



MASTER OF ARTS IN COUNSELING &
CERTIFICATE IN ADDICTION COUNSELING (CAC)
GRADUATE STUDENT HANDBOOK
ACADEMIC YEAR 2025-2026

West Virginia Wesleyan College's Master of Arts in Counseling has been granted approval as a graduate program under the Higher Learning Commission (HLC).

Table of Contents

Table of Contents

<i>Table of Contents</i>	3
<i>About West Virginia Wesleyan College (WVWC)</i>	6
College Overview.....	6
College Resources.....	6
<i>Program Overview</i>	7
About the MA in Counseling.....	7
Our Mission.....	7
Program Learning Outcomes (PLOs)	7
Faculty and Staff.....	8
Dr. Jen Randall Reyes.....	8
Dr. Ariel Williams	8
Dr. Matthew Tolliver.....	9
Dr. Jessica Haas.....	9
Dr. Chris Schimmel.....	10
Jon Dower.....	11
<i>Admissions Process</i>	12
Admissions Timeline	12
Admission Requirements	12
Applicant Interviews.....	12
<i>Degree Structure & Technology Requirements</i>	13
Program Structure	13
Modality & Online Learning	13
Online Counseling Community	13
Membership in American Counseling Association (ACA)	13
Technology Requirements	14
<i>Core Curriculum Components & Degree Requirements</i>	15
Residencies	15
Advising	15
Credit Requirements.....	15
Addiction Counseling Specialization	16

Alcohol and Drug Credential (ADC).....	17
Clinical Mental Health Counseling Specialization.....	17
Full-time vs. Part-time	17
Personal Counseling.....	18
Practicum & Internship	18
Exit Exams.....	19
Counseling Certification and Licensure Requirements	19
Written Endorsement Policy	20
<i>Accelerated Track for Undergraduate Students</i>	21
<i>Certificate in Addiction Counseling Program</i>	22
Program Overview.....	22
Program Goals.....	22
Learning Outcomes (LOs)	22
Faculty and Staff.....	23
Dr. Jen Randall Reyes.....	23
Jon Dower, MS.....	24
Admissions Process	25
Certificate Structure & Technology Requirements	26
Core Curriculum Components & Degree Requirements	27
Full-time vs. Part-time	28
Personal Counseling.....	28
Required Courses	28
Alcohol and Drug Credential (ADC).....	29
Entrance and Exit Exams	29
Counseling Certification and Licensure Requirements	29
Written Endorsement Policy	30
<i>Expectations of Students</i>	31
Dual Roles and Relationships	31
Minimum Grade Requirements	31
Attendance Policy.....	32
Student Grade Appeal Process	32
Incomplete Grade Policy	33
Graduate Writing.....	33
Academic Integrity Policy.....	34

Counseling Student Code of Conduct.....	36
<i>Assessment of Program Effectiveness.....</i>	39
Student Feedback.....	39
Assessment of Program Learning Outcomes	39
<i>Diversity, Equity, Inclusion, and Accessibility.....</i>	41
Non-Discrimination Statement.....	41
LGBTQIA+ Statement	41
Institutional Diversity & Inclusion.....	41
Disability Services and Accommodations Policy.....	42
<i>Appendices.....</i>	44
Appendix A: Internal WVWC Resources	44
Appendix B: Professional Counseling Organizations and Resources.....	43
Appendix C: Counseling Program Grading Scale.....	44
Appendix D: Degree & Certificate Planning Worksheets	45
Appendix E: Counseling Specialization Requirements.....	47
Appendix F: Personal Counseling Options.....	48
Appendix G: Written Endorsement Policy.....	49
Appendix H: Attendance & Participation Policy.....	51
Appendix I: Professional Dispositions	55
Appendix J: Student Remediation Plan	56
Appendix K: Advisor Evaluation Feedback.....	62
Appendix L: Key Performance Indicators (KPIs)	63

About West Virginia Wesleyan College (WVWC)

College Overview

Situated in the heart of Buckhannon, West Virginia Wesleyan College (WVWC) is a private institution that has been challenging and inspiring students to foster their life-long commitment to develop their intellectual, ethical, spiritual, and leadership potential and to set and uphold standards of excellence. Established in 1890, WVWC offers more than forty degree 40 majors and over 40 minors of study, and several additional master's programs spanning Athletic Training, Business Administration, English (Creative Writing), and Nursing. Recently, the College launched its first doctoral program: Doctorate Nurse Practitioner (DNP).

Firmly rooted in the liberal arts tradition and closely related to the United Methodist Church, the College is a community of learning based on fundamental principles formed at the intersection of Christian faith and liberal education: intellectual rigor, self-discovery, human dignity, mutual support, social justice, self-discipline, mental and physical wellness, the appreciation of diversity and the natural world, and the judicious use of resources. The College recognizes and affirms its interdependence with the external communities (local, regional, national, and global) and its covenant with the people of West Virginia to share its educational and cultural resources.

WVWC is accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools and approved by the University Senate of the United Methodist Church. It is a member of the National Association of Schools of Music and is approved by the West Virginia Department of Education and the National Council for the Accreditation of Teacher Education. The College participates in the Interstate Certification Project whereby several states certify teachers graduating from Wesleyan's Department of Education. The athletic training program is accredited by the Commission on Accreditation of Allied Health Education Programs. Degree programs offered in business and economics, including the Master of Business Administration program, are accredited by the International Assembly for Collegiate Business Education.

As a testament to its academic excellence, WVWC boasts 14 Fulbright Scholars. Additionally, the Princeton Review ranked Wesleyan one of its 2023 Best Colleges in the Southeastern Region of the United States. U.S. News & World Report's 2022-2023 Best College Rankings designated Wesleyan seventh in Best Value – Regional Universities (South).

College Resources

Wesleyan uses the Self-Service Portal as a hub of information for most student needs. Students use the Self-Service portal to check their final course grades, get copies of their class schedules, add proxies to their accounts, and access financial aid and student account information, among other tasks.

Students can access the Self-Service portal from the Self-Service link near the bottom of the WVWC homepage, or directly at <https://selfservice.wwwc.edu/> (see **Appendix A** for a list of internal WVWC resources).

Program Overview

About the MA in Counseling

Counseling can have many different areas of focus and specialization, such as addiction counseling, career counseling, clinical rehabilitation counseling, college counseling and student affairs, marriage, couple, and family counseling, rehabilitation counseling, or school counseling. Please note that the overall curriculum for the Counseling Program is structured around training exceptional future counselors with the option of choosing either an Addiction Counseling or Clinical Mental Health Counseling specialization. Students must designate this specialization with their advisor.

Students completing this program will be able to demonstrate advocacy alongside clients in the systems of care they utilize, such as integrated behavioral healthcare professionals, community stakeholders, and reimbursement providers across the continuum of clinical mental health care.

Our Mission

Our mission is to train exceptional counselors. We believe that understanding and respecting the unique human experience of every client you encounter is fundamental to your success in this program and as a counselor. Your only prerequisite is the willingness to grow and change. Here, you will gain the skills to build relationships that facilitate the process of healing to foster healthy communities for ourselves, for our families, and for the people we serve.

Program Learning Outcomes (PLOs)

PLO 1: Students will cultivate a professional counseling identity characterized by ethical practice, healthy boundaries, and adherence to the standards of the counseling profession.

PLO 2: Students will develop counseling skills tailored to the unique needs of clients in rural communities, with a focus on addressing challenges related to poverty, socioeconomic disparities, and the cultural context of rural Appalachia.

PLO 3: Students will integrate evidence-based counseling theories and interventions into their practice, demonstrating critical thinking and advanced problem-solving skills in addressing complex client concerns.

PLO 4: Students will actively engage in self-reflection and personal development through experiential activities, such as Growth and Resilience Groups, fostering self-awareness, openness to feedback, adaptability to multiple counseling methods, and a commitment to lifelong learning.

PLO 5: Students will demonstrate proficiency in professional documentation practices that enhance service delivery, alongside strong time management skills and adaptability to the dynamic demands of various counseling environments.

Faculty and Staff

Dr. Jen Randall Reyes

Director, Counseling Programs

Associate Professor, Counseling

Core Counselor Education Faculty

Education

B.A. West Virginia University, International Studies and German

M.A. The George Washington University, Mediation and Conflict Resolution Specialization

M.A. West Virginia University, Community Counseling (CACREP-accredited)

Ph.D. Regent University, Counselor Education and Supervision (CACREP-accredited)

Overview and Experience

Dr. Jen Randall Reyes has been working in the field of mental health for 20 years across diverse counseling services, including foster care systems, juvenile justice, community mental health agencies, supervision, private practice, consultations, and advocacy at local-, state-, and federal-levels. For the last decade, Jen has worked as a licensed counselor and supervisor in the state of West Virginia, with a focus on advanced training and practice as a trauma counselor. Working in experiential education and adventure therapy settings early in her career eventually led to a new goal of supporting other counselors in training on the journey to find their therapeutic niche.

Jen loves teaching, supervision, research, and counseling equally. Yet, social justice and advocacy work remind her consistently why counseling matters. Counseling is not simply reducing symptoms; it is instead a focus on sustaining lasting and valuable changes that promote wellness at the individual, community, and systemic level. She is a storyteller by birth, having grown up in Buckhannon. Jen seeks to share narrative in ways that inspire her staff, students, supervisees, and clients to be agents of change rather than standing on the sidelines of their own lives.

Dr. Ariel Williams

Assistant Professor, Counseling

Core Counselor Education Faculty

Education

B.A. University of Michigan, Psychology and Criminal Justice

M.A. Johnson State College, Clinical Mental Health Counseling

Ph.D. University of Montana, Counselor Education and Supervision (CACREP accredited)

Overview and Experience

Dr. Ariel Williams is an Assistant Professor, Licensed Clinical Professional Counselor, and Nationally Certified Counselor. She earned her Ph.D. in Counselor Education and Supervision from the University of Montana in 2019. Passionate about teaching novice counselors, Ariel strives to create inclusive, challenging, and inspiring classroom experiences. She believes that

strong relationships are at the core of learning, both in the classroom and in the counseling room. Ariel works to provide students with direct, empathic support during the challenging process of gaining the awareness and skills necessary to be effective professional helpers.

Ariel has been providing clinical counseling since 2012 and more recently has pivoted to practicing remotely through a telehealth platform with a holistic model of healing. While she identifies as a generalist and enjoys the diversity of working with all different kinds of people and presenting concerns, Ariel has particular interest and training in working with people who have experienced trauma. Ariel uses her clinical experiences to inform teaching practices and is committed to staying up to date and informed by the most current research literature. Ariel's research interests relate to the experience and process of counseling supervision, creativity in teaching and counseling, and counselor wellness. In her personal life, Ariel enjoys outdoor adventures and caring for her family and menagerie of pets.

Dr. Matthew Tolliver

*Assistant Professor, Counseling
Core Counselor Education Faculty*

Education

B.A. West Virginia Wesleyan College, Elementary Education (K-6)
M.A. West Virginia University, Counseling (School Counseling concentration)
Ph.D. The University of the Cumberlands, Counselor Education and Supervision (CACREP accredited)

Overview and Experience

Dr. Matthew Tolliver has a Ph.D. in Counselor Education and Supervision with a concentration in Leadership. He is also a certified Professional School Counselor (Pk- adult) and elementary school teacher (K-5), a Licensed Professional Counselor (LPC), Nationally Certified Counselor (NCC), Approved Licensed Professional Supervisor (ALPS) and the owner and operator of Tolliver Counseling and Consulting Services, LLC and Cryptid Mountain Miniature Golf, located in Morgantown, West Virginia. Matt worked in the public schools of West Virginia as a school counselor for 13 years, and is a former president of the West Virginia School Counselor Association.

Dr. Jessica Haas

*Assistant Professor, Counseling
Core Counselor Education Faculty*

Education

B.R.E. Davis College, Philosophy of Theology, Counseling
M.S. Loyola University Maryland, Clinical Pastoral Counseling/Patient Counseling
Ph.D. Loyola University Maryland, Counseling Education and Supervision

Overview and Experience

Jessica Haas, PhD, NCC, is a counselor educator, researcher, and nationally board-certified psychotherapist who integrates cultural and spiritual competencies through developmental and experiential methods in practice. Based in Central Florida, she is an Assistant Professor and core faculty member in the Master's in Counseling Program at West Virginia Wesleyan College. As an educator, she trains counselors to curate critical thinking and empathy skills, theoretical foundations, and individual styles firmly established in counselor identity. Dr. Haas brings over 20 years of collaborative experience in international racial equity consultancy, which shapes her inclusive and responsive approaches to counselor training.

Dr. Haas earned a bachelor's degree in philosophy of theology with a concentration in Counseling, a Master's degree in Pastoral Community Counseling, and a doctoral degree in Counselor Education and Supervision (CES) from Loyola University Maryland, specializing in world religions and spirituality in Counseling. Her clinical experience is in crisis response, individual and community traumas, severe mental health disorders, and presentations of psychosis and scrupulosity. Dr. Haas is active in the profession as a member of the Network for Anti-racist Teaching in Counseling (NARTIC) and the ACES Disability Justice and Accessibility Committee (DIIN-DJAC). She is also an associate editor for the Counseling and Values Journal (CVJ). She serves on the editorial boards of Teaching and Supervision in Counseling (TSC) and the Journal of Counselor Preparation and Supervision (JCPS). She belongs to several professional organizations through the American Counseling Association (ACA), including the Association for Counselor Education and Supervision (ACES), the Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC), and the Association for Assessment and Research in Counseling (AARC). Outside of her work in counselor education, she enjoys spending time with family and friends, taking her dog to the beach, practicing yoga, traveling, reading a good book, and creatively upcycling old furniture.

