>		
COUN 505	Theory & Practice of Human Appraisal	3
COUN 664	Ethical Issues in Counseling	3
C&I 603	Counselors in Classrooms	3
<u>Block III</u>		
COUN 609	Group Counseling Theory/Technique	3
COUN 620	Lifespan Career Counseling	3
COUN 645	Couples/Family Counseling	3
COUN 640	Addictions Counseling	3
COUN 685	Practicum	3
<u>Block IV</u>		
COUN 684	Supervision Models in Counseling	3
COUN 686	Internship	9
Total:		66 Credit Hours

Although the program follows a strict course sequence, we strongly encourage that you talk with your assigned advisor about your course of study. Part-time students must plan to ensure courses will be available when needed. 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)

The course descriptions and options for the three-hour experiential program course is as follows:

Counseling 660 - Field Experience – School Counseling (3 credit hours). The student will participate in 15-20 hours of field observation at either the elementary or secondary level. The student will also engage in 20-25 hours of instructional/management activity with the classroom teacher or counselor, documented via a student log and teacher or counselor

Program of Study: Clinical Mental Health Counseling Specialization

The following is a breakdown of the courses you will be taking if you 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 Numbers	Course Title	Credit Hours Required
<u>Block I</u>		
COUN 501	Counseling Theories/Techniques 1	3
COUN 536	Theories of Human Development	3
COUN 622	Mental Health Counseling	3
COUN 634	Cultural Issues	3
Ed. Psy. 512	Understanding Research in Counseling	3
<u>Block II</u>		
COUN 606	Counseling Theories/Techniques 2	3
COUN 630	Counseling Children, Adolescents, and Parents	3
COUN 665	Diagnosis/Treatment Planning	3
COUN 668	Crisis, Trauma, and Grief Counseling	3
<u>Summer</u>		
COUN 505	Theory & Practice of Human Appraisal	3
COUN 664	Ethical Issues in Counseling	3
<u>Block III</u>		
COUN 609	Group Counseling Theory/Technique	3
COUN 620	Lifespan Career Counseling	3
COUN 645	Couples/Family Counseling	3
COUN 640	Addictions Counseling	3
COUN 685	Practicum	3
<u>Block IV</u>		
COUN 684	Supervision Models in Counseling	3
COUN 686	Internship	9
Total:		60 Credit Hours

Although the program follows a strict course sequence, faculty encourage that students speak to their assigned advisor about their course of study. Part-time students must plan to make sure courses will be available when needed.

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. The field placement coordinator, Dr. Elisabeth Simpson (Elisabeth.Simpson@mail.wvu.edu) supplies eligible students with information regarding practicum and internship sites. Students should read the field work 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 prior to a student needing a field placement, students should connect with the field placement coordinator for information and support regarding application for field placement. 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 internship application process.

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

Students are encouraged to complete internship within the Greater Morgantown area; those who leave the Morgantown area before completing coursework, internship, and practicum do so at their own risk. It may not always be possible to arrange CACREP-approved internships or internship supervision at a site outside of the Morgantown area. This could result in being unable to complete the WVU degree program without returning to Morgantown for at least one semester. Students considering leaving the area are strongly encouraged to engage in proactive conversations with their assigned faculty advisor and either Drs. Schimmel (school counseling students) or Jacobs (clinical mental health students).

Professional Liability Insurance

Consistent with the ACA Code of Ethics (<https://www.counseling.org/Resources/aca-code-of-ethics.pdf>) 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 Counselors 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. Counseling students at West Virginia University who are enrolled in counseling practicum or internship are covered by a state insurance policy in the amount of \$1,000,000. (Copies of this insurance policy can be made available to practicum and internship sites if site personnel request the policy.) This policy only covers activities that occur in the university semesters in which practicum and internship are scheduled. Therefore, students are required to purchase their own liability insurance. Being a student member of ACA or ASCA provides complimentary liability insurance. Proof of coverage is required before providing counseling in school and/or clinical settings.

