

# **West Virginia University**

**College of Applied Human Sciences**

**School of Counseling & Well-Being**

## **Counseling Program Student Handbook**

**2024-2025**



Revised July 2024

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## **Welcome to the Program!**

Welcome to WVU's Counseling Program; a program we believe is one of the finest in the nation. The faculty is 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.

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

## **Comprehensive Mission Statement**

### **On-Campus**

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. 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.

### **Digital Delivery**

The digitally delivered master's program in counseling, with an emphasis on clinical mental health, 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-line and on-campus programs have been designated as "Program of Excellence" by the West Virginia Board of Trustees. The program consists of faculty who have a wealth of practical mental health counseling experience and advanced counseling degrees and certifications. The counseling program at West Virginia University has professionally trained and graduated counselors for over 50 years.

## **Program Description**

The Counseling Program at West Virginia University (WVU) has three tracks: on-campus clinical mental health counseling, on-campus school counseling, and online clinical mental health counseling. The program 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)**. Our program has also been designated as a "Program of Excellence" by the West Virginia Board of Trustees.

**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.***

The core counseling curriculum for all students is the same. Students also choose an area of emphasis, either Clinical Mental Health or School Counseling (on-campus).

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.

### **Program Objectives**

The counseling faculty has developed twelve program objectives to ensure a high-quality program. These objectives apply to both the school and clinical tracks 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 Counselor 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 lifespan and the importance of assessing and considering developmental goals when working with children, adolescents, and adults.
6. **Career Development.** Students will learn the role of career development theory as applied to working with children, adolescents, 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, 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.

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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 the settings in which they work.

**Clinical mental health 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.

**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, 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, and social workers). Professional school counselors design, manage, deliver, and assess comprehensive school counseling programs that serve all students in culturally sustaining ways.

**Employment**

**Substance abuse, behavioral, and mental health counselors** held about 388,200 jobs in 2022, with about 42,000 job openings projected per year. Approximate employment numbers in 2022 were distributed among the counseling specialties as follows:

Substance abuse and behavioral disorder, and mental health	388,200
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counselors (total)	
School counselors	342,400
Rehabilitation counselors	84,750
Marriage and family therapists	63,340

For the regional area that West Virginia University services, the single industry most employing these occupations is Outpatient Care Centers. This industry employs 22,189 workers in the counseling occupations—employment which is expected to increase by 2,482 jobs over the next ten years.

**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. In the region serviced by West Virginia University, 21,346 additional new workers in counseling occupations will be needed to replace workers in this occupation and industry who retire or move into a different occupation.

### **Employment Change**

Employment in the aggregate is projected to rise by 11%; the field of Substance Abuse/Mental Health Counseling by 18%, 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 2022 was 388,200. The Bureau predicts that the number of counselors in 2022-2032 will grow by 18%, much faster than average. That's an additional 71,500 jobs.

### **Earnings**

The median annual wage for substance abuse, behavioral disorder, and mental health counselors was \$ 53,710 in 2023. The median salary for school counselors in 2023 was \$61,710 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	\$71,700
Other educational services; state, local, and private	\$57,840
Junior colleges, colleges, universities, and professional schools; state, local, and private	\$53,190
Healthcare and social assistance	\$44,180

### **Areas of Emphasis in the Counseling Program at West Virginia University**

The MS in Counseling at WVU has two areas of emphasis. 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.

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#### **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 and for professional licensure as a counselor in West Virginia.*