Dr. Chris Schimmel

Practicum and Internship Coordinator

Full Professor, Counseling

Education

B.A. Glenville State College, Education

M.A. West Virginia University, School Counseling

Ed.D. Marshall University, Curriculum & Instruction (Emphasis in School Counseling)

Overview and Experience

Dr. Christine Schimmel is currently the Associate Dean for Academic Affairs at West Virginia Wesleyan College where she is also a faculty member and full professor in the Counseling Program. She serves as the Practicum and Internship Coordinator. Chris has more than 25 years of experience as a counselor educator, consultant, and author.

Chris' teaching and writing focus on the areas of creative counseling, group counseling, counseling children and adolescents as well as topics related to school counseling and youth

mental health in rural areas. Chris has successfully garnered federal grant monies for projects from SAMHSA and the US Department of Education to support public school employees around youth mental health and to support and train a more diverse cadre of school-based mental health professionals in rural WV. Popular texts authored by Dr. Schimmel include *Group Counseling: Strategies and Skills* (9th ed.) and *Counseling Children and Adolescents* (6th ed.), two popular counseling texts used in many counseling training programs.

Jon Dower

Certificate in Addiction Counseling Coordinator

Education

R.B.A. West Virginia University, Political Science and Government

M.S. West Virginia University, Clinical Rehabilitation and Mental Health Counseling

Overview and Experience

Jon Dower was born and raised in Morgantown, WV, and completed a Master's in Clinical Rehabilitation and Mental Health Counseling from West Virginia University. Mr. Dower is a Licensed Professional Counselor in WV and holds several addiction-related certifications, including advanced alcohol and drug counselor, clinical supervisor, substance abuse professional, and intervention professional. Jon is the Executive Director for WVSL Solutions, a 501 (c) 3 non-profit that provides recovery housing across West Virginia, peer recovery support services, supportive employment, and clinical services as a licensed behavioral health organization. Mr. Dower has taught in academic settings at the undergraduate and graduate levels, including with the College of Applied Human Sciences at West Virginia University. His current academic appointment is Program Coordinator for the Certificate in Addiction Counseling at West Virginia Wesleyan College. He serves on several SUD-related boards of directors, including the WV First Foundation, and is the president of the West Virginia Association of Addiction and Prevention Professionals (WVAAPP). He is a proud board member of Cheat Lake Rotary. Previously, Mr. Dower spent multiple years as the Chair of the Recovery Subcommittee Governor's Task Force on Substance Misuse and Prevention and the Vice President for the West Virginia Alliance of Recovery Residences (WVARR). Jon is a person in long-term recovery.

Admissions Process

Admissions Timeline

There are two admission points for each academic year into the Counseling Program: fall and spring.

Admission Requirements

Application for admission to the program is invited from anyone who holds a bachelor's degree from a regionally accredited college or university, regardless of undergraduate major.

Prospective students should complete the application form online and include:

- Current curriculum vitae showing relevant work experience
- Two (2) completed professional recommendation forms or letters (preferably, one from an employer and one from a professor)
- Official transcripts of all undergraduate and graduate work (minimum of 3.0 GPA preferred)
- An essay written in APA 7th edition guidelines to the following prompt: Please describe your interest and understanding of a professional counseling career, including related experience to date.
- If a non-native English-speaking student, an official report of the Test of English as a Foreign Language (TOEFL)
- Application interview (see below)

Applicant Interviews

Applicants must also participate in an interview process that consists of an individual interview with counselor education faculty following the review of written application materials. Admittance to the program is based on the recommendations of the Counseling Admission Committee and the Counseling Director.

Degree Structure & Technology Requirements

Program Structure

The MA in Counseling is a 60-credit online program designed to build community and cohesion among counseling graduate students—no matter where they physically live. This cohort model gives students the opportunity to connect more fully with their faculty and peers as they progress through their counselor training. Each student will complete this learning journey as a community cohort, from orientation to graduation ... and beyond.

Courses are offered in 8-week sessions. There are five (5) sessions in total in an academic year (two each in spring and fall semesters, and one per summer term). Two (2) courses per session is considered full-time.

Modality & Online Learning

Students are required to attend in-person residencies on campus at Wesleyan prior to the start of each academic term (excluding summer classes). Students will be on campus for a weekend in each residency. See **Residencies** section, below.

Courses will be delivered in a hybrid format of both synchronous and asynchronous distance learning. Students are required to attend approximately 2-3 hours per week of instructional time synchronously.

All online courses and course activity are conducted through the [Blackboard Learning Management System \(LMS\)](#). Please see **Appendix A** for a full list of internal WVWC resources and associated links. Once registered in a specific course, it will appear on their LMS dashboard (or landing page). Students are expected to participate in their online courses at least 2-3 times per week to stay connected and up to date with course content and activity.

Online Counseling Community

Students should become familiarized with the **Counseling Program Organization** on Blackboard. This site serves as a community hub for the program more broadly, with resources around general program content, updates, and important announcements.

Membership in American Counseling Association (ACA)

Students are required to become student members of the [American Counseling Association \(ACA\)](#) and must maintain their student membership throughout the entirety of the program. This reduced fee membership (currently \$105 annually for active students) offers professional liability insurance to students throughout their master's program, and more specifically during their practicum and internship experiences. Please see **Appendix B** for a full list of recommended professional counseling organizations.

Important: Proof of liability insurance will be required for students in the Orientation to Professional Counseling (COUN 505), during their Practicum application process for their initial

site placement (COUN 675), and again during the Internship application process (COUN 695). Proof of liability insurance can be found through the ACA member portal.

Technology Requirements

Attendance for Zoom classes is a necessary component of successful completion of each course. Failure to show up for class will impact participation grades and therefore final grades in each course. Zoom classes are hosted by the instructor, so students do not need to purchase a Zoom account. However, they will need to download the free Zoom client application.

Students are therefore required to have a stable, high-speed internet connection (preferably via a laptop or desktop computer rather than a smartphone on-the-go) for participation in synchronous meeting options. **Warning:** logging into a class meeting from a moving vehicle is strictly prohibited. In addition to the potential danger and/or injury that may be caused, it will also result in automatic removal from the class session with a deduction of participation points.

For quality video chat Zoom sessions, internet service speeds should be in the 10 to 25 Mbps download speed range and at least 3 Mbps upload speed for best results. Wesleyan's Ethernet Network can be accessed while on campus for residencies, but students will need a Category 5 (CATS/CAT5e) or higher Ethernet cable to do so on campus.

Students should proactively address technology challenges with their instructors directly. For questions or troubleshooting issues regarding technology, please refer to the [IT Help Desk](#). The [Technology Handbook](#) will also be useful to navigate technology questions and concerns.

Core Curriculum Components & Degree Requirements

This section offers an overview of the curriculum offered in the overall flow of the Counseling Program. Students are encouraged to also view the WVWC Graduate Student Catalog (see **Appendix A**) for specific courses being offered during the academic year.

Residencies

At the beginning of the Fall and Spring academic semesters, Counseling students are required to attend a weekend residency. The Fall residency is held on campus at WVWC and the Spring residency is held virtually. The purpose of the residency weekend is to connect with faculty and other students and practice counseling skills in person. The event begins based on the student status. For incoming (new) graduate students, residencies begin on Friday evening. For returning graduate students, residencies begin on Saturday morning. The residencies end on Sunday afternoon for all students. Please check the current academic calendar for specific dates.

The first residency that students attend will include a new student orientation that is mandatory to begin the program in that semester. Missing the new student orientation would necessitate a student delaying their program start until the following academic semester to allow for the completion of the new student orientation requirement.

Please note that because WVWC is in session during residencies, we are unable to provide on campus housing. Prior to each residency, lodging options will be provided, and we will do our best to maintain community partnerships with local hotel chains that create a reduced rate for students as needed. Meals are provided during residencies for both breakfast and lunch, with an additional community dinner provided on the initial evening of each residency. Students with dietary restrictions MUST be in touch with the Counseling Program Director at least one month prior to residency to ensure options are available.

Advising

Each student will be assigned a core faculty member as their academic advisor at the beginning of their first session in the program. Students are expected to schedule an initial meeting with their advisor within the first month of courses. This allows the advisor the opportunity to better understand the student's motivation and drive toward professional counseling, as well as establish a specific completion plan together that meets the student's needs. Students are expected to meet with their academic advisor at least one time every fall and spring semester to ensure they are on track with not only their academic goals, but also their professional development as future counselors.

Credit Requirements

The Counseling Program requires successful completion of 60 graduate credits (maintaining an overall GPA of 3.0). Students can only repeat a course once in which they receive an unsatisfactory grade (B- or below). See **Appendix C** for the Counseling Program Grading Scale.

courses is intentionally laid out so that foundational courses are taken first and are building blocks for courses that follow. See **Appendix D** for the Counseling Degree Planning Worksheet.

This includes completion of:

- A pathway of 17 required courses (51 graduate credits) that encompass the eight foundational knowledge and skill areas that support a professional counselor identity:
 - Professional orientation and ethical practice
 - Social and cultural identities and experiences
 - Lifespan development
 - Career development
 - Counseling practice and relationships
 - Group counseling and group work
 - Assessment and diagnostic processes
 - Research and program evaluation
- Three additional elective courses (9 graduate credits) chosen from the following courses:
 - COUN 610, COUN 615, COUN 650, COUN 655, COUN 660
 - Students must choose at least one specialization from those outlined in the sections below.
 - The electives the student takes must meet the requirements for their chosen specialization.

Addiction Counseling Specialization

Overview

This specialization prepares students to apply systems-level thinking that is grounded in culturally and developmentally appropriate interventions toward the prevention, treatment, and recovery from substance abuse disorders.

The Addiction Counseling specialization consists of 15 credits that can be incorporated into the 60 credit hours for program completion. Students choosing this specialization area will also receive a certificate in addiction counseling.

Required Courses

There is a specific course sequence for students to follow:

- COUN 505 Orientation to Professional Counseling
- COUN 545 Theories of Addiction & Recovery

Once students have completed the first two courses noted above in that order, they are free to take the remaining three electives for this certificate in whatever order best fits their individual degree plans.

- COUN 610 Psychopharmacology
- COUN 650 Grief, Trauma, and Addiction
- COUN 655 Crisis, Risk, and Prevention

Alcohol and Drug Credential (ADC)

Students that complete the Addiction Counseling Specialization will also have the chance to apply for an Alcohol and Drug Credential (ADC) in the state of West Virginia. The specific requirements for this credential are listed through the West Virginia Certification Board for Addiction & Prevention Professionals (WVCBAPP)—please see **Appendix B** for links to professional counseling organizations and resources. Students are encouraged to speak with their advisor early in their program of study about their desire to apply for this certificate to ensure they have met all necessary requirements. Residents outside of the state of West Virginia will need to consult their specific state code and credentialing body policies around how to meet their specific requirements.

Clinical Mental Health Counseling Specialization

Overview

This specialization prepares students to apply systems-level thinking that is grounded in culturally and developmentally appropriate interventions toward the screening, assessment, and treatment of mental health disorders.

The Clinical Mental Health Counseling specialization consists of 15 credits that can be incorporated into the 60 credit hours for program completion.

Required Courses

There is a specific course sequence for students to follow:

- COUN 505 Orientation to Professional Counseling

Once students have completed the prerequisite course noted above, they are free to take the remaining three electives for this certificate in whatever order best fits their individual degree plans.

- COUN 610 Psychopharmacology
- COUN 615 Human Sexuality
- COUN 655 Crisis, Risk, and Prevention
- COUN 660 Supervision Models in Counseling

See **Appendix E** for the Counseling Specialization Requirements.

Full-time vs. Part-time

Students have the option to participate in the Counseling Program as a full-time or part-time student. Joining a full-time cohort means a student can anticipate taking two courses per each 8-week session. Given that there are five sessions total each academic year, this means students complete 30 credit hours in their first year of the program and 30 credit hours in their second year of the program as a full-time student.

Those choosing to join a part-time cohort can anticipate taking one course per 8-week session. The designated advisor will work with their advisee to create an individualized plan of study that

still follows the intentional course sequence. This also applies to full-time students who may need to “slow down” due to any unforeseen circumstances.

Personal Counseling

We believe that to become effective counselors, students should experience being clients themselves. This firsthand experience helps students understand the level of trust clients invest when entering therapeutic relationships with counselors. Therefore, Counseling students are strongly encouraged to attend personal counseling sessions during their program. In some cases, students may be strongly encouraged or required to seek individual counseling as part of a personal development plan, especially if they are struggling with personal issues that could hinder their ability to become competent counselors. Please see **Appendix F** for ways to connect with personal counseling in your area.

Growth and Resilience Groups

We offer growth and resilience groups twice per year. You must choose one group to attend prior to starting your fieldwork in your Practicum and Internship courses. Growth and resilience groups are ten (10) sessions long and are a requirement for graduation. Groups occur virtually once per week, scheduled at times that do not interfere with your courses.

Practicum & Internship

Practicum and Internship are required components that serve as the primary clinical training experiences during the Counseling Program. Students must apply for a practicum and internship position, and have their sites approved by the Practicum and Internship Coordinator prior to registering for either COUN 675 Practicum or COUN 695 Internship.

A key difference between Practicum and Internship courses from all other courses in this curriculum is the **requirement for weekly supervision** with both a) the designated onsite supervisor(s) and b) Practicum and internship course instructor.

Students should therefore anticipate 2.5 hours per week (minimum)

- 1.5 hours with their Practicum and Internship course instructor through class supervision; and
- 1 hour with their designated site supervisor(s).