Exit Interviews & Portfolio Requirement

While many master's degrees in a variety of programs across the country require either a thesis or a comprehensive exam for program completion, the on-campus master's in counseling program at WVU adopts a more holistic approach to evaluating the sum of each student's work and to determine if a student has met all requirements for graduation. In a student's final semester, typically during the last week of the final semester, students are expected to present a comprehensive portfolio of their accomplishments during their time in the program. These exit interviews are scheduled by the student's internship faculty supervisor and times are communicated to students with sufficient notice to prepare a presentation of the portfolio. Required portfolio elements include, but are not limited to, a self-care plan, a paper outlining the student's theoretical approach to counseling, the student's involvement in career-focused counseling experiences, an action research project conducted during field experience, and documentation of the student's attendance at a minimum of one professional counseling conference.

Full and Part-Time Status

Per university requirements, students must enroll in at least 9 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 semester and complete coursework each semester (i.e., fall of first year, spring of first year, summer of first year, fall of second year, and spring of second year).

“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 8 years to complete a degree. Most successful students maintain continuity and enroll each semester.

Provisional Student Status

The counseling program requires a 2.8 minimum GPA for admission. In special circumstances, a student with a GPA between a 2.5 and a 2.8 is 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 successfully completing 12 hours 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.

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. At that time, most questions related to completion of the program can be answered.

Registration Procedures

Most students find pre-registration as the most effective means for enrolling in courses. This process begins at mid-semester for the next semester. Class Schedules are found by accessing the course schedule listing on WVU's main website (<https://starss.wvu.edu/StudentRegistrationSsb/ssb/term/termSelection?mode=search>). The telephone number for the Office of the University Registrar is 304-293-5355; they can also be reached at registrar@mail.wvu.edu.

Students register online for classes using the WVU STAR Web System by logging into the WVU Portal. A link to the WVU Portal can be found on WVU's main website (wvu.edu). If the course is "permit required," students should contact the course instructor who can work with the student on appropriate permissions for admission. After payment you need to purchase textbooks and be present at the first-class meeting. At that time, your instructor will distribute course syllabi and read names from the class list. The list is generated by the computer containing

registration data. Textbooks may be purchased in the Evansdale Bookstore in the Evansdale Crossing or the WVU bookstore downtown.

Drop-Add Procedures

To add or drop classes, Students must go online using the WVU STAR Web System by going to <http://star.wvu.edu> and following the instructions for registration and adding and dropping a course prior to first day of classes. If a student should withdraw from a course without using the WVU STAR Web system or completing a STAR Course Registration Form, a failing grade will be assigned. Deadlines for course withdrawal are published on the WVU website <http://registrar.wvu.edu/> for each semester. Students considering course or program withdrawal are highly encouraged to contact their advisor or program coordinator as soon as possible.

Prerequisite Coursework

Students who miss prerequisite coursework may be delayed up to one year in completing the program. Presently, the program does not have the staffing flexibility to create additional classes for students who do not have the necessary prerequisites. The program follows the prerequisite structure indicated by the four-block system (see pp. 12-14). The blocks must be completed sequentially with the first block being completed before coursework in the second block, the second before coursework in the third, etc. Rarely, by permission of the instructor, the prerequisite can be waived.

Attendance

Attendance is required. *Students are expected to attend each class session, to be on time, and be present for the full class session.* 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 hybrid. 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 class during their period of service and given the opportunity 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

In the event students need to drop courses, or withdraw completely from the university, refunds of fees are limited. After the add/drop period for the classes have 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 - where no tuition/fees will be reduced. See GradGuard Tuition Insurance for information on insuring your investment.

Incomplete Policy

When it is necessary to take an “incomplete” in a course, the following University policy will be followed:

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.

- 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

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 8 years old at the time of graduation. For example, an individual who transfers approved coursework into our program from a course they took in 2015 would need to graduate from our program by 2023. 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 chair 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 chair 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 which 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, Resident Faculty Leader if you live in a residence hall, 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 formal application to graduate. The application for graduation portal opens the first week of the semester prior to the semester in which you wish to graduate. For example, if you wish to graduate in the spring of 2024, you must apply on the graduation portal beginning the first week of classes in August 2023 (<https://registrar.wvu.edu/graduation-diploma>). Students must complete their degree program within 8 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.

Graduation

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. The School of Counseling and Well-Being has a partial copy of students' records on file. 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.

Professional Identity/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. Also, many students join our Counseling Student Organization (CSO). CSO engages students through community service, fundraising, professional development, and social/networking activities. CSO provides leadership opportunities to enhance members' professional portfolios around their counseling identity. **Attendance at a state and/or national conference is required for graduation and documentation of attendance must be included in the exit interview portfolio.** Joining one or more of the professional counseling organizations helps students be more aware of conference opportunities.