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

<b>COURSE NUMBER</b>	<b>COURSE TITLE</b>	<b>CREDIT HOURS</b>
<b><i>BLOCK I</i></b>		
COUN 501	Counseling Theories/Techniques 1	3
COUN 512	Research & Evaluation in Counseling	3
COUN 536	Theories of Human Development	3
COUN 622	Introduction to Mental Health Counseling	3
COUN 634	Cultural Issues	3
<b><i>BLOCK II</i></b>		
COUN 606	Counseling Theories/Techniques 2	3
COUN 630	Counseling Children, Adolescents, and Parents	3
COUN 665	Diagnosis and Treatment Planning	3
COUN 668	Crisis, Trauma, and Grief Counseling	3
<b><i>SUMMER</i></b>		
COUN 505	Theory & Practice of Human Appraisal	3
COUN 664	Ethical Issues in Counseling	3
<b><i>BLOCK III</i></b>		
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
<b><i>BLOCK IV</i></b>		
COUN 684	Supervision Models in Counseling	3
COUN 686	Internship	9
<b>TOTAL CREDIT HOURS</b>		<b>60</b>

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

**PROGRAM OF STUDY: CLINICAL MENTAL HEALTH COUNSELING SPECIALIZATION  
DIGITAL DELIVERY: ONLINE STUDENTS**

**Full-Time Plan of Study *Fall 2024 Cohort:***

<b>Fall #1</b>	<b>Spring #1</b>	<b>Summer #1</b>
COUN 501	COUN 505	COUN 645
COUN 622	COUN 536	COUN 640
COUN 512	COUN 606	COUN 634
COUN 619	COUN 620	COUN 668
12 Total Credits	12 Total Credits	12 Total Credits
<b>Fall #2</b>	<b>Spring #2</b>	<b>Summer #2</b>
COUN 664	COUN 686 (can be split)	COUN 686 (if split)
COUN 665	COUN 630	COUN/REHB 624**
COUN 685	COUN 609	
9 Total Credits	up to 15 Total Credits	Credits may vary. (opt. elective)

**Full-Time Plan of Study *Spring 2025 Cohort:***

	<b>Spring #1</b>	<b>Summer #1</b>
	COUN 501	COUN 620
	COUN 622	COUN 640
	COUN 505	COUN 634
	COUN 536	
	12 Total Credits	9 Total Credits
<b>Fall #1</b>	<b>Spring #2</b>	<b>Summer #2</b>
COUN 664	COUN 609	COUN 668
COUN 606	COUN 665	COUN 645
COUN 512	COUN 685	COUN/REHB 624**
COUN 619	COUN 630	
12 Total Credits	12 Total Credits	6 Total Credits (opt. elective)
<b>Fall #2</b>	<b>Spring #3</b>	<b>Summer #3</b>
COUN 686 (can be split)	COUN 686 (if split)	
9 Total Credits		

**Part-Time Fall Option (avg. 9 credits per semester):**

<b>Fall #1</b>	<b>Spring #1</b>	<b>Summer #1</b>
COUN 501	COUN 536	COUN 640
COUN 622	COUN 606	COUN 634
COUN 512	COUN 505	COUN 620
9 Total Credits	9 Total Credits	9 Total Credits
<b>Fall #2</b>	<b>Spring #2</b>	<b>Summer #2</b>
COUN 664	COUN 685	COUN 645
COUN 665	COUN 630	COUN 668
COUN 619	COUN 609	COUN/REHB 624**

9 Total Credits	9 Total Credits	9 Total Credits (opt. elective)
<b>Fall #2</b>	<b>Spring #3</b>	<b>Summer #3</b>
COUN 686 (can be split)	COUN 686 (if split)	
Depends on split.	Depends on split.	

**Part-Time Spring Option (avg. 9 credits per semester):**

	<b>Spring #1</b>	<b>Summer #1</b>
	COUN 501	COUN 620
	COUN 622	COUN 640
	COUN 536	COUN 634
	9 Total Credits	9 Total Credits
<b>Fall #1</b>	<b>Spring #2</b>	<b>Summer #2</b>
COUN 664	COUN 609	COUN 668
COUN 606	COUN 665	COUN 645
COUN 512	COUN 505	COUN/REHB 624**
9 Total Credits	9 Total Credits	6 Total Credits (opt. elective)
<b>Fall #2</b>	<b>Spring #3</b>	<b>Summer #3</b>
COUN 619	COUN 686 (can be split)	COUN 686 (if split)
COUN 685	COUN 630	
6 Total Credits	Up to 12 Credits	Credits may vary.