For the Practicum, students need to log 40 hours of direct counseling hours, and 60 indirect counseling hours for a total of 100 hours. Students can anticipate spending at least one working day per week onsite at their designated Practicum location through the course.

For the Internship, students must complete 600 hours of overall counseling:

- 240 must be direct hours
- 360 can be indirect hours

Students should anticipate spending most workdays each week at their site in order to achieve this over a 16–17-week period of time. (Put another way: this equates to a full-time job!)

Students must plan accordingly to balance any full-time job commitments with those of the Internship.

Also note that while courses are delivered in 8-week sessions, both Practicum and Internship will take place over the full semester. This means that students will take a total of 3 credits of Practicum credit that is split across two 8-week sessions. Students take a total of 6 credits of Internship that can either be completed across two 8-week sessions (one semester) or extended to fit the student's needs and site placement opportunities.

Students are encouraged to see the forthcoming Practicum and Internship Manual for further explanation of these requirements.

Exit Exams

Students are required to pass the Counselor Education Comprehensive Exam (CECE) as a graduation requirement of the Counseling Program. All core content courses must be completed prior to taking this exam. The exam will be offered twice per year on-campus at WVWC during residency weekends to ensure students have the most cost-effective option for testing. Students must take the CECE during the residency of their final academic term. If a student does not pass the CECE exam on their first attempt, they can register to retake the exam virtually prior to their anticipated graduation date.

Counseling Certification and Licensure Requirements

Students can opt to apply to become a [National Certified Counselor \(NCC\)](#) while they are still completing the necessary requirements for graduation. Doing so creates an opportunity to take either the [National Counselor Examination \(NCE\)](#) or the [National Clinical Mental Health Counselor Exam \(NCMHCE\)](#) toward the end of their time in the program.

In the state of West Virginia, students that successfully complete a 60-credit program with a curriculum that covers the eight key components as outlined by the [West Virginia Board of Examiners in Counseling \(WVBEC\)](#), have passed the National Counselor Examination or an equivalent comprehensive exam (please note that the CECE cannot be used for this requirement), have a registered Approved Licensed Professional Supervisor (ALPS), successfully complete the initial application for licensure, and are employed in a counseling position can apply for Provisional Licensure once they have graduated and filed the appropriate documents that are to accompany the application packet. Students who plan to pursue licensure in a state other than West Virginia must actively coordinate with their advisor to ensure any requirements are met for that state.

Counseling faculty have the capacity to support students as they fill out necessary paperwork in their respective states for credentialing and licensure. Please note that the processing time for any request to verify completion of hours or grades in an official capacity may take up to 4-6 weeks. This means students must have necessary paperwork submitted for review at least two months prior to their deadlines for submission.

Written Endorsement Policy

Employment recommendations or referrals are not provided at the program level. For employment references, students should reach out to an individual instructor to request their written recommendation. It is solely at the discretion of Counseling faculty whether to provide a recommendation. If an instructor is unable to give a recommendation, students are expected to accept that faculty decision in a professional manner. In those circumstances, the student should seek another faculty or professional reference who is familiar with their work and able to provide a recommendation. Please review **Appendix G** for the Written Endorsement Policy in full.

Accelerated Track for Undergraduate Students

Undergraduate students at WVWC can apply to the Accelerated Counseling Program while still completing their undergraduate requirements. Students must meet all admissions requirements the master's in counseling program and be prepared to produce graduate-level work in Counseling courses, as evidenced by a 3.5 cumulative undergraduate GPA at the time of application.

The Accelerated Counseling Program guarantees early admission into the program, as well as waiving up to 12 credits of undergraduate work. Students can begin taking graduate Counseling courses in their junior or senior year (completion of at least 90 undergraduate credit hours is required), once accepted as an accelerated student. Students can only take up to and including the four courses outlined below:

- COUN 505: Orientation to Professional Counseling
- COUN 625: Counseling Techniques
- COUN 510: Human Development through the Lifespan
- COUN 525: Professional Counseling Ethics

Note that this program is designed sequentially. COUN 505 must be successfully completed in the students first term and is a prerequisite to all subsequent counseling courses. Accelerated Counseling students must pass all counseling courses with an A or B to receive both graduate credit as well as undergraduate waiver credit. See more about **Expectations of Students**, below.

Student advising remains with the assigned undergraduate advisor until completion of the undergraduate degree; however, accelerated students must meet with the Counseling Program Director for an advising session before enrolling in graduate-level coursework.

Certificate in Addiction Counseling Program

All Certificate in Addiction Counseling (CAC) students **must attest** they have read and understand this handbook. Our Counseling Graduate Student Handbook offers a comprehensive guide for professional success in this program. Therefore, students must refer to it often throughout their entire learning journey at the College. Student attestation of this handbook review is the first assignment in the Theory of Addiction and Recovery course (COUN 545).

Program Overview

Counselors who treat substance-related disorders have ripple effects in the communities they serve despite low staffing, the lack of appropriate professional development and supervision, significant burnout rates, and often inadequate pay scales. Addiction counselors have roles in a variety of settings, including residential treatment centers, community-based mental health organizations, the justice system, hospitals, child advocacy centers, and office-based medication-assisted treatment programs. West Virginia Wesleyan College structures the Certificate in Addiction Counseling into four courses.

Students completing this program will be able to demonstrate nationally based competencies, provide evidence-based practices, and provide client-centered care within an interdisciplinary team, focusing on outcome-based solutions.

Our Mission

Our mission is to train future counselors to be of service to others, which we view as the cornerstone of the counseling field. As a CAC student, your only prerequisite is the willingness to grow and change. Moving beyond tolerance to celebrating diversity is fundamental to your success in this program and as a counselor. Students will gain the skills to build relationships that facilitate the healing process with the ultimate goal of creating sustainable and equitable systems for us, our families, our communities, and the people we serve.

Program Goals

PG 1. **Integration of evidence-based practices across the Continuum of Care.**

Students will demonstrate in-depth knowledge and proficiencies necessary for addiction counselor service delivery based on national standards, from prevention to aftercare.

PG 2. **Integration of policy-related competencies at the local, state, and federal levels.**

Students will demonstrate core competencies and regulatory requirements for addiction counselors within the framework of the ACA code of ethics and cultural considerations.

Learning Outcomes (LOs)

LO 1. **Develop a strong foundation in the etiology of addiction-related disorders.**

Students will explore the history of addiction counseling, theories of root causes, and the neurobiological impact of substance use. (CACREP Standards 5.A.1, 5.A.2, 5.A.5)

LO 2. Acquire proficiency in screening, assessment, and level of care placement for individuals experiencing substance use disorders: Students will learn proficiencies in the scoring process of valid and reliable screening and assessment tools. Students will display proficiencies in the level of care placements and psychosocial support. (CACREP Standards 5.A.3, 5.A.6, 5.A.7, 5.A.8)

LO 3. Theory-based models for the diagnosis and treatment of substance-related disorders: Students will apply theoretical models to diagnose and treat families affected by substance-related disorders and their families. (CACREP Standards 5.A.1, 5.A.4, 5.A.5, 5.A.6, 5.A.8, 5.A.9)

LO 4. Demonstrate an understanding of the contextual factors of an addiction counselor: Students will develop a clear understanding of the roles and responsibilities of an addiction counselor. Delineate symptoms of substance use that mirror other mental health disorders. (CACREP Standards 5.A.9, 5.A.10, 5.A.12)

LO 4. Foundational development of addiction policy: Students will establish a clear understanding of policies on substance use and regulatory frameworks related to service delivery in addiction counseling. (CACREP Standards 5.A.11, 5.A.13)

LO 5. Consideration of ethical and legal requirements of an addiction counselor: Students will acquire skills related to informed consent, confidentiality, record keeping, and payer requirements. Gain knowledge of how to apply the ACA and additional codes of ethics in addiction counseling. (CACREP Standards 5.A.10, 5.A.11)

LO 6. Prepare students for board certifications: Students will explore relevant professional organizations and credentialing bodies pertinent to substance use disorder treatment. Develop a clear understanding of competencies and professional standards of addiction counseling practice. (CACREP Standards 5.A.10, 5.A.13)

Faculty and Staff

Dr. Jen Randall Reyes

Director, Counseling Programs

Associate Professor, Counseling

Core Counselor Education Faculty

Education

B.A. West Virginia University, International Studies and German

M.A. The George Washington University, Mediation and Conflict Resolution Specialization

M.A. West Virginia University, Community Counseling (CACREP-accredited)

Ph.D. Regent University, Counselor Education and Supervision (CACREP-accredited)

Overview and Experience

Dr. Jen Randall Reyes has been working in the field of mental health for 20 years across diverse counseling services, including foster care systems, juvenile justice, community mental health agencies, supervision, private practice, consultations, and advocacy at local-, state-, and federal-levels. For the last decade, Jen has worked as a licensed counselor and supervisor in the state of West Virginia, with a focus on advanced training and practice as a trauma counselor. Working in experiential education and adventure therapy settings early in her career eventually led to a new goal of supporting other counselors in training on the journey to find their therapeutic niche.

Jen loves teaching, supervision, research, and counseling equally. Yet, social justice and advocacy work remind her consistently why counseling matters. Counseling is not simply reducing symptoms; it is instead a focus on sustaining lasting and valuable changes that promote wellness at the individual, community, and systemic level. She is a storyteller by birth, having grown up in Buckhannon. Jen seeks to share narrative in ways that inspire her staff, students, supervisees, and clients to be agents of change rather than standing on the sidelines of their own lives.

Jon Dower, MS

Certificate in Addiction Counseling Coordinator

Education

R.B.A. West Virginia University, Political Science and Government

M.S. West Virginia University, Clinical Rehabilitation and Mental Health Counseling

Overview and Experience

Jon Dower was born and raised in Morgantown, WV, and completed a Master's in Clinical Rehabilitation and Mental Health Counseling from West Virginia University. Mr. Dower is a Licensed Professional Counselor in WV and holds several addiction-related certifications, including advanced alcohol and drug counselor, clinical supervisor, substance abuse professional, and intervention professional. Jon is the Executive Director for WVSL Solutions, a 501 (c) 3 non-profit that provides recovery housing across West Virginia, peer recovery support services, supportive employment, and clinical services as a licensed behavioral health organization. Mr. Dower has taught in academic settings at the undergraduate and graduate levels, including with the College of Applied Human Sciences at West Virginia University. His current academic appointment is Program Coordinator for the Certificate in Addiction Counseling at West Virginia Wesleyan College. He serves on several SUD-related boards of directors, including the WV First Foundation, and is the president of the West Virginia Association of Addiction and Prevention Professionals (WVAAPP). He is a proud board member of Cheat Lake Rotary. Previously, Mr. Dower spent multiple years as the Chair of the Recovery Subcommittee Governor's Task Force on Substance Misuse and Prevention and the Vice President for the West Virginia Alliance of Recovery Residences (WVARR). Jon is a person in long-term recovery.

Admissions Process

Admissions Timeline

There are two admission points for each academic year into the CAC Program: fall and spring.

Admission Requirements

Application for admission to the program is invited from anyone who holds a master's degree from a regionally accredited college or university in the helping professions. Prospective students should complete the application form online and include:

- Current curriculum vitae showing relevant work experience
- Two (2) completed professional recommendation forms or letters (preferably two from an employer, or one from an employer and one from a professor)
- Official transcripts of all undergraduate and graduate work (minimum of 3.0 GPA required, 3.5 GPA preferred)
- An essay written in APA 7th edition guidelines to the following prompt: Please describe your interest and understanding of an addiction counseling career, including related experience to date.
- if a non-native English-speaking student, an official report of the Test of English as a Foreign Language (TOEFL)
- Application interview (see below)

Applicant Interviews

Applicants must also participate in an interview process that consists of an individual interview with counselor education faculty following the review of written application materials. Admittance to the program is based on the recommendations of the CAC Admission Committee and the Counseling Director.

Certificate Structure & Technology Requirements

Program Structure

CAC is a 12-credit online program designed to build community and cohesion among graduate students—no matter where they physically live. This cohort model allows students to connect more fully with their faculty and peers as they progress through their counselor training. Each student will complete this learning journey as a community cohort, from orientation to graduation, and beyond.

We offer the courses in 8-week sessions. There are four (4) sessions in the academic year when CAC students can take courses (two each in the spring and fall semesters). The CAC Program can be taken in one semester as a full-time student, or in two as a part-time student.

Online CAC Community

Students should become familiarized with the **Counseling Program Organization** on Blackboard (see **Appendix A** for links to internal WVWC resources). This site serves as a community hub for the program more broadly, with resources around general program content, updates, and important announcements.

Membership in NAADAC, the Association of Addiction Professionals

Students must become student members of the NAADAC and maintain their student membership throughout the program. This reduced fee membership (currently \$32-67.50 depending on the state of origin).

Important: Proof of liability insurance is strongly encouraged for any student actively working in addiction counseling during the certificate program. Students with an active ACA student membership may utilize the student liability insurance. Students only participating in the Certificate in Addiction Counseling may utilize NAADAC for reduced liability insurance. Please see **Appendix B** for a list of recommended professional counseling organizations.

Technology Requirements

Attendance for Zoom classes is a necessary component of completing each course. Failure to attend class will impact participation and final grades in each course. The instructor hosts Zoom classes, so students do not need to purchase a Zoom account. However, they will need to download the free Zoom client application.

Therefore, students must have a stable, high-speed internet connection (preferably via a laptop or desktop computer rather than a smartphone on the go) to participate in synchronous meeting options. **Warning:** logging into a class meeting from a moving vehicle is strictly prohibited. In addition to the potential danger and/or injury that may be caused, it will also result in automatic removal from the class session with a deduction of participation points.