Grievance Procedures

It is expected that students attempt to resolve disagreements or grievances first with their advisor, supervisor, and/or the faculty member in question. If this process proves unsatisfactory, students have the option to present their concern to the school's chair or associate chair. If satisfaction is not achieved by these steps, the student may contact the associate dean for academic affairs. Following these initial verbal steps, if the student still believes that their case has not been equitably resolved, they may petition the associate dean for academic affairs in writing to form an appeals committee, comprised of three faculty members selected by the associate dean. Consistent with the due process statement, none of these individuals are in any conflict-of-interest situations with the student, nor have a vested interest in the appeals outcome. If the student desires to appeal further, they may petition, in writing, to the Associate Dean for Academic Affairs in the College of Applied Human Services. Additional details regarding university grade appeal procedures can be found here:

<https://provost.wvu.edu/governance/academic-standards-resources/detailed-appeal-procedures/appeal-of-a-final-grade>

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.

Representatives of counseling student organizations (e.g., CSO) are welcome to attend all Counseling program faculty meetings and are asked to recuse themselves when it is necessary to protect the privacy of individuals (e.g., faculty or students) under discussion. While academic decisions and program standards are the responsibility of the faculty, student input is encouraged. Comprehensive evaluation of the program is not possible without student participation.

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/aca-code-of-ethics.pdf>. 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.

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) under the direction of an individual faculty member and earn credit for such projects. Additionally, there is a thesis option for the masters' degree, which may be of particular interest for students interested in research activities that may be useful in professional activities and/or future doctoral studies.

Academic Rights

West Virginia Board of Governors (BOG) Rule 2.5, Student Rights and Responsibilities outlines all student rights and the 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 utilize the following link: https://wvu.qualtrics.com/jfe/form/SV_0IKdeIGf4QeEUxT.

Professional Advancement Following Graduation

A master's degree in counseling is a flexible degree, 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 enable counselors to cope with the vast complexities of human life. No masters' 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 up to date with contemporary counseling knowledge, skills, techniques, and abilities.

To this end, graduates are encouraged to remain active in professional organizations at the local, state, and national levels, 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, clinical mental health students are eligible to sit for the National Counselor's Exam (NCE) which is the qualifying exam for professional licensure in WV and many other states. During the semester prior to internship, school counseling students must take and pass the state school counselor competency exam, referred to as the "Praxis II." To avoid delays in finding employment after graduation, questions regarding school counseling certification in West Virginia should be sent to Ms. Michelle Principe at the following email address: michelle.principe@mail.wvu.edu.

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 purposes of 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 internship in a specialty area (school counseling, clinical mental health counseling, rehabilitation 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, clinical mental health, and rehabilitation 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 as well as 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.

Student Services Provided by the University

West Virginia University offers a wide variety of student services that ensure 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/>.

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 known as 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 that 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 providers is available at the end of this document.

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 (WVU) and all its campuses. To ensure access to University programs, accessibility specialist 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 careerservices.wvu.edu.

Student Health Services

WELLWVU Student Health Clinic is located on the Evansdale Campus in the Health and Education build, which is adjacent to the Student Rec Center and fields. You will find the WELLWVU Office of Wellness and Health Promotion 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 above 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 University Health Service at 304-293-2311.

University Library System

WVU libraries contain over 2.5 million items. The library system consists of the Wise (Main) Library and seven branches. Besides the Wise Library, the Evansdale and Health Sciences Center Libraries contain works often needed by counseling students. Computer searches are available, both by phone networks and CD-ROM as well as online through the Mountain Lynx catalogue. The Evansdale Library is close to Allen Hall with rooms available for special study groups and projects. It contains the collection of books and journals specifically related to the counseling profession. All libraries are accessible with special services available for students with disabilities, including the visually impaired. Additional information regarding library services can be found here: <https://library.wvu.edu/>.