**Part-Time Fall Option (avg. 6 credits per semester):**

<b>Fall #1</b>	<b>Spring #1</b>	<b>Summer #1</b>
COUN 501	COUN 536	COUN 640
COUN 622	COUN 606	COUN 634
6 Total Credits	6 Total Credits	6 Total Credits
<b>Fall #2</b>	<b>Spring #2</b>	<b>Summer #2</b>
COUN 664	COUN 505	COUN 645
COUN 512	COUN 620	COUN 668
6 Total Credits	6 Total Credits	6 Total Credits
<b>Fall #3</b>	<b>Spring #3</b>	<b>Summer #3</b>
COUN 665	COUN 685	COUN/REHB 624**
COUN 619	COUN 609	
6 Total Credits	9 Total Credits	(opt. elective)
<b>Fall #4</b>	<b>Spring #4</b>	<b>Summer #4</b>
COUN 686 (can be split)	COUN 686 (if split)	
	COUN 630^	
6 Total Credits.	6 Total Credits.	

**Part-Time Spring Option (avg. 6 credits per semester):**

	<b>Spring #1</b>	<b>Summer #1</b>
	COUN 501	COUN 620
	COUN 622	COUN 634
	6 Total Credits	6 Total Credits
<b>Fall #1</b>	<b>Spring #2</b>	<b>Summer #2</b>
COUN 606	COUN 536	COUN 668
COUN 512	COUN 505	COUN 640
6 Total Credits	6 Total Credits	6 Total Credits
<b>Fall #2</b>	<b>Spring #3</b>	<b>Summer #3</b>
COUN 619	COUN 609	COUN/REHB 624**
COUN 664	COUN 685	COUN 645
COUN 665		
9 Total Credits	6 Total Credits	3 Total Credits (opt. elective)
<b>Fall #3</b>	<b>Spring #4</b>	<b>Summer #4</b>
COUN 686 (can be split)	COUN 686 (if split)	
	COUN 630^	
6 Total Credits.	6 Total Credits.	

^COUN 630 needs to be completed prior to COUN 686 Internship unless you split COUN 686 into two semesters.

\*\* COUN/REHB 624 is an elective that students will have the option to complete.

**Immersion Week Attendance**

All students in the digitally delivered 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 are 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.

The second week-long immersive experience, on WVU's 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. Demonstrated proficiency in leading a group is required to receive a passing grade in COUN 609.

## Expected Technical 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.

WVU uses a web-based course management system called WVU eCampus. You can access this through your MIX system or [ecampus.wvu.edu](http://ecampus.wvu.edu).

Mountaineer Information Xpress, or MIX, is a web platform for WVU students and faculty. It provides e-mail addresses for all students and serves as a centralized location to register online for classes, check grades, find out about current campus events, chat online with classmates, and receive targeted messages. It is accessible from anywhere a user happens to be, at any time of the day or night. Students can access MIX through the web at <http://www.mix.wvu.edu>. For additional information on MIX, visit <http://www.mix.wvu.edu> and review frequently asked questions.

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 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.

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.



**PROGRAM OF STUDY: SCHOOL COUNSELING SPECIALIZATION  
ON-CAMPUS 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. 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.

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

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

**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.

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.

**Exit Interviews & Portfolio Requirement (All Students)**

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 portfolio defenses 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.

## **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. 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 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. Counseling students at West Virginia University who are enrolled in counseling practicum or internship are covered by a state insurance policy for \$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.

### **Knowledge Areas and Outcomes**

We operate as an educational program accredited by the Council on Accreditation of Counseling and Related Education Programs (CACREP). As such, we address the specific knowledge and outcome expectations mandated by CACREP.

**Eight common core areas** represent the foundational knowledge required of *all* entry-level counselor education graduates.