For quality video chat Zoom sessions, internet service speeds should be in the 10 to 25 Mbps download speed range and at least 3 Mbps upload speed for best results. Students can access

Wesleyan's Ethernet Network while on campus for residencies, but students will need a Category 5 (CATS/CAT5e) or higher Ethernet cable to do so on campus.

Students should proactively address technology challenges directly with their instructors. For questions or troubleshooting issues regarding technology, please refer to the IT Help Desk. The Technology Handbook may also help navigate technology questions and concerns (please see **Appendix A** for links to internal WVWC resources).

Core Curriculum Components & Degree Requirements

This section offers an overview of the curriculum offered in the overall flow of the CAC Program. Students are encouraged to view the WVWC Graduate Student Catalog for specific courses offered during the academic year.

Advising

Each student will be assigned a faculty member as their academic advisor at the beginning of their first session in the CAC program. WVWC expects students to schedule an initial meeting with their advisor within the first month of courses. This process allows the advisor to better understand the student's motivation toward professional counseling and establish a specific completion plan that meets the student's needs. WVWC expects students to meet with their academic advisor at least once every fall and spring semester to ensure they are on track with their educational goals and professional development as future counselors.

Credit Requirements

The CAC program requires the successful completion of 12 graduate credits (earning a grade of an A or B in all the necessary courses and an overall GPA of 3.0). The sequence of the courses is intentionally laid out so that foundational courses are taken first and are building sessions for courses that follow. See **Appendix D** for the CAC Planning Worksheet.

This sequence includes the completion of:

- A pathway of 4 required courses (12 graduate credits) that encompass the thirteen foundational knowledge and skill areas that support specialization in addiction counseling:
 - Neurological, behavioral, psychological, physical, and social effects of psychoactive substances and addictive disorders on the user and significant others
 - Risk and protective factors for substance use disorders
 - Assessment for symptoms of psychoactive substance toxicity, intoxication, and withdrawal
 - Strategies for enhancing client motivation to change, managing cravings, and preventing relapse
 - Abstinence and harm reduction models of addiction recovery

- Evaluating and identifying individualized strategies and treatment modalities relative to substance use disorder severity, stages of change, or recovery
- Pharmacological interventions used to address substance use withdrawal, craving, and relapse prevention
- Substance use recovery service delivery modalities and networks within the continuum of care, such as primary care, outpatient, partial treatment, inpatient, integrated behavioral healthcare, and aftercare
- Recovery support tools and systems to include vocation, family, social networks, and community systems in the addiction treatment and recovery process
- Culturally and developmentally relevant education programs that raise awareness and support addiction and substance use prevention and the recovery process
- Regulatory processes, continuum of care, and service delivery in addiction counseling
- Strategies for interfacing with the legal system and working with court-referred clients
- Third-party reimbursement and other practice and management issues in addiction counseling

Full-time vs. Part-time

Students can participate in the CAC program full-time or part-time. Joining a full-time cohort means a student can anticipate taking two courses per each 8-week session. Students may complete the CAC in two consecutive 8-week courses by taking two classes or as their schedule allows.

Those choosing to join a part-time cohort can anticipate taking one course per 8-week session. The designated advisor will work with their advisee to create an individualized plan of study that still follows the intentional course sequence. This also applies to full-time students who may need to "slow down" due to any unforeseen circumstances.

Personal Counseling

We believe that to become effective counselors, students should experience being clients themselves. This firsthand experience helps students understand the level of trust clients invest when entering therapeutic relationships with counselors. Therefore, students are strongly encouraged to attend personal counseling sessions during their program. In some cases, students may be strongly encouraged or required to seek individual counseling as part of a personal development plan, especially if they are struggling with personal issues that could hinder their ability to become competent counselors. Please see **Appendix E** for ways to connect with personal counseling in your area.

Required Courses

There is a specific course sequence for students to follow:

First 8-week offerings:

- COUN545 Theories of Addiction & Recovery
- COUN610 Psychopharmacology (may be taken concurrently with COUN545 with advisor approval)

Second 8-week offerings:

- COUN650 Grief, Trauma, and Addiction
- COUN655 Crisis, Risk, and Prevention

The above courses are available during the fall and spring semesters, with COUN545 and COUN610 available during the first 8-week session and COUN650 and COUN655 offerings in the second 8-week session.

Alcohol and Drug Credential (ADC)

Students will also have the chance to apply for an Alcohol and Drug Credential (ADC) in the state of West Virginia while completing their addiction counseling specialization. The specific requirements for this credential are listed through the West Virginia Certification Board for Addiction & Prevention Professionals (WVCBAPP). Students are encouraged to speak with their advisor early in their program of study about their desire to apply for this certificate to ensure they have met all the requirements. Residents outside of West Virginia will need to consult their specific state code and credentialing body policies around how to meet their particular requirements. Please see the addendums for links to national and international credentialing bodies.

Entrance and Exit Exams

Students are required to complete a baseline knowledge exam within COUN545. After all other courses are completed, an exit exam will occur during COUN655. The exam will be offered twice per year. If a student does not pass the exit exam on their first attempt, they can register to retake it virtually before their anticipated graduation date. After two attempts, students who do not pass the exam may require a remediation plan developed in concert with their advisor.

Counseling Certification and Licensure Requirements

Students can elect to participate in taking the (ADC) certification exam in their state or residency. Certification requirements vary from state to state and should be reviewed by students. Students may identify their certification body through [IC & RC Member Boards](#) and follow the links to their state affiliate (see **Appendix B** for links to external resources).

Licensure requirements for addiction counselors also vary from state to state. Students who aspire to be licensed addiction counselors are encouraged to communicate with their advisor about this desire before starting the certificate in addiction counseling program, as additional educational requirements may be necessary.

Additionally, the CAC provides the educational requirements for certification; however, supervised practical experiences (on-the-job training and supervision) are required to obtain certification. This process requires working within the addiction counseling domains and under the supervision of an approved supervisor. Students may complete a supervised practical

experience concurrently with the CAC program if they are working at a site focusing on substance use disorder treatment.

CAC faculty can support students as they complete the necessary paperwork for credentialing and licensure in their respective states. Please note that the processing time for any request to verify completion of hours or grades in an official capacity may take up to 4-6 weeks.

Written Endorsement Policy

Employment recommendations or referrals are not provided at the program level. For employment references, students should reach out to an individual instructor to request their written recommendation. It is solely at the discretion of CAC faculty whether to provide a recommendation. If an instructor is unable to give a recommendation, students are expected to accept that faculty decision in a professional manner. In those circumstances, the student should seek another faculty or professional reference who is familiar with their work and able to provide a recommendation. Please review **Appendix G** for the Written Endorsement Policy in full.

Expectations of Students

Dual Roles and Relationships

In the WVWC master's program, it is acknowledged that faculty and staff members will hold dual roles as educators and staff working with their fellow students. This can lead to overlapping relationships within the academic setting. This section establishes expectations for managing dual roles in general, and more specifically mandated reporting responsibilities.

Within their counseling student role, WVWC faculty and staff enrolled in the program are not required to report incidents or disclosures made by their peers. This exemption applies specifically while these individuals are functioning solely in the capacity of counseling students, engaging in academic or counseling activities within the program. However, upon resuming their faculty or staff roles, these individuals must fulfill their mandated reporting obligations for any incidents or disclosures that come to their attention in that environment. This ensures continuity of professional responsibilities and adherence to legal requirements.

Furthermore, faculty and staff members are expected to maintain professional standards and ethical conduct at all times, even when interacting with peers in the program while assuming student roles. This includes respecting confidentiality, upholding and maintaining appropriate boundaries, and refraining from using privileged information gained as students to influence their interactions in subsequent faculty/staff capacities.

In situations where conflicts of interest arise due to dual roles, individuals should disclose these relationships as necessary to their instructor and/or advisor and, if required, recuse themselves from specific activities to preserve fairness and objectivity within the academic environment.

Minimum Grade Requirements

Because this program prepares and trains professionals who will be providing important mental health counseling services, students must demonstrate competency in every graduate counseling course and maintain a 3.0 GPA overall. Please refer to **Appendix C** for the Counseling Program Grading Scale. This is in accordance with the WVWC college policy, which states that all graduate students must maintain a quality point average of at least 3.0 to graduate and to remain in good standing.

Graduate students who earn a 2.00-2.99 GPA during their first twelve semester hours will be in good standing but will be placed on Academic Warning. Students whose GPA falls below 2.00 before earning twelve hours will be placed on Academic Probation and will be given nine additional hours in which to raise the GPA to 3.00. Similarly, students whose GPA falls below 3.0 after attempting twelve or more semester hours of coursework will be on Academic Notice and will be given nine additional hours in which to raise the GPA to 3.00. Students who fail to attain the 3.0 GPA during this period are subject to dismissal from their program. The Academic Dean, in conjunction with the Counseling Program Director, may elect to place a graduate student on Academic Suspension for specific deficiencies in achieving program outcomes for either one or two semesters. A suspended graduate student will be eligible to apply for readmission after the

specified time period and upon meeting the conditions stated at the time of suspension. Students who earn two unsatisfactory grades will be dismissed from the program.

Attendance Policy

Because this program is offered through online learning, the time we are together is vital. Therefore, please note that in-person meetings scheduled throughout each course are required and will count toward an overall participation grade in each course. Students may miss one (1) scheduled course at the discretion of their instructor, if and only if they have communicated their need to miss prior to the class. A recording link will be provided following their absence, at which point students have one week to verify via email to their instructor that they have both watched the recording and provided at least a short (one to two paragraph) response of the key takeaways from the class. See **Appendix H** for the entire attendance policy.

Student Grade Appeal Process

In cases of alleged arbitrary, capricious, or discriminatory grading, this appeal process will be followed:

1. The student requests a meeting with the instructor to review the basis for the final grade in the course.
2. If, after this meeting, the student is not satisfied that the grade was fairly determined, the student may appeal to the instructor's supervisor (School Director or Department Chair). The supervisor will seek to mediate the issue between the student and the instructor. The supervisor will then make a determination based on the information provided by the student and the instructor and share their decision in writing with both. If the instructor is the supervisor of the program, the appeal will go directly to the Dean of the Faculty or designee.
3. If the student remains dissatisfied with the supervisor's decision, the student may appeal to the Dean of the Faculty, who will hear the student on the matter, confer with both the instructor and the supervisor, and then make the final decision. Prior to meeting with the Dean of the Faculty, the student must provide a written description of concerns.
4. Appeals of a final grade must be submitted no later than 30 business days after the final grade is posted.

The process for handling the Grade Appeal after it reaches the Dean's Office is as follows:

1. The student meets with the Dean of the Faculty or a designee. The policy and procedure for Grade Appeals are reviewed.
2. If the student decides to pursue the Grade Appeal, they must submit a statement in writing with any supporting materials believed to be relevant.
3. The student's statement and any supporting materials are then copied and sent to the instructor who also submits a statement in writing and supplies any relevant materials, e.g., syllabus, class attendance, grades.
4. The instructor's statement and materials are then copied and sent to the student for one last written response.

5. Upon the conclusion of these steps, the Dean of the Faculty or designee reviews the various reports and documentation. After making his/her decision, the Dean of the Faculty or his/her designee will send a written decision to the student, with a copy of this communique sent to the instructor.

Incomplete Grade Policy

Graduate Counseling Students are only eligible for an incomplete after being in communication via email with their instructor at the time they suspect they are not able to adhere to the late submission policy. Students will need to schedule a meeting with their instructor to outline what outstanding course assignments will need to be completed by the end of the session to be eligible for an incomplete in the course. At a minimum, students must have completed 75% of the coursework to take an incomplete. This typically equates to all but one final written assignment and no more than two discussion board assignments. Once granted, all outstanding work for an incomplete must be completed within 45 calendar days of the final day of the session in which they are taking the incomplete.

In the event that the 45 days from the end of the term are not sufficient to complete coursework, the student must file an exception request to the Academic Council for their consideration. This form can be found [here](#) and also in **Appendix A**. Please note that this form must be completed 48 hours prior to the deadline.

Graduate Writing

All papers written for the Counseling Program must be in accordance with APA Formatting (7th edition, 2019). Writing in APA is the professional standard, and the language with which mental health professionals communicate their ideas, research, innovations, and critiques to better inform the public. Therefore, it is our responsibility to ensure you can write in this format. Please utilize the resources available to you through our Counseling Community Organization set up in Blackboard.

Exceptional papers demonstrate original and coherent ideas that are supported by the counseling literature and exemplify insight and application of material as a future counselor. Please refer to the rubric below for specific elements that must be addressed to receive full credit on written assignments.

Rubric

All papers written for the West Virginia Wesleyan Counseling Department must be in accordance with APA Formatting (7th edition, 2019). Exceptional papers demonstrate original and coherent ideas that are supported by the counseling literature and exemplify insight and application of material as a future counselor. Please refer to the rubric below for specific elements that must be addressed to receive full credit on written assignments.

Rubric | Graduate Writing Assignment

All papers written for the West Virginia Wesleyan Counseling Department must be in accordance with APA Formatting (7th edition, 2019). Exceptional papers demonstrate original and coherent ideas that are supported by the counseling literature and exemplify insight and application of material as a future counselor. Please refer to the rubric below for specific elements that must be addressed to receive full credit on written assignments.