Information Technology Services

There are public computer sites located in the Teaching and Learning Commons (TLTC) located on the 4th floor of Allen Hall. Additionally, Armstrong Hall, Eiesland Hall, and the Evansdale

Library offer computer access to students. These sites are open late at night. Access to the mainframe computer can be achieved at these sites or through a modem linked to WVNET, a computer resource available throughout the state. Courses and special workshops are offered through the computer lab (TLTC) on computer utilization and application of special software. University students are eligible for steep discounts on personal computers and software. More information regarding IT services can be found here: <https://it.wvu.edu/>. Students may also download free university-provided software to their personal computers and devices: <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 provides 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 Smoking Policy

WVU, as of July 1, 2013 is a smoke free environment; smoking is not permitted on campus. More information on this policy can be found here: <https://tobaccoandsmokefree.wvu.edu/>.

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/aca-code-of-ethics.pdf>. Faculty encourage you to review the code of ethics early in your first semester of coursework, but a full review should be undertaken prior to beginning the designated course in ethics, which typically occurs during the summer between your first and second year in the program.

Academic Dismissal

Students may be dismissed from their master's program in Counseling because of unsatisfactory academic performance for the following reasons:

- Earns less than a B or an S in 2 or more courses; and/or
- Earns less than a B or an S twice in the same course.

Students dismissed from their program and/or WVU cannot take courses as non-degree seeking students or enroll in any of the counseling program courses at WVU. Any course(s) taken elsewhere while dismissed from the School of Counseling and Well-Being's counseling program(s) will not count towards the degree or certificate. Students with a program GPA of less than 3.00 are not eligible for reinstatement.

Review, Retention, & Remediation

The counseling student review and retention guidelines enables counseling faculty to share and evaluate information about student progress. Student review is an ongoing and continuous process. Applications for internship are reviewed to ensure that students have successfully completed all prior field experience and other key courses. Any faculty member may raise questions about a particular student's performance and progress at any time during their program. The discussions of student performance and progress are held in executive session. At that time, any questions about students may be raised for faculty consideration. Faculty may call a meeting between students and faculty whenever necessary. WVU also maintains procedures and policies to which counseling students are obliged to follow. Should issues of classroom behavior and/or academic honesty be raised, students will be dealt with by the WVU Office of Student Conduct (<https://academicintegrity.wvu.edu/policies/student-academic-integrity>).

Professional Fitness Review

In addition to the ongoing review of student progress that occurs among faculty in executive sessions of program meetings, each semester, all counseling faculty members, as well as adjuncts and other school faculty teaching counseling courses, evaluate all counseling students in their courses using the Professional Fitness Review form (Appendix A). This review allows faculty and instructors to identify students who may be having academic or personal problems which would interfere with their ability to function as professional counselors. The forms are reviewed at program faculty meetings, and a determination is made as to whether some type of intervention/remediation is necessary. If a student is deemed to need some sort of

intervention/remediation, the program faculty meet to develop a program of remediation or a therapeutic referral plan. This plan is often presented to the student in a private meeting should concerns over fitness for the profession arise.

Probation and Remediation

In the event a student is identified as not meeting the professional ethics/dispositions outlined in either the ACA/ASCA Code of Ethics or the Professional Fitness Review (see Appendix A), then the student can be placed on probation. At such time, a remediation plan will be developed by the student and the advisor with the approval of the counseling faculty. This plan will be in writing and will be 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.

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

1. The program coordinator or school chair 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 reviewed by the program faculty. The review will include a review of the faculty evaluations and any documentation provided to the advisor by the student.
4. The faculty has three options of recommendation:
 - a. **Continuation in the program:** The specified concerns no longer present a significant problem and the student can continue in the program.
 - b. **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.
 - c. **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 Counseling and Well-Being Chair, 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 faculty advisor will send a written notification to the student by certified mail. A copy of the notice will be placed in the student's permanent file in the COE office.
 9. If dismissal from the program is recommended, the student will be given 30 days, within the regular academic year, in which to (a) prepare and present to the faculty a written response to the notification, and (b) request, in writing, a faculty review of the termination recommendation, if the student chooses.
 10. Upon receipt of a written request from the student regarding the termination recommendation during the 30-day period, a faculty meeting will be held to provide the student with the opportunity to present their case to the faculty.
 11. Following the student's presentation, the program faculty will meet to (a) review the student's progress in the program, (b) review the student's behaviors as related to expected professional and personal behaviors, (c) review the student's remediation progress, and (d) render a decision as to whether the dismissal recommendation is to be upheld.
 12. Written notification of the decision will be provided to the student by the program coordinator.
 13. If the dismissal decision is upheld, the School of Counseling and Well-Being Chair will forward a formal dismissal recommendation to the Associate Dean of Academic Affairs in the College of Applied Human Sciences.