#### **1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE**

- a. history and philosophy of the counseling profession and its specialty areas
- b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation
- c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams
- d. the role and process of the professional counselor advocating on behalf of the profession
- e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
- f. professional counseling organizations, including membership benefits, activities, services to members, and current issues
- g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
- h. current labor market information relevant to opportunities for practice within the counseling profession
- i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
- j. technology's impact on the counseling profession
- k. strategies for personal and professional self-evaluation and implications for practice
- l. self-care strategies appropriate to the counselor role
- m. the role of counseling supervision in the profession

#### **2. SOCIAL AND CULTURAL DIVERSITY**

- a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
- b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
- c. multicultural counseling competencies
- d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others
- e. the effects of power and privilege for counselors and clients
- f. help-seeking behaviors of diverse clients

- g. the impact of spiritual beliefs on clients' and counselors' worldviews
- h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

### **3. HUMAN GROWTH AND DEVELOPMENT**

- a. theories of individual and family development across the lifespan
- b. theories of learning
- c. theories of normal and abnormal personality development
- d. theories and etiology of addictions and addictive behaviors
- e. biological, neurological, and physiological factors that affect human development, functioning, and behavior
- f. systemic and environmental factors that affect human development, functioning, and behavior
- g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan
- h. a general framework for understanding differing abilities and strategies for differentiated interventions
- i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

### **4. CAREER DEVELOPMENT**

- a. theories and models of career development, counseling, and decision making
- b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors
- c. processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems
- d. approaches for assessing the conditions of the work environment on clients' life experiences
- e. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development
- f. strategies for career development program planning, organization, implementation, administration, and evaluation
- g. strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy
- h. strategies for facilitating client skill development for career, educational, and life-work planning and management
- i. methods of identifying and using assessment tools and techniques relevant to career planning and decision making
- j. ethical and culturally relevant strategies for addressing career development

### **5. COUNSELING AND HELPING RELATIONSHIPS**

- a. theories and models of counseling
- b. a systems approach to conceptualizing clients
- c. theories, models, and strategies for understanding and practicing consultation
- d. ethical and culturally relevant strategies for establishing and maintaining in-person and

- technology-assisted relationships
- e. the impact of technology on the counseling process
- f. counselor characteristics and behaviors that influence the counseling process
- g. essential interviewing, counseling, and case conceptualization skills
- h. developmentally relevant counseling treatment or intervention plans
- i. development of measurable outcomes for clients
- j. evidence-based counseling strategies and techniques for prevention and intervention
- k. strategies to promote client understanding of and access to a variety of community-based resources
- l. suicide prevention models and strategies
- m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid
- n. processes for aiding students in developing a personal model of counseling

## **6. GROUP COUNSELING AND GROUP WORK**

- a. theoretical foundations of group counseling and group work
- b. dynamics associated with group process and development
- c. therapeutic factors and how they contribute to group effectiveness
- d. characteristics and functions of effective group leaders
- e. approaches to group formation, including recruiting, screening, and selecting members
- f. types of groups and other considerations that affect conducting groups in varied settings
- g. ethical and culturally relevant strategies for designing and facilitating groups
- h. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term

## **7. ASSESSMENT AND TESTING**

- a. historical perspectives concerning the nature and meaning of assessment and testing in counseling
- b. methods of effectively preparing for and conducting initial assessment meetings
- c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide
- d. procedures for identifying trauma and abuse and for reporting abuse
- e. use of assessments for diagnostic and intervention planning purposes
- f. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments
- g. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations
- h. reliability and validity in the use of assessments
- i. use of assessments relevant to academic/educational, career, personal, and social development
- j. use of environmental assessments and systematic behavioral observations
- k. use of symptom checklists, and personality and psychological testing
- l. use of assessment results to diagnose developmental, behavioral, and mental disorders
- m. ethical and culturally relevant strategies for selecting, administering, and interpreting

assessment and test results

**8. RESEARCH AND PROGRAM EVALUATION**

1. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice
2. identification of evidence-based counseling practices
3. needs assessments
4. development of outcome measures for counseling programs
5. evaluation of counseling interventions and programs
6. qualitative, quantitative, and mixed research methods
7. designs used in research and program evaluation
8. statistical methods used in conducting research and program evaluation analysis and use of data in counseling
9. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation.