What each score means:

5 — Exceeds expectations / Demonstrates competencies	2 — Attempts to meet expectations with mixed demonstration of competencies
4 — Meets expectations / Demonstrates competencies	1 — Below expectations
3 — Near expectations / Developing towards competencies	0 — Missing

Criteria	Description	Rating (0-5)
Content and understanding (30% of grade)	Demonstrates clear understanding of the course content, addresses all aspects of the assigned writing prompt, presents well-developed and coherent ideas, provides relevant and accurate supporting evidence based on the counseling literature.	
Critical analysis and application (25% of grade)	Provides sophisticated analysis of course content and demonstrates ability to effectively apply course content to diverse professional counseling scenarios, situations, and/or case studies.	
Writing quality, structure, and organization (25% of grade)	Ideas are clearly presented in a logical and smooth flow; paragraphs are well structured and support the central theme, sources and quotations are well selected and appropriately integrated and synthesized to support the arguments. Student provides well-presented introduction, body, and conclusion sections; page requirements and other instructional requirements are met. Proper grammar, spelling, and punctuation are used throughout the document, consistent verb tense is used throughout the document, accurate sentence structure is used with no sentence fragments or run-on sentences. Correct handling of capitalization rules, bias-free and inclusive language is used throughout the document.	
Professional self-awareness and personal insight (10%)	Demonstrates a high level of professional self-awareness and reflection. Where applicable, provides evidence of thoughtful personal insights into how course content will affect their future counseling practice.	
APA formatting and proper use of citations (10%)	Adheres to APA formatting (7 th ed.) throughout the writing assignment with proper use of title page, pagination, citations, quotation marks, etc. The appropriate number of sources are used and consistent with the assignment instructions. References are listed alphabetically with correct use of formatting for various reference types is used (i.e., books, journal articles, etc.). All sources are cited in the text and included in the reference page.	

Academic Integrity Policy

Violations of Academic Integrity

Please refer to the WVWC Student Handbook (see **Appendix A**) for more comprehensive information about institutional-level policies.

Academic Integrity

A true community requires that all participants share common goals and respect the particular contributions that each member makes toward achieving them. The common enterprise of a college is learning, which is a discipline of the mind, not merely a manipulation of assignments, activities, and information. This process involves interacting with faculty and fellow learners on the one hand, and personal reflection and critical inquiry on the other. In all cases, it demands integrity. Thus, claiming another person's work as one's own is a serious offense, subject to disciplinary action. The College considers academic dishonesty a serious offense as it diminishes the quality of scholarship and defrauds those who eventually depend upon our knowledge and integrity. The penalties for violating these standards are based on our firm belief in academic integrity.

Violations

Violations of Academic Integrity include but are not limited to the following:

- Cheating on tests, examinations, quizzes;
- Plagiarism: appropriating the original work of another with the intent of falsely misrepresenting work as one's own; includes using the exact words of another without identification of the material as a direct quotation or without citing the exact source; paraphrasing the work of another person without citing the exact source (note that a correct paraphrase requires complete transformation of the passage, not a simple change of a few phrases or words); using facts, figures, statistics, graphical representations or interpretations which are not original with the writer or speaker without citing the original source; knowingly aiding or abetting another who is plagiarizing;
- Use of A.I. technology, such as ChatGPT, or any other artificial intelligence tool in the creation of course content without the instructor's consent and proper citation;
- Collaboration without the instructor's consent on individual assignments intended to be performed outside the classroom;
- Submitting work for one course which has already been submitted for another course without the explicit permission of the instructors involved; and,
- Selling or purchasing papers or other assignments for submission to meet course requirements. This includes downloading papers from the internet.

Procedures for Handling Incidents

When an instructor suspects or is informed of academic misconduct, an attempt will be made to determine as clearly as possible the facts related to the incident. The instructor may then meet with the student(s), present the charge, and consider the response. If the student voluntarily admits to the charge, or if the evidence is substantial, the instructor shall determine the appropriate penalty.

A summary of the incident and action will be reported in writing to the Dean of the Faculty and copied to the student. In cases where there is a record of repeated offenses by a student, the Dean of the Faculty will review the matter. The Dean of the Faculty may refer serious or serial violations of academic integrity to the College Student Conduct Board for adjudication.

Penalties for Violations of Academic Integrity

In accordance with the West Virginia Wesleyan Code of Conduct (see **Appendix A**), the Counseling Program adheres to all collegiate-level policies as they apply to online learning students in our graduate community. Violation of the WVWC Code of Conduct can result in dismissal from the Counseling Program due to the potential for both ethical and professional standards to be violated as outlined in the ACA Code of Ethics (2014).

An instructor has the right to discipline a student if there is justifiable evidence that the student has violated the definitions of academic integrity in this Code or in further elaboration of course materials.

A minimum expected penalty for offense is failure in the assignment or in the course. A warning may be appropriate when the facts of the case are ambiguous or where no willfulness is evident. If, after reviewing the matter, the Dean of the Faculty determines the violation is a serious and/or serial offense that may require more severe sanctions, the matter will be forwarded to the College Student Conduct Board for adjudication.

Counseling Student Code of Conduct

Purpose and Scope

The Department of Counseling engages in ongoing evaluation of students throughout the course of the program. We take our role of training high-quality counseling professionals seriously and we are committed to fidelity to the profession. We also believe students have the right to receive support to engage in ongoing professional development and show progress towards addressing dispositional issues, blind spots, and academic areas for improvement.

As graduate students move toward a mode of learning that is both self-reliant and collaborative, they are expected to exhibit advancement and growth across various skills such as academic competence, clinical expertise, consultative abilities, and critical thinking. Additionally, students are expected to demonstrate dispositional qualities and professionalism consistent with the American Counseling Association Code of Ethics (2014).

Identification of Concerns

Our role as counselor educators includes a gatekeeping function. Gatekeeping means protecting the fidelity of the counseling profession by making sure students who are not ready to graduate do not enter the field. We proactively evaluate student competencies and dispositions using the **Counselor Competencies Scale—Revised (CCS-R)** at three points during the course of the program (see **Appendix I** for the disposition section of the CCS-R). Assessment points include once during the Counseling Techniques course, once prior to practicum as a readiness measure, and during the clinical internship. Concerns about a student's academic performance, clinical skills, ethical conduct, or professional behavior may also arise at any point in the program through faculty observation, supervisor feedback, peer input, or self-assessment.

Informal Feedback and Support

When concerns are identified, faculty members and supervisors will provide informal feedback to the student. They may recommend additional resources, workshops, or training to address the concerns.

Remediation Plans

If concerns persist or are more substantial, a formal remediation plan will be developed in writing. The plan will be tailored to the specific needs of the student and areas of concern. A template for the **Student Remediation Plan** is included in **Appendix J**. While all of the student's current instructors and the program director will be made aware of the plan, the student will work closely with their academic advisor during the remediation process. The student's advisor will monitor progress toward the completion of the identified goals according to an agreed upon timeline.

A faculty review in consultation with the program director will determine next steps for the student. A student's refusal to participate in a remediation plan serves as an immediate dismissal from the program, as students who are unwilling or unable to receive feedback and complete a remediation plan are no longer meeting the minimum requirements outlined in the Program Mission Statement of being willing to learn and grow.

Decision Points

Upon completion of the remediation plan, a final evaluation will be conducted. If the student demonstrates satisfactory improvement and meets the established criteria, they will be allowed to continue in the program.

ACA Code of Ethics

It is important to note that in accordance with the **ACA Code of Ethics** (2014), there are instances where unethical behavior, impairment, or unprofessionalism may lead to immediate dismissal from the program. This includes, but is not limited to, abusive behavior of a physical, sexual, or verbal nature in either the academic or clinical training settings. For example, name calling or using hate speech is unacceptable.

For a description of our responsibilities regarding this matter, please review the **ACA Code of Ethics** (2014) statement below:

F.6.b. Gatekeeping and Remediation

Through initial and ongoing evaluation, supervisors are aware of supervisee limitations that might impede performance. Supervisors assist supervisees in securing remedial assistance when needed. They recommend dismissal from training programs, applied counseling settings, and state or voluntary professional credentialing processes when those supervisees are unable to demonstrate that they can provide competent professional services to a range of diverse clients. Supervisors seek consultation and document their decisions to dismiss or refer supervisees for assistance. They ensure that supervisees are aware of options available to them to address such decisions.

West Virginia Wesleyan College also enforces specific regulations and criteria concerning the student's position maintaining satisfactory standing within both the college and program of study. According to the college policy, all graduate students must maintain a quality point average of at least 3.00 to graduate and to remain in good standing. Graduate students who earn a 2.00-2.99 GPA during their first twelve semester hours will be in good standing but will be placed on Academic Warning. Students whose GPA falls below 2.00 before earning twelve hours will be placed on Academic Probation and will be given nine additional hours in which to raise the GPA to 3.00. Similarly, students whose GPA falls below 3.00 after attempting twelve or more semester hours of coursework will be on Academic Probation and will be given nine additional hours in which to raise the GPA to 3.00. Students who fail to attain the 3.00 GPA during this probationary period are subject to dismissal from their program. The Academic Dean, in conjunction with the counseling department program director, may elect to place a graduate student on Academic Suspension for specific deficiencies in achieving program outcomes for

either one or two semesters. A suspended graduate student will be eligible to apply for readmission after the specified time period and upon meeting the conditions stated at the time of suspension. Students who earn two Fs will be dismissed from the program.

Readmission

Students who are dismissed from the program may apply for readmission after two full academic semesters. Students who have been dismissed or suspended and who choose to re-apply need to write a statement of justification for their re-admittance and continuation in the program. In addition, these students must complete the entire application process again, including paying the application fee, and submitting their complete application. The application and justification letter will be submitted to the appropriate program director and admission committee for consideration.

Policy for Student Complaints

A student complaint is defined as a written allegation of injury caused by one of the following:

1. the decision following a review process;
2. an allegation that the review process was unfair; and
3. the absence of a review process.

Students who continue to be dissatisfied after a final decision has been rendered by the College shall be told of their right to file a written complaint. Such complaints shall be submitted to the President, the Academic Dean, or the Vice President for Student Affairs, depending on the nature of the complaint. Student complaint files shall be maintained by each of these offices for review by representatives of accrediting agencies.

Assessment of Program Effectiveness

Program assessment is one of the most important aspects of any learning environment, in that it creates a systematic process to ensure that not only are the courses we offer meeting industry standards, but that they are also tailored to the needs of our student population. Please read below for more information about how we achieve those two goals.

Student Feedback

Faculty Evaluations

Students provide feedback to instructors anonymously at the end of every 8-week course through SmartEval, which is accessible through Blackboard. Important to note: faculty do not have access to any student feedback until after final grades are recorded.

Advisor Evaluations

Students will be given the opportunity to provide feedback about the academic advising experience using an evaluation form (see **Appendix J**) at the end of each fall and spring term. Feedback to advisors can be given anonymously or with student names attached. Advisors will work with the program director or other faculty members as needed to better meet the needs of students based on feedback provided.

Assessment of Program Learning Outcomes

Key Performance Indicators (KPIs)

Key performance indicators (KPIs) are quality standards that are assessed at multiple points across the program curriculum for all students. Students are assessed on at least ten KPIs; the number of KPIs vary between specialization areas within the counseling program. Please see **Appendix L** for an overview chart of KPI assessment.

Professional Dispositions

Professional Dispositions are assessed at three points throughout the program and serve as a twofold process to: a) inform students of their progression in the development of their professional skill set and b) inform faculty of potential gatekeeping or remediation needs while the student is in the graduate program. Please see **Appendix I** for an overview chart of professional dispositions assessment.

Graduate Outcomes Assessment

These three components complete the overall program assessment picture: a) graduate outcomes, b) diverse learning community, and c) fieldwork.

Graduate outcomes include the pass rate on the Comprehensive Education Counselor Examination (CECE) each year, degree completion rates, and employment rates at several points post-graduation (6 months, 12 months, and 18 months). Students will be surveyed for this information following graduation.

Diverse Learning Community refers to compiling and reporting demographic data for all student applicants and enrolled students, along with their degree completion rates as well as full-time faculty applicants, those employed and retained by the program.

Fieldwork denotes that we will also report on the student placement rates at practicum and internship sites.

An annual program assessment report will be drafted for faculty and staff review for feedback prior to a group meeting discussion at which time feedback will be incorporated into the final draft to be placed on our program website for all stakeholders.

Diversity, Equity, Inclusion, and Accessibility

Non-Discrimination Statement

WVWC does not discriminate on the basis of race, sex, color, national or ethnic origin, creed, ancestry, marital/family status, veteran status, sexual orientation, gender, gender identity, gender expression, pregnancy, religion, age, disability or blindness, or any other characteristic protected by local, state or federal law, to include Title VI, Title IX, Section 504, and the Age Discrimination Act, in the administration of its admission policies, scholarship and loan programs, educational programs, employment, athletic programs, co-curricular activities, or other College administered programs. For inquiries about the application of these laws in Wesleyan's programs or to file a report, contact the Title IX Coordinator at 59 College Ave, Buckhannon WV, titleix@wwc.edu, or (304) 621-1316.

Please reference the WVWC Student Handbook (see **Appendix A**) for more information about our student support and diversity policies.

LGBTQIA+ Statement

West Virginia Wesleyan College is committed to providing a safe, supportive, and non discriminatory learning and living environment for students, faculty, staff, and campus guests. WVWC strives to create and sustain a campus environment that supports and values all members of the campus community regardless of their sexual orientation or gender identity, as full participants in the campus community.