If the student is not satisfied with the program faculty's decision, the student may file an appeal by submitting a letter of appeal to the associate school chair or school chair.

If a student's unacceptable professional and/or personal behaviors are deemed severe enough by the program faculty, the program coordinator or school chair will forward an immediate program dismissal recommendation to the student by certified mail.

1. The student will be given 30 days, within the regular academic year, in which to (a) prepare and present to the faculty a written response to the notification, and (b)

- request, in writing, a faculty review of the program termination recommendation, if the student chooses. If the student chooses to have a representative present, they must notify the faculty five (5) working days in advance.
2. Upon receipt of a written request from the student regarding the program termination recommendation during the 30-day period, a faculty meeting will be held to provide the student with the opportunity to present their case to the faculty.
 3. Following the student's presentation, the program faculty will meet to (a) review the student's progress in the program, (b) review the student's behaviors as related to expected professional and personal behaviors, and c) render a decision as to whether the program dismissal recommendation is to be upheld.
 4. Written notification of the decision will be provided to the student by the Program Coordinator or School of Counseling and Well-Being Chair.
 5. If the program dismissal decision is upheld, the Program coordinator or school Chair will forward a formal program dismissal recommendation to the Associate Dean for Academic Affairs in the College of Applied Human Sciences.

(Appendix A) Professional Fitness Review Form

Student _____ Reviewer _____ Semester/Year _____

<p>Evaluation Criteria</p> <p>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</p>

Professional Fitness Categories:	1	2	3	4	5	COMMENTS
<u>Professional Responsibility</u>	---	---	---	---	---	
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.						
<u>Competence</u>	---	---	---	---	---	
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.						
<u>Comportment</u>	---	---	---	---	---	
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						
<u>Integrity</u>	---	---	---	---	---	
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.						

Plan of Study

Name: _____ Specialization: _____ School _____
 Clinical Mental Health _____

Expected date of program completion: _____

Complete one copy for yourself and one for your advisor to be included in our student file.

Coursework is sequential between blocks (i.e., Block I work is pre-requisite for Block II). Coursework within blocks can be taken in any order recommended by your advisor.

<u>Course and Identifying Numbers</u>	<u>Enrollment Semester</u>	<u>Date of Completion</u>
<u>Block I</u>		
Coun. 501 - Counseling Theory/Techniques 1		
Coun. 536 – Theories of Human Development		
Coun. 608 – Organization and Dev. of School Coun Programs		
OR Coun. 622 – Clinical Mental Health Counseling		
Coun. 634 - Cultural Issues		
Ed Psych. 512 - Introduction to Research		
<u>Block II</u>		
Coun. 606 - Counseling Theory/Techniques 2		
Coun. 665 – Diagnosis/Treatment Planning		
Coun. 630 - Counseling Children/Adolescents/Parents		
Coun. 668 – Crisis, Trauma, and Grief Counseling		
Coun. 660-Field Experience (School Counseling)		
<u>Summer</u>		
Coun. 664 – Ethical Issues in Counseling		
Coun. 505 – Theory and Practice of Human Appraisal		
C&I. 603 – Counselors in Classrooms (School Counseling)		
<u>Block III</u>		
Coun. 609 – Lifespan Career Counseling		
Coun. 609 - Group Coun. Theory & Techniques		
Coun. 645 – Couples/Family		
Coun. 640 - Addictions Counseling		
*Coun. 685 - Practicum		
<u>Block IV</u>		
Coun. 684 –Supervision Models in Counseling		
Coun. 686 - Counseling Internship		
A minimum of 60 hours is required for graduation.		
School counseling students require either 60 or 66 credits		

*It is your responsibility to notify the program practicum placement coordinator of your intent to be placed at least three months prior to placement. Practicum placements cannot be guaranteed for a specific semester, although every attempt will be made to accommodate students who maintain a planned program of study. Practicum placement depends on available placement sites and supervisors that comply with CACREP standards. The final decision on acceptance and placement of a student for specific practicum settings rests with the program practicum committee and the practicum setting supervisor.