**EVALUATION STRUCTURE**

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.

As of August 2024, the MS in Counseling program will utilize one, systematic plan for dispositional student assessment. This [Student Dispositional Assessment Plan](#) is documented below.

**Student Dispositional Assessment Plan**

**Formal Student Disposition Assessment**

<b>Measure</b>	<b>When Assessed?</b>	<b>Who Completes the Measure?</b>	<b>How Data is Reviewed and Analyzed</b>
Professional Fitness Review Form	End of each semester	Student’s Advisor- In consultation with other program faculty	<u>Reviewed by:</u> - Program Coordinator -Program Faculty -Assessment &

			<p>Evaluation Committee</p> <p><u>Analyzed:</u></p> <ul style="list-style-type: none"> <li>-At December and April A &amp; E Committee Meetings</li> <li>-In full faculty meeting in April in preparation for annual letters</li> <li>-Ongoing with PC and faculty as needed</li> </ul>
<p>On-Site Supervisor Evaluation Form</p>	<p>Mid-Term and end of each semester of field placement</p>	<p>On-Site Supervisor</p>	<p><u>Reviewed by:</u></p> <ul style="list-style-type: none"> <li>-Faculty Supervisor</li> <li>-Program Coordinator</li> <li>-Program Faculty</li> <li>-Assessment &amp; Evaluation Committee</li> </ul> <p><u>Analyzed:</u></p> <ul style="list-style-type: none"> <li>-By faculty supervisor for course grade in field placement</li> <li>-At December and April A &amp; E Committee Meetings</li> <li>-In full faculty meeting in April in preparation for annual letters</li> <li>-Ongoing with PC and faculty as needed</li> </ul>
<p>Academic Performance on Assignments in Courses/Course Grade</p>	<p>Continuous/End of Semester Grade</p>	<p>Course Instructor</p>	<p>Same as above</p>



## 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 <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
Behavior and professionalism in faculty interaction	Continuous	Program Faculty	
Behavior and professionalism in peer interactions	Continuous	Program Faculty Peer report (unsolicited)	

## Evaluation Measures

- **Grade Point Average and Course Retake.** You must maintain a 3.0 GPA to graduate from the program. Each course is designed to meet specific knowledge and skill areas.
  - 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 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 to determine the most appropriate course of action, which may include potential termination from the program.
- **Learning Outcome Portfolio.** You will maintain a professional portfolio for review by faculty and members of our advisory group. There are ten items or artifacts that correspond with specific skill areas that are defined by CACREP in the specializations of Clinical Mental Health Counseling and School Counseling. You must achieve a

proficient rating in all these artifacts to graduate. This professional portfolio data is maintained in Tevera (KPIs).

- Clinical Reviews.** Your site supervisors and instructors evaluate your clinical experiences. These 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.
- Student Disposition Assessment**

Formal assessment of student professional 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:

10/11

FINAL COMMENTS

**FINAL COMMENTS: OVERALL**, please rate your experience with this student to date.

Counseling Ability	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> NA
Personal Growth/Maturity	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> NA
Professional Disposition/Professionalism	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> NA
Potential for overall success as a future counselor in a similar setting	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> NA
Comments:					

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. The student is informed and involved throughout this process as outlined by the WVU Graduate Catalog (see <http://catalog.wvu.edu/graduate/enrollmentandregistration/>).

### **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.

This data is reviewed and assessed by:

- Program Faculty
- Program Coordinator
- Assessment and Evaluation Committee
- School Director and other College leadership as needed

These reviews occur at various points:

- Continuous points in courses
- Monthly at faculty meetings
- Monthly at A & E Committee meeting
- End of each semester
- Full faculty meeting in April in preparation for Student Annual Letters

*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 following procedures are in place. These procedures are in accordance with University policies.

### **Probation and Remediation**

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 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.

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 Counseling and Well-Being 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 certified mail.
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 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.