To affirm these beliefs WVWC will:

- Foster an educational environment that is safe, welcoming, and free from stigma and discrimination for all students, regardless of gender identity or expression.
- Ensure that the responsibility for determining individual gender identity rests solely with the individual.
- Provide WVWC campus community members and guests with the use of facilities that correspond with their gender identity, not their gender assignment at birth or on their birth certificate.
- Provide gender-inclusive housing that provides a safe and inclusive housing opportunity for students that identify as transgender or gender non-conforming. This housing option is available to all WVWC students with room assignments made based on availability and date of housing deposit.
- Provide safe, accessible and convenient bathroom/restroom/locker room facilities that correspond to a person's gender identity or facilities designated as gender neutral or gender-inclusive.

Institutional Diversity & Inclusion

West Virginia Wesleyan College is committed to creating a safe and welcoming learning environment for all, strongly affirming the principle of inclusivity in all areas of campus life.

WVWC is committed to educating and learning in a way that fosters acceptance of diversity and encourages inclusion in our residence halls, classrooms, offices, and co-curricular activities. As we encounter new perspectives and gain new insights, we expect that this statement will evolve and grow accordingly.

If a student feels that they have been unfairly or inappropriately treated by any member of the Wesleyan community, it is suggested that the student do one or more of the following- without fear of reprisal:

- Discuss the matter with a trusted third party to help determine a course of action.
- Approach the offending party directly and discuss the matter and its possible solutions.
- Report the incident to a West Virginia Wesleyan College employee in person, in writing, by telephone, by email or via the online reporting form found at
<https://wwwc.guardianconduct.com/incident-reporting>

Disability Services and Accommodations Policy

West Virginia Wesleyan College ensures that no qualified person shall, because of a disability, be denied access to, excluded from participation in or denied the benefits of any program or activity operated by the College or be subjected to discrimination under any of its programs or activities. The College shall make reasonable accommodations to the known limitations of an otherwise qualified student with a disability to enable the qualified student with the disability to have equal access to educational opportunities, programs and activities. Section 504 of the Rehabilitation Act of 1973 [29 U.S.C. § 794(a)] and Americans with Disabilities Act of 1990 (ADA) [42 U.S.C. § 12101, et seq.].

Students with disabilities are required to maintain the same level of responsibility for their education as other students attending West Virginia Wesleyan College. These responsibilities include maintaining levels of academic performance expected of all students, meeting attendance requirements, maintaining appropriate behavior, and following the College's policies and procedures. In addition, the College establishes appropriate standards for its courses, programs, services and facilities and is not required to grant accommodations that impose a fundamental alteration of a program or activity.

The College encourages students to request accommodations before the semester begins or as early in the semester as possible. If the student chooses to delay providing documentation and/or making a request for accommodations, the College will not provide accommodations in a retroactive manner but will upon the student's request begin the procedure for approving and implementing future accommodations. A reasonable amount of time will be necessary and expected in order for the College to implement these accommodations.

The confidentiality of all documentation will be maintained in accordance with the applicable law. Documentation may be shared with others on a need-to-know basis. To be eligible for services, students with disabilities should identify themselves and provide documentation to the Director of the Learning Center in the following manner. Documentation of the disability and professional materials from a physician, psychologist, psychiatrist and/or school district on the evaluator's

letterhead stationery demonstrating that the disability currently and substantially limits a major life activity of the student.

The documentation will include:

- A statement identifying the disability and describing the current level of functioning;
- A description of the assessments, methods/criteria used, employing the DSM-5-TR when appropriate;
- A description of the current functional impact of the disability including a statement of any substantial limitations as they relate to the ability of the student to meet the various demands of college life, which may include, but not be limited to, specific test results and the examiner's narrative interpretation;
- Treatments, medications, or assistive devices/services currently prescribed or in use;
- Recommendations to assist the College in designing reasonable accommodations for the condition; and,
- The credentials of the diagnosing professional when not indicated on letterhead stationery.

Identifying oneself as having a disability to an individual professor is not considered an official notification to the College. The student must follow the above procedures in order to access accommodations. However, it is the student's responsibility to notify a professor, or others as necessary, of a need for accommodations.

Coordination of accommodations and services may involve any number of College offices and personnel, including faculty, staff, and administrators, depending on the nature of the accommodations and services needed. The Director of the Learning Center will work in consultation with the student, and others as deemed proper, to determine the appropriate academic accommodations. The Director of the Learning Center will make the final decision with respect to an accommodation.

If the student has been diagnosed with a Learning Disability or Attention Deficit Disorder, please refer to the "Requirements for Documentation" section of the Learning Center Handbook or the College website (see **Appendix A**) for specific educational testing requirements. If there are additional concerns or if accessibility needs are not being met, students should reach out directly to the Director of the Learning Center at (304) 473-8558, who will seek to resolve the situation in a timely manner. If the student is not satisfied with this response, the student may file a grievance using the investigation and review procedures set forth in the WVWC Graduate Student Catalog (see **Appendix A**).

If the student is requesting Residence Hall accommodations, please contact the Campus Life Office for specific guidelines and information at (304) 473-8431.

Please refer to the WVWC Graduate Student Catalog (see **Appendix A**) for further information on the Service and/or Support Animal Policy at WVWC.

Appendices

Appendix A: Internal WWC Resources

Resource	Link/Directions
Blackboard Learning Management System (LMS)	Login using your WWC username and password: https://blackboard.wwc.edu/
Counseling Community Organization	Once logged into Blackboard, navigate to “Organizations”
Graduate Student Catalog	For most recent version, visit: https://www.wwc.edu/resources/ Navigate to “Course Catalogs”
Learning Center Website	https://www.wwc.edu/the-learning-center/
Self-Service Portal	Financial aid and payment information, as well as final grades. https://selfservice.wwc.edu
Technology: IT Helpdesk	helpdesk@wwc.edu
Technology Handbook	https://www.wwc.edu/helpdesk-faqs/#handbook
WWC Academic Calendar	For most recent version, visit: https://www.wwc.edu/students/academic-calendar/
WWC Code of Conduct	Found in Student Handbook
WWC Student Handbook	For most recent version, visit: https://www.wwc.edu/policies-student-handbook/
WWC Incomplete Extension Request	This form is only to be used when you are requesting an extension for an existing incomplete.

Appendix B: Professional Counseling Organizations and Resources

Organization	Abbreviation	Website
American Counseling Association	ACA	https://www.counseling.org/
West Virginia Counseling Association	WVCA	https://wvcounseling.org/
West Virginia Licensed Professional Counselor Association	WVLPCA	https://www.wlPCA.org/
National Association for Addiction Professionals	NAADAC	https://www.naadac.org/
West Virginia Certification Board for Addiction & Prevention Professionals	WVCBAPP	https://www.wvcbapp.org/
West Virginia Association for Addiction and Prevention Professionals	WVAAPP	https://www.wvaapp.org/
National Board for Certified Counselors	NBCC	https://www.nbcc.org/
Association for Specialists in Group Work	ASGW	https://asgw.org/
Association for Multicultural Counseling and Development	AMCD	https://www.myamcd.org/
International Certification & Reciprocity Consortium	IR & RC	https://internationalcredentialing.org/member-boards/

Appendix C: Counseling Program Grading Scale

Grade Name	Grade Range
A	93% and 100%
A-	90% and less than 93%
B+	87% and less than 90%
B	83% and less than 87%
B-	80% and less than 83%*
C+	76% and less than 80%
C	73% and less than 76%
C-	70% and less than 73%
F	0% and less than 70%

* Please note that a B- is considered an unsatisfactory grade at the graduate level. You have the opportunity to repeat a course in which you receive an unsatisfactory grade only one time.

Appendix D: Degree & Certificate Planning Worksheets

Counseling Degree Planning Worksheet:

COUNSELING DEGREE PLANNING WORKSHEET			
Student Name and Progress		Course Requirement Key	
Name:		Y	CECE Prerequisite
Degree: MA in Counseling			Practicum Pre-req
Specialization: <input type="checkbox"/> Addiction Counseling <input checked="" type="checkbox"/> Clinical Mental Health Counseling			Internship Pre-req
Anticipated Graduation:			Fieldwork
Course ID and Title	CECE	Term Planning Schedule	
Required Core Courses — 17 Courses, 51 credits			
COUN 505 Orientation to Professional Counseling	Y		
COUN 510 Human Development through Lifespan	Y		
COUN 520 Counseling Theories	Y		
COUN 525 Counseling Professional Ethics	Y		
COUN 625 Counseling Techniques	Y		
COUN 620 Diagnosis and Treatment Planning	Y		
COUN 640 Group Counseling Theory/Techniques	Y		
COUN 645 Assessment and Appraisal	Y		
COUN 530 Culture and Society in Counseling	Y		
COUN 535 Research Design / Program Evaluation	Y		
COUN 550 Career Counseling	Y		
COUN 630 Child and Adolescent Counseling			
COUN 540 Couples and Family Counseling			
COUN 545 Theories of Addiction and Recovery			
COUN 675 Counseling Practicum I (1 credit)			
COUN 675 Counseling Practicum II (2 credits)			
COUN 695 Counseling Internship I (3 credits)			
COUN 695 Counseling Internship II (3 credits)			
Course ID and Title	CECE	Term Planning Schedule	
Elective Courses — Minimum 3 courses, 9 credits			
COUN 610 Psychopharmacology			
COUN 615 Human Sexuality			
COUN 650 Grief, Trauma, and Addiction			
COUN 655 Crisis, Risk, and Prevention			
COUN 660 Supervision Models in Counseling			

Certificate in Addiction Counseling (CAC) Planning Worksheet:

CERTIFICATE IN ADDICTION COUNSELING WORKSHEET								
Student Name and Progress				Course Requirement Key				
Name: _____				Y	Exit Exam Prerequisite			
Previous Master's Degree: _____								
Certificate: Certificate in Addiction Counseling								
Anticipated Completion: _____								
Course ID and Title		EEP	Term Planning Schedule					
Required Core Courses — 4 Courses, 12 credits								
COUN 545 Theories of Addiction and Recovery	Y							
COUN 610 Psychopharmacology	Y							
COUN 650 Grief, Trauma, and Addiction	Y							
COUN 655 Crisis, Risk, and Prevention	Y							

Appendix E: Counseling Specialization Requirements

Students must enroll in at least one specialized practice area. While students can elect to take both specializations (Clinical Mental Health Counseling and Addiction Counseling), they must complete additional coursework beyond the 60-credit degree program. Taking both specializations also doubles the fieldwork hours for internship.

Clinical Mental Health Counseling	Addiction Counseling	Core Course Requirements (3 credit hours)	Course Sequence
X	X	COUN 505 Orientation to Professional Counseling	1 st Session
X	X	COUN 625 Counseling Techniques	1 st Session
X	X	COUN 510 Human Development through the Lifespan	2 nd Session
X	X	COUN 525 Professional Counseling Ethics	2 nd Session
X	X	COUN 530 Culture and Society in Counseling	3 rd Session
X	X	COUN 520 Counseling Theories	3 rd Session
X	X	COUN 545 Theories of Addiction and Recovery	4 th Session
X	X	COUN 540 Couples and Family Counseling	4 th Session
X	X	COUN 620 Diagnosis and Treatment Planning	5 th Session
X	X	COUN 640 Group Counseling Theories and Techniques	5 th Session
X	X	COUN 645 Assessment and Appraisal	6 th Session
X	X	COUN 630 Child and Adolescent Counseling	6 th Session
X	X	COUN 535 Research Design and Program Evaluation	7 th Session
X	X	COUN 550 Career Counseling	8 th Session
Specialization Courses (only 3 courses required for each specialization)			
X	X	COUN 610 Psychopharmacology	8 th Session
X	X	COUN 655 Crisis, Risk, and Prevention	9 th or 10 th Session
X		COUN 660 Supervision Models in Counseling	8 th Session
X		COUN 615 Human Sexuality	10 th Session
	X	COUN 650 Grief, Trauma, and Addiction	10 th Session
Fieldwork Hours (+600 Hours for Additional Specialty)			
X	X	COUN 675 Practicum* (3 credit hours total) <i>100 hours: 40 direct/60 indirect</i> <i>*Practicum is not offered during summer sessions</i>	6 th & 7 th Session
X	X	COUN 695 Internship (6 credit hours total) <i>600 hours: 240 direct/340 indirect</i>	8 th & 9 th or 9 th & 10 th Session
Total Course Credit Requirements			
60	60	Completing both specializations adds at least one specialization course (3 credit hours) to the total credit requirements, in addition to completing a second 6 credit internship experience. This means students would complete 69 credit hours in total for both specializations.	

Appendix F: Personal Counseling Options

The following list of practices are updated annually for options in our area to serve students located in West Virginia. However, there are additional links below to find support nationally. Please note that inclusion on this list does not endorse a specific practice or counselor.

West Virginia Resources	
Community Care of WV	https://www.communitycarewv.org/behavioral-health-connections.html
Harmony	https://www.grwhealth.com/
Natural Resilience	https://www.naturalresilience.org/
PSIMED	https://www.psimedinc.com/
Stillwater Counseling	https://www.stillwatercounseling.org/
Telemental Health Resources	
Better Help	https://www.betterhelp.com
Brightside Health	https://www.brightside.com
Talkspace	https://www.talkspace.com
National Resources	
Psychology Today	https://www.psychologytoday.com/us
NBCC Find a Counselor	https://nbcc.org/search/counselorfind

Appendix G: Written Endorsement Policy

Purpose and Scope

WWC Counseling Program faculty may provide written endorsements for credentialing and licensure, fieldwork placement, scholarship applications, doctoral study applications, and employment applications to students who have 1) successfully completed and adhered to all program requirements and 2) demonstrated professional and ethical competence. This policy ensures that endorsements are provided responsibly and in alignment with CACREP standards, promoting the integrity of the counseling profession and the welfare of future clients.