**Transient Application for Graduate Studies
West Virginia University
College of Education and Human Services**

Credit 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 30 to 41 semester hours. Eighteen (18) semester hours will be accepted for degree programs requiring 42 or more semester hours. Transfer credit is not restricted for doctoral students as doctoral degrees are not credit hour accumulation degrees. The student is responsible for having an official transcript sent to the Office of Admissions and Records, PO Box 6009, Morgantown, WV 26506-6009.

NAME _____ STUDENT ID# _____

DATE OF LAST ENROLLMENT AT WVU _____

DEGREE PROGRAM _____ **MASTER'S** _____ **ED.D./PH.D.**

ADDRESS _____ PHONE: _____

EMAIL: _____

NAME OF INSTITUTION (to be) ATTENDED _____

ADDRESS OF INSTITUTION _____

DOES INSTITUTION OFFER ACCREDITED GRADUATE PROGRAM? _____ **Y** _____ **N**

NOTE: At the time of graduation, all transfer courses must be within the ***8-year time limitation.***

COURSE(S) (TO BE) COMPLETED:

<u>DEPT & NO.</u>	<u>COURSE TITLE</u>	<u>SEM HRS</u>	<u>EQUIVALENT WVU COURSE</u>	<u>SEMESTER & YEAR</u>

Advisor Signature

Dean, CEHS

Campus P.O.

Approval of this request by the advisor indicates that the courses may be used toward another fulfillment of requirements of a graduate degree. Approval of this request by the Dean is approval only for further processing. Course(s) taken for transient credit must be verified by Admissions and Records before being applied to a graduate degree program at WVU.

Mental Health Provider Referral List

Michelle Lewis, LCSW
 Integrative Wellness, Morgantown
<http://icswv.com>
 304-685-4773
 Trauma, Grief, Veterans

Amy Wilson-Strange, Ph.D., Licensed Psychologist
 Family Matters, Lost Creek
 304-745-5065
<http://wvfamilymatters.com/home.html>
 Play Therapy, young children, adolescents

Tony Onorato, MA, LPC, AADC, ALPS
 APO Counseling, Morgantown
 304-284-8438
<http://apocounseling.com/who>
 Males, Adolescents, athletically inclined kiddos, Stress, Anxiety, Grief, Addictions, Mental Performance

Lauren Swann, MA, LPC, NCC
 Hamner Psychological Services, Bridgeport
 304-842-7007
<https://www.hamnerpsychological.com/>
 Adolescents, Trauma, EMDR Certified

Michelle Christy, LICSW, C-EMDR-C, CADC
 WV Therapy & Wellness, Morgantown
 304-413-0426
<https://wvtherapycenter.org>
 Trauma, Developmental Trauma, PTSD (EMDR & IFS)

JP Pishner, MP, LPC, NCC, CT, ALPS
 APEX Counseling, Morgantown
 304-381-3659
<http://apexcounseling.org/>
 Trauma, Anger, Anxiety, Behavioral addictions

Laura Walls, MA, LPC, NCC
 APEX Counseling, Morgantown
 304-381-3659
<http://apexcounseling.org/>
 Trauma, Children, Kiddos who have been victims

Emily Reel - MA, LPC, ALPS, AADC-S, MAC, SAP
 APEX Counseling, Morgantown
 304-381-3659
<http://apexcounseling.org/>

College students, Substance Abuse, Family and Parenting

Anna Simmons, MA, ALPS, LPC
Empowered Healing & Wellness, Morgantown
681-443-2324
annasimmons@empoweredhw.org
Children, Adolescents, Adults

Brenda Everette, MA, LPC, NCC, CTT
Natural Resilience, Morgantown
304-381-2211
<https://www.naturalresilience.org/staff>
Trauma, Veterans, Depression, Grief, Adjustment

Kristin Johnson-Gibeaut, MA, NCC, LPC, CTT
Clear Connections Counseling
304-504-6216
<https://clearconnectionsww.com>
Trauma, PTSD, Dissociative Disorders, LGBTQ, Anxiety, Depression, Chronic Illness

Deborah Mucha, Psy.D., LPC, NCC, CTT, MSPC
Natural Resilience, Latrobe
724-708-6400
Trauma, Grief, Depression

Emily Finomore, LPC
Chestnut Ridge Hospital, WVU, Morgantown
304-293-7723
Children & Adolescents, Trauma