If the dismissal decision is upheld, the School of Counseling and Well-Being Director will forward a formal dismissal recommendation to the Associate Dean of Academic Affairs in the College of Applied Human Sciences.

### **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.

### **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.

### **Registration Procedures**

Most students find pre-registration to be 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](mailto: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 them on appropriate permissions for admission. After payment, the student needs to purchase textbooks and be present at the first class meeting. At that time, the 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 before the 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, as withdrawal from a course will impact the plan of study.

### **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. The blocks must be completed sequentially with the first block completed before coursework in the second block, the second before coursework in the third, etc. Rarely, by permission of the instructor, can the prerequisite be waived. Part-time students adhere to the structure described for digital delivery students.

### **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](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, 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 a formal application to graduate. The application for graduation portal opens the first week of the semester before the semester in which you wish to graduate. For example, if you wish to graduate in the spring of 2026, you must apply on the graduation portal beginning the first week of classes in August 2025 (<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. 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. 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.

### **National Board for Certified Counselors**

There is another certification examination 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: **In WV, the directions on the website have indicated applicants take the NBCC exam yet the licensing regulations include the CRCC exam as a qualifying exam.** Please check with your state licensing board. *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 Associations

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.

### **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 of Counseling & Well Being Director is the next point of contact. In this case, Dr. Nate Sorber, Interim Director. He can be reached at [nathan.sorber@mail.wvu.edu](mailto:nathan.sorber@mail.wvu.edu) or call (304) 293-1781.

Students may then petition the School Director in writing to form an Appeals Committee that consists of three faculty members. If the student desires to appeal further, they may then petition in writing to the Dean of the College of Applied Human Sciences, West Virginia University, Morgantown, WV 26506.

The WVU Graduate Catalog provides time requirements for completing these activities. <http://catalog.wvu.edu/graduate/>

### **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.

Representative counseling students are welcome to attend all Counseling program faculty meetings but will be 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/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.

### **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 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.

### **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](https://wvu.qualtrics.com/jfe/form/SV_0lKdeIGf4QeEUxT).

### **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.

### **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>.

### **Diversity Efforts**

We are committed to creating a diverse learning environment for our students and recruiting people from diverse backgrounds into our program of study. WVU has made a commitment to this effort. The Division of Diversity, Equity, and Inclusion promotes and hosts a variety of diversity initiatives. More information can be found at <https://diversity.wvu.edu/>.

The program course content has diversity and social justice considerations infused throughout, including course discussions, readings, and assignment topics. Faculty consider it an important responsibility to train future counselors to have multicultural competencies. Faculty also believe it is important that our courses set the foundation for an inclusive environment for diverse students, and that their experiences and voices be validated and encouraged.

### **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](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 \_\_\_\_\_

<b>Evaluation Criteria</b>						
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						
<b>Professional Fitness Categories:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>COMMENTS</b>
<b><u>Professional Responsibility</u></b>	---	---	---	---	---	
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.						
<b><u>Competence</u></b>	---	---	---	---	---	
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.						
<b><u>Compartmentment</u></b>	---	---	---	---	---	
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						
<b><u>Integrity</u></b>	---	---	---	---	---	
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.						
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## Appendix B: Mental Health Provider Referral List

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.

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

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

Erika Laurenson, M.A., NCC, LPC, ALPS Clear Connections Counseling  
<https://clearconnections.wv.com/>  
Trauma, Mood Disorders, Relationship Issues

Kristin Johnson-Gibeaut, MA, NCC, LPC, CTT Clear Connections Counseling  
<https://clearconnectionsww.com/>  
Trauma, PTSD, Dissociative Disorders

Gillian Kraft, MSW, LCSW Clear Connections Counseling <https://clearconnectionsww.com/> OCD,  
Eating Disorders

Narayan Gold, Ph.D. Matthew Keller, Ph.D. Taylor Allen, Ph.D. (and others)  
Stillwater Counseling  
Two Locations in Morgantown, WV <https://www.stillwatercounseling.org/>