Conditions for Written Endorsement

Endorsements will be considered based on the following conditions:

1. **Academic Performance:** Students must maintain a minimum GPA of 3.0 throughout the program and successfully complete all required coursework.
2. **Clinical Skills:** Students must demonstrate proficiency in counseling skills as evaluated during practicum and internship experiences.
3. **Ethical Conduct:** Students must consistently adhere to the 2014 ACA Code of Ethics and program-specific ethical guidelines.
4. **Professional Dispositions:** Students must exhibit appropriate professional dispositions, including interpersonal skills, self-awareness, and openness to feedback.
5. **Program Progress/Completion:** Endorsements will only be provided when students have or are successfully completing all program requirements, including coursework, practicum, internship, and any required comprehensive examinations.
6. **Specialization-Specific Competencies:** For specialized credentials such as Addiction Counseling, students must demonstrate competence in the relevant area of practice.
7. **Comprehensive Faculty Evaluation:** Endorsements will be based on a collective faculty assessment of the student's readiness for professional practice.
8. **Time Limitation:** Endorsements will typically be provided within five years of program completion. Requests beyond this timeframe may require additional documentation.
9. **Scope of Endorsement:** Faculty will only endorse students for positions or credentials that are within the scope of the student's training and demonstrated competence.

Student Process for Requesting Written Endorsement*

For **all** formal employment recommendations, referrals, and professional recommendations for credentialing and/or licensure students must reach out directly to the program faculty member from whom they are soliciting the endorsement. Appropriately, this solicited faculty member must be an instructor (or advisor) with whom they have sufficiently engaged and demonstrated their skills and/or knowledge.

It is solely at the discretion of that program faculty member whether to provide a recommendation. If a faculty member is unable or unwilling to give a recommendation, students are expected to accept that faculty decision in a professional manner. In those circumstances,

the student should seek another faculty member or professional reference who is sufficiently familiar with their work to be able to provide a recommendation.

Students must make a formal request in writing via email to the faculty member which must include the following:

1. Brief overview of the opportunity with a website link, including how to address the written endorsement with name, position, and address.
2. The deadline for the request must be clearly stated.
3. A file attachment of their current CV or resume.
4. A copy of their unofficial academic transcript(s).

Students must allow at least two (2) weeks for turnaround time. Note that requests for a written endorsement in less than this timeframe will be considered on a case-by-case basis, given the faculty's current time constraints.

**Please note that licensure is a state-by-state process, and therefore, students are directly responsible for identifying any written endorsement documentation they would need from their relevant licensing body, following the student process for requesting a written endorsement as outlined above.*

Appendix H: Attendance & Participation Policy

Purpose and Scope

Graduate students in the Counseling Program at WVWC are held to the same high standards as professionally licensed counselors. The importance of showing up and being present cannot be understated, not only in your role as a student in this program but in your future career trajectories—this is at the heart of what we do here. Accordingly, a key component to your success in this program is your active, thoughtful participation in all coursework and fieldwork opportunities for connection and shared learning. This policy aims to clearly outline the expectations for all learning experiences required for the successful completion of the Master of Arts in Counseling.

Definitions

- **Attendance:** The physical or virtual presence and engagement in all scheduled learning experiences, which includes new student orientation, residency sessions, class meetings, supervision sessions, all fieldwork, and required program events. Graduate-level attendance requires consistent, punctual participation with absences limited to extraordinary circumstances and not exceeding program-specified thresholds.
- **Participation:** Learning requires participation and active engagement in all learning activities. Participation includes (but is not limited to) meaningful contributions to discussions, completion of assigned tasks, and collaborative group work and projects. Participation also includes preparing for sessions in advance, completing all assigned work at a graduate level of quality, and exhibiting professionalism at all times with peers, faculty, and college staff, as well as fieldwork supervisors and staff.

Additionally, there are multiple educational instances in which attendance and participation is essential. These include:

- **Admissions Interview:** A formal evaluation process conducted by program faculty to assess prospective students' readiness for graduate-level counselor education. This includes evaluation of professional goals, interpersonal skills, academic preparation, and alignment with program values.
- **New Student Orientation & Counseling Residency:** Designated synchronous and in-person sessions that occur at the start of each academic term for new and returning students. Residency components typically include skill development workshops, group supervision, community-building activities, and direct faculty interaction that cannot be accomplished in online spaces. Currently, the August (Fall) residency session occurs on campus (in-person) and the January (Spring) residency session is held virtually.
- **Synchronous:** Real-time instruction where students and faculty interact simultaneously via Zoom (or equivalent online platform). Many counseling courses will incorporate in-person or virtual sessions during the residency sessions.
- **Asynchronous:** Instruction occurs without real-time interaction. Students complete learning experiences at their own pace but within a defined, designated time frame (such

as a weekly unit or module). This may include readings, recorded lectures, discussion boards, and independent assignments.

- **Fieldwork:** Fieldwork encompasses practicum and internship. Beyond the attendance and participation requirements outlined in this policy, all fieldwork positions are subject to additional attendance and participation requirements, which will vary for each fieldwork site. See the Fieldwork Handbook for more detailed information, which can be found on the Counseling Organization site (see **Appendix A**).

Technical Preparedness & Safety

Because many Counseling Program learning experiences occur in an online setting, students must:

- Attend all Zoom classes. Synchronous class sessions are a necessary component of the successful completion of each course. All Zoom classes are hosted by the instructor, so students do not need to purchase a Zoom account. However, they will need to download the free Zoom client application.
- Ensure they have reliable internet access from a private location (headphones MUST be used when sharing a space with others), at a desktop or laptop computer for all course activities.
- Be seated in an upright position with lighting behind your screen so you can be seen on camera unless a student has an accommodation set through the Learning Center. Be mindful of your setting when sharing your virtual space and ensure that it exhibits the appropriate level of professionalism.
- Refrain from using cell phones during synchronous sessions. Faculty can and will deduct points from your attendance and participation grade when you are not fully present and multitasking.
- Report any technical issues to IT support and the instructor immediately.
- Never participate in online classes or activities from a vehicle.
- Test all required software and tools before the start of the course. As a general suggestion, restart your computer at least one (1) hour before each class in case updates are needed.

Student Attendance Requirements

Because this program is offered through online learning, the time we are together is vital to student success. At a minimum, students must adhere to the following attendance requirements:

- New student orientation and residency are required. Students must attend all sessions and should plan ahead to have those days fully blocked off accordingly.
- In-person meetings scheduled throughout each course are required and will count toward an overall participation grade in each course.
- Students may miss one (1) scheduled course at the discretion of their instructor, if and only if they have communicated their need to miss **prior** to the class. A recording link will be provided following their absence, at which point students have **one week** to verify via email to their instructor that they have both watched the recording and provided at least

a short (one to two paragraph) response of the key takeaways from the class. No recordings will be made available in fieldwork courses. Note:

- Reasons for an excused absence may include illness, emergency, or extraordinary circumstances.
- There may be certain occasions in which students may wish to utilize this excused absence for personal or professional obligations. Students must alert the instructor **before** the scheduled class meeting. These situations might include:
 - An employer obligation
 - Personal or family medical necessity
 - An athletic event that must be attended
 - Attendance at a professional conference or a professional development experience tied to fieldwork
- Failure to follow this procedure may result in the absence being considered unexcused. Students should consult the Student Handbook for the Retention, Remediation, and Dismissal Policy (see **Appendix J**), which can also be found on the Counseling Organization site (see **Appendix A**).
- Fieldwork placements may be subject to additional attendance requirements, which will vary for each specific fieldwork site.

Student Participation Requirements

At a minimum, students must adhere to the following participation requirements:

College and Program Communication

- Students must use their provided WVC email for all college, program, and fieldwork communications. Students should check their email daily and provide prompt responses or set an out-of-office alert to communicate any unavailability.
- Students are required to respond to instructor communications within 72 hours and should proactively reach out to the instructor with questions or concerns.
- Students must log in to Blackboard LMS (learning management system) at least four (4) times per week and demonstrate active engagement with the material.
- Beyond engaging in their Blackboard courses, students should also check the Counseling Organization on Blackboard for important announcements and communications.

Synchronous Class Sessions

- For all synchronous sessions (New Student Orientation, Counseling Residency, Zoom, etc.), students must be present (attendance) and participate with their cameras turned on. This includes active listening, using chat features as appropriate, and asking questions.
- Multitasking is the opposite of active participation, so you must create the space to attend and participate privately. Being alone, in a private space, without distractions is the expectation.

- Students must never be driving while engaging in a synchronous session. No exceptions.
- The use of any form of tobacco, illicit drug, and/or alcohol will be grounds for your immediate removal from the synchronous experience.

Asynchronous Learning Opportunities

Students must spend a minimum of six (6) hours per week actively engaged in course activities. This includes:

- Engaging in discussion activities as outlined in course guidelines, which typically requires an initial post (or original contribution) followed by one or two peer responses.
- Completing all learning activities, written assignments, and presentations. Students are expected to appropriately complete and submit all assignments by the due dates specified in the course syllabus.
- Group Work and Collaboration. When presented with the opportunity to collaborate in teams, students must contribute equitably to all group projects and activities. This includes communicating regularly with group members using designated platforms and meeting any internal group deadlines, as agreed upon by the team.

Communicate with the instructor **in advance** if due date extensions are needed for any assignments.

Fieldwork

Fieldwork placements may be subject to additional participation requirements, which will vary for each specific fieldwork site.

Remediation

Attendance and participation concerns are important aspects of assessing the development of a professional counseling identity. Concerns will be dealt with on a case-by-case basis and may result in a professional development plan, a remediation plan, or failure of the course. See the Retention, Remediation, and Dismissal Policy (see **Appendix J**) for more detailed information, which can be found on the Counseling Organization site (see **Appendix A**).

Appendix I: Professional Dispositions

Rubric | Professional Disposition Assessment

Adapted from the Counselor Competencies Scales-Revised (CCS-R)

What each score means:

5—Exceeds expectations/Demonstrates competencies	2—Attempts to meet expectations with mixed demonstration of competencies
4—Meets expectations/Demonstrates competencies	1—Below expectations
3—Near expectations/Developing towards competencies	0—Missing

Criteria	Description	Rating (0-5)
Adherence to professional ethics	Adheres to ethical guidelines of the ACA & NBCC; including practices within competencies	
Professional behavior	Behaves in a professional manner towards supervisors, peers, and clients (e.g., emotional regulation); is respectful and appreciative to the culture of colleagues and demonstrates an ability to effectively collaborate with others	
Professional and personal boundaries	Maintains appropriate boundaries with supervisors, peers, and clients	
Knowledge and adherence to site and course policies	Demonstrates an understanding and appreciation for counseling site, course policies, and counseling procedures	
Record keeping and task completion	Completes all weekly record keeping tasks correctly and promptly (e.g., case notes, psychosocial reports, treatment plans, supervisory report)	
Multicultural competence	Demonstrates respect for culture (e.g., race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class, etc.) and awareness of and responsiveness to ways in which culture interacts with the counseling relationship	
Emotional stability and self control	Demonstrates self awareness and emotional stability (i.e., congruence between mood and affect) and self-control (i.e., impulse control) in relationships with clients	
Motivated to learn and grow	Demonstrates engagement in learning and development of his or her counseling	
Openness to feedback	Responds non-defensively and alters behavior in accordance with supervisory and/or instructor feedback	
Flexibility and adaptability	Demonstrates ability to adapt to changing circumstances, unexpected events, and/or new situations	
Congruence and genuineness	Demonstrates ability to be present and “be true to oneself”	

Appendix J: Student Remediation Plan

Remediation, Retention, and Dismissal Policy

Purpose and Scope

The faculty of the Master's in Counseling Program is committed to supporting students' development and success. To ensure professional and academic growth, we have implemented the following policy for remediation, retention, and dismissal. This policy outlines a developmental approach to addressing academic, professional, interpersonal, and intrapersonal concerns, providing students with structured opportunities for reflection, growth, and improvement.

To ensure that the remediation, retention, and dismissal policy is fair for all students, the Counseling Program faculty have outlined the following foundational principles for this policy:

1. Maintain professional standards that protect client welfare and the integrity of the counseling profession;
2. Foster student success through clear communication and developmental feedback;
3. Provide multiple opportunities for growth and improvement;
4. Ensure fair and consistent application of remediation procedures; and
5. Document all concerns and progress systematically.

There are three levels of student remediation, retention, and dismissal, which are outlined in the sections that follow.

Level One: Discussion and Initial Feedback

Level One Remediation is initiated when a program faculty member and/or staff, faculty advisor, Practicum and Internship Coordinator, or Fieldwork Site Supervisor identifies concerns about a student's academic performance, professional development, and interpersonal or intrapersonal effectiveness as it relates to their counseling training. These concerns will be formally discussed and documented during a faculty meeting.

This initial level serves to:

1. Document specific concerns with supporting examples
2. Identify patterns of behavior that may impact professional development
3. Develop preliminary strategies for student support

At the discretion of faculty members, student development options may include:

- Individual meetings with the program faculty instructor(s)
- Consultation with their advisor
- Referral to The Writing Center and/or Academic Support Services
- Additional supervision from program faculty and/or Fieldwork Site Supervisors
- Opportunities to resubmit assignments after revision

The student will be informed of the concerns and provided constructive feedback and support to facilitate growth. At this stage, no formal plan is required; however, faculty will document and monitor the situation to best evaluate the student's progress.

Faculty will maintain written documentation of:

- Date of faculty meeting in which concerns were raised
- Specific concerns identified
- Dates and content of meetings with student
- Recommended support strategies
- Student response and progress

Level Two: Professional Development Plan

Level Two Remediation is initiated if concerns are significant or persistent enough to warrant a more structured approach in which the student will be required to write a **Professional Development Plan**. This professional development plan should effectively address issues concerning the student's academic performance, professional development, and interpersonal or intrapersonal effectiveness (see Appendix AA). The process of creating a professional development plan is designed to help the student reflect on their progress and exercise self-agency to define and adhere to actionable steps toward improvement. Accordingly, the student's professional development plan must include:

1. Written self-reflection addressing:
 - a. Awareness and understanding of faculty concerns
 - b. Impact on academic, professional, interpersonal or intrapersonal development
2. Define a personal plan for growth which includes:
 - a. Specific, measurable goals with concrete benchmarks
 - b. Detailed action plan including resources, support strategies, and methods for improvement
 - c. Clear and reasonable timeline for completion

The Program Director and Advisor, along with the involved Instructor, Practicum and Internship Coordinator, and/or Fieldwork Site Supervisor (as applicable) will review the plan with the student in an initial meeting, and a follow-up meeting to provide ongoing feedback to support their development. At the discretion of faculty members, student progress will be monitored through:

- Regular meetings with the faculty advisor and/or course instructors
- Written progress reports
- Direct observation of skills
- Student self-evaluation

Failure to make satisfactory progress at this level may result in escalation to the **Level Three: Remediation Plan**.

Level Three: Remediation Plan

Level Three represents the final opportunity for students to address serious concerns about their ability to function effectively as professional counselors through a Remediation Plan (see Appendix BB). This level may be initiated in any of the following situations:

1. A student does not successfully complete the Student Development Plan in Level Two, or additional significant concerns arise
2. A student exhibits a behavior that violates an ethical or professional standard that leads to harm
3. A faculty member has significant concerns regarding a student's ability to successfully complete the program

Similar to the **Professional Development Plan** in Level Two, the **Remediation Plan** in Level Three is designed to help the student reflect on their progress and exercise self-agency to define and adhere to actionable steps toward improvement. This includes:

1. Written self-reflection addressing:
 - a. Awareness and understanding of faculty concerns
 - b. Impact on academic, professional, interpersonal, or intrapersonal development
2. Define a personal plan for growth which includes:
 - a. Specific, measurable goals with concrete benchmarks
 - b. Detailed action plan which includes resources, support strategies, and methods for improvement
 - c. Clear and reasonable timeline for completion

Additionally, and at the discretion of the faculty member, the **Remediation Plan** may also include:

- Mandatory professional counseling with documentation (of session dates and continued progress toward therapeutic goals and objectives ONLY)
- Additional supervised clinical experiences
- Completion of specialized training programs
- Extended program timeline
- Focused research or writing projects
- Regular consultation with external mentors
- Program suspension until specific conditions are met

The faculty will provide clear expectations and guidance throughout the process. If the student does not meet the criteria outlined in the **Remediation Plan**, they will not be able to continue in the Master's in Counseling Program. The decision to dismiss a student will only be made after careful consideration and thorough documentation of the student's progress and efforts.

Appendix AA | Level Two: Professional Development Plan

Student Information

Student Name: _____ Date: _____

Faculty Advisor: _____

Student Instructions

Due to various concerns raised by faculty, we ask that you take time to reflect on the feedback provided by your Faculty Advisor and other faculty members. Please use this professional development plan to outline your understanding of the concerns, establish goals for improvement, and create actionable steps to support your professional development in the identified areas.

Professional Development Plan

Part 1. Written Self-Reflection

A. Awareness and Understanding of Faculty Concerns

[Provide a clear and detailed summary of the concerns raised by faculty members.]

B. Impact on academic, professional, interpersonal, or intrapersonal development.

[Describe how these concerns could affect your development as a professional counselor and your progression through the program.]

Part 2. Personal plan for growth

A. Specific, measurable goals with concrete benchmarks.

[Outline specific and measurable goals to address the identified areas of concern.]

B. Detailed action plan including resources, support strategies, and methods for improvement.

[Detail the specific steps and strategies you will implement to meet your professional development goals. Include any resources, actions, or changes you will make.]

C. Clear and reasonable timeline for completion

[Provide a clear and realistic timeline for when each goal will be achieved. Break the timeline into smaller milestones if necessary.]

Review Information & Signatures

Expected Follow-Up Date: _____

I recognize that the concerns outlined above are significant and could affect my ability to successfully progress in the Counselor Education Program. I also understand that not addressing these or any future concerns may lead to the implementation of a Level 3 Remediation Plan.

Student Signature: _____ Date: _____

Faculty Advisor Signature: _____ Date: _____

Relevant Faculty Signature: _____ Date: _____

Appendix BB | Level Three: Remediation Plan

Student Information

Student Name: _____ Date: _____

Faculty Advisor: _____

Student Instructions

Due to various and ongoing concerns raised by faculty, we ask that you take time to seriously reflect on the feedback provided by your Faculty Advisor and other faculty members. Please use this remediation plan to outline your understanding of the concerns, establish goals for improvement, and create actionable steps to support your professional development in the identified areas.

Note: This Level 3 Remediation Plan represents the final opportunity for you to address these serious concerns regarding your ability to function effectively as a professional counselor.

Remediation Plan

Part 1. Faculty Advisory Summary [Completed by Faculty]

[Briefly describe the specific areas of concern regarding the student's performance in the program, including clinical skills, ethical awareness, and professional conduct.]

Part 2. Written Self-Reflection [Completed by Student]

A. Awareness and Understanding of Faculty Concerns

[Provide a clear and detailed summary of the concerns raised by faculty members.]

B. Impact on academic, professional, or interpersonal development.

[Describe how these concerns could affect your development as a professional counselor and your progression through the program.]

Part 3. Personal Plan for Growth [Completed by Student]

A. Specific, measurable goals with concrete benchmarks.

[Outline specific and measurable goals to address the identified areas of concern.]

B. Detailed action plan including resources, support strategies, and methods for improvement.

[Detail the specific steps and strategies you will implement to meet your professional development goals. Include any resources, actions, or changes you will make.]

C. Clear and reasonable timeline for completion

[Provide a clear and realistic timeline for when each goal will be achieved. Break the timeline into smaller milestones if necessary.]

Part 4. Additional Faculty Recommendations [After Review of Parts 1–3, Completed by Faculty Advisor]

At the discretion of the faculty member, the **Remediation Plan** may also include:

- Mandatory professional counseling with documentation (of session dates and continued progress toward therapeutic goals and objectives ONLY)
- Additional supervised clinical experiences

- Completion of specialized training programs
- Extended program timeline
- Focused research or writing projects
- Regular consultation with external mentors
- Program suspension until specific conditions are met

Faculty may wish to develop the action items of the remediation format in a table format, which can be utilized in the Follow-Up Section:

Specific Behavioral Concern	Student Action Requirement (include target date)	Objective Met? (Y / N)

Agreement and Signatures

Expected Follow-Up Date: _____

I recognize that the concerns outlined above are significant and could affect my ability to successfully progress in the Counselor Education Program. I also understand that not addressing these or any future concerns may lead to the implementation of a Level 3 Remediation Plan.

Student Signature: _____ Date: _____

Faculty Advisor Signature: _____ Date: _____

Relevant Faculty Signature: _____ Date: _____

Follow-Up Review

Faculty Advisor: _____ Date: _____

Faculty Advisor Review Comments:

[Faculty Advisor to carefully review progress based on the remediation plan detailed above. Indicate whether progress was sufficient or advise on the next steps.]

Next Review Date (or N/A if there is no further review): _____

Additional Student Comments:

[Students may respond to Faculty Advisor review comments or write N/A]

Student Signature: _____ Date: _____

Faculty Advisor Signature: _____ Date: _____

Relevant Faculty Signature: _____ Date: _____

Appendix K: Advisor Evaluation Feedback

Rubric | Advisor Evaluation

Advisor Name:

Date:

What each score means:

5 – Exceeds expectations

2 – Below expectations

4 – Meets expectations

1 – Harmful

3 – Near expectations

Criteria	Description	Rating* (1-5)
Knowledge and expertise	Demonstrates deep knowledge of the academic program, degree requirements, and college policies; provides students with up-to-date and relevant information about graduation requirements	
Communication and availability	Responds promptly to student inquiries via email and is available for one-on-one advising meetings as needed; communicates clearly and effectively	
Goal planning and planning	Helps students set academic and career goals, assists in creating personalized academic plans that align with the student's career goals, and encourages long-term academic and career planning	
Support and guidance	Tailors advice and recommendations to individual student needs, creates a supporting and inclusive advising environment, connects student to relevant college resources, offers assistance in resolving academic and personal challenges related to the program	

Appendix L: Key Performance Indicators (KPIs)

KPI Assessment Points

CACREP Core Area	KPI	Course/Assignment
Professional Counseling Orientation and Ethical Practice	KPI 1: Develop a professional identity that demonstrates alignment with the counseling profession's ethical standards, roles, and responsibilities, including advocacy work.	COUN505: Credentialing and Licensure Paper
		COUN525: Ethical Decision-Making Paper
Social and Cultural Identities and Experiences	KPI 2: Acknowledge the impact of systemic oppression by developing a professional counseling identity and practice in which inclusion, choice, and self-empowerment are central components.	COUN530: Identity Development Paper
		COUN640: Group Counseling & Social Justice Advocacy Paper
Lifespan Development	KPI 3: Apply theoretical models of human development across the breadth and depth of the lifespan from individual, familial, and community attachments to overarching systems of culture and society.	COUN510: Final Integration Paper
		COUN630: Child or Adolescent Case Study
Career Development	KPI 4: Develop strategies for career development counseling using theoretical models that are inclusive of developmental, cultural, accessibility gaps, and ethical components of career decision planning and making.	COUN550: Career/Lifestyle Development Treatment Plan
		COUN695: Career Case Study
Counseling Practice and Relationships	KPI 5: Demonstrate ethical and evidence-based counseling skills including documentation, treatment planning, crisis intervention, and suicide prevention in the counseling process that support collaborative relationships toward the overall development of a personal model of counseling.	COUN520: Comparative Analysis of Theories Paper
		COUN625: Recorded Labs
Group Counseling and Group Work	KPI 6: Apply theoretical foundations of effective group leadership skills in group counseling and group work including ethical group formation, implementation, and closing.	COUN640: Group Proposal Paper
		COUN695: Group Plan Case Study
Assessment and Diagnostic Processes	KPI 7: Demonstrate ethical selection and application of developmentally and culturally appropriate assessment and diagnosis, along a continuum from risk management to wellness.	COUN620: Case Study Paper
		COUN645: Assessment Paper
Research and Program Evaluation	KPI 8: Conduct and evaluate research that uses appropriate qualitative, quantitative, or mixed methods to ethically inform and implement best practices of counseling and program evaluation.	COUN535: Research Proposal Paper
		COUN695: Program Evaluation Design & Procedures Case Study
CMHC Specialization	KPI 9: Demonstrate advocacy alongside clients in the systems of care they utilize; such as integrated behavioral healthcare professionals, community stakeholders, and reimbursement providers across the continuum of clinical mental health care.	COUN530: Social Justice & Advocacy Project
		COUN675: Systems Level Case Study
Addiction Specialization	KPI 10: Apply systems-level thinking that is grounded in culturally and developmentally appropriate interventions toward the prevention, treatment, and recovery from substance abuse disorders.	COUN545: Ethics & Addiction Counseling Paper
		COUN675: Addiction Cycle Case Study

KPI Rubric

KPI / Rating	(4) Exceeds Expectations (96-100 Points)	(3) Meets Expectations (85-95 Points)	(2) Developing (80-84 Points)	(1) Does Not Meet Expectations (79 Points & below)
Professional Counseling Orientation and Ethical Practice KPI 1: Develop a professional identity that demonstrates alignment with the counseling profession's ethical standards, roles, and responsibilities, including advocacy work.				
Social and Cultural Identities and Experiences KPI 2: Acknowledge the impact of systemic oppression by developing a professional counseling identity and practice in which inclusion, choice, and self-empowerment are central components.				
Lifespan Development KPI 3: Apply theoretical models of human development across the breadth and depth of the lifespan from individual, familial, and community attachments to overarching systems of culture and society.				
Career Development KPI 4: Develop strategies for career development counseling using theoretical models that are inclusive of developmental, cultural, accessibility gaps, and ethical components of career decision planning and making.				
Counseling Practice and Relationships KPI 5: Demonstrate ethical and evidence-based counseling skills including documentation, treatment planning, crisis intervention, and suicide prevention in the counseling process that support collaborative relationships toward the overall development of a personal model of counseling.				
Group Counseling and Group Work KPI 6: Apply theoretical foundations of effective group leadership skills in group counseling and group work including ethical group formation, implementation, and closing.				
Assessment and Diagnostic Processes KPI 7: Demonstrate ethical selection and application of developmentally and culturally appropriate assessment and diagnosis, along a continuum from risk management to wellness.				
Research and Program Evaluation KPI 8: Conduct and evaluate research that uses appropriate qualitative, quantitative, or mixed methods to ethically inform and implement best practices of counseling and program evaluation.				
CMHC Specialization KPI 9: Demonstrate advocacy alongside clients in the systems of care they utilize, such as integrated behavioral healthcare professionals, community stakeholders, and reimbursement providers across the continuum of clinical mental health care.				
Addiction Specialization KPI 10: Apply systems-level thinking that is grounded in culturally and developmentally appropriate interventions toward the prevention, treatment, and recovery from substance abuse disorders.				