



**MASTER OF ARTS IN  
CLINICAL MENTAL HEALTH COUNSELING (CMHC)  
GRADUATE STUDENT HANDBOOK**

**Academic Year 2024-2025**

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



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All students in the Clinical Mental Health Counseling (CMHC) program are **required** to attest they have read and understand this handbook. Our Counseling Graduate Student Handbook offers a comprehensive guide for professional success in this program, and therefore, students will need to refer to it often and throughout their entire learning journey at the College. Student attestation of this handbook review is actually the very first assignment in the Orientation to Professional Counseling course (COUN505).

Please also note that this document has been crafted to support our students in seeing the items that pertain to their graduate journey in the Counseling Program at Wesleyan. For a complete list of all College policies, refer to the [WVWC Graduate Student Catalog](#).

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# 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 <http://selfservice.wvwc.edu>.

## PROGRAM OVERVIEW

### About the M.A. in Clinical Mental Health Counseling (CMHC)

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 M.A. in CMHC is structured around a clinical mental health specialization and students therefore do not need to 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 future counselors to be of service to others, which we view as the cornerstone of the counseling field. As a CMHC student, your only prerequisite is the willingness to grow and change. We believe moving beyond tolerance to celebrating diversity is fundamental to your success in this program and as a counselor. You will gain the skills to build relationships that facilitate the process of healing with the ultimate goal of creating sustainable and equitable systems for us, for our families, for our communities, and for the people we serve.

### Program Learning Outcomes (LOs)

- LO 1. **Professional counseling orientation and ethical practice**  
Develop a professional identity that demonstrates alignment with the counseling profession's ethical standards, roles, and responsibilities, including advocacy work.
- LO 2. **Social and cultural diversity**  
Acknowledge the impact of systemic oppression by developing a professional counseling identity and practice in which inclusion, choice, and self-empowerment are central components.
- LO 3. **Lifespan development**  
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.
- LO 4. **Career development**  
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.
- LO 5. **Counseling practice and relationships**  
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.
- LO 6. **Group counseling and group work**  
Apply theoretical foundations of effective group leadership skills in group

counseling and group work including ethical group formation, implementation, and closing.

**LO 7. Assessment and diagnostic processes**

Demonstrate ethical selection and application of developmentally and culturally appropriate assessment and diagnosis, along a continuum from risk management to wellness.

**LO 8. Research and program evaluation**

Conduct and evaluate research that uses appropriate qualitative, quantitative, or mixed methods to ethically inform and implement best practices of counseling and program evaluation.

**LO 9. Key Professional Dispositions (KPDs)**

Demonstrate professionalism indicative of a future counselor who is learning to be confident and competent in holding professional boundaries that incorporate their own needs.

**LO 10. Clinical Mental Health Specialization**

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.

**LO 11. Addictions Counseling Specialization**

Apply systems-level thinking that is grounded in culturally and developmentally appropriate interventions toward the prevention, treatment, and recovery from substance abuse disorders.

## Faculty and Staff

### Dr. Jen Randall Reyes

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Director, School of Counseling & Psychology

#### 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 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**

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### **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. Chris Schimmel**

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### **Practicum and Internship Coordinator**

#### **Education**

- B.A. Glenville State College, Education
- M.A. West Virginia University, School Counseling
- Ed.S. Marshall University, Curriculum & Instruction
- 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 Clinical Mental Health 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.

## **ADMISSIONS PROCESS**

### **Admissions Timeline**

There are two admission points for each academic year into the CMHC 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
- Three (3) completed professional recommendation forms or letters (preferably, two 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 7<sup>th</sup> 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 Admissions Day interview 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 CMHC Admission Committee and the CMHC Program Director.

## **DEGREE STRUCTURE & TECHNOLOGY REQUIREMENTS**

### **Program Structure**

CMHC 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 2.5 days for each residency. See **Residency** 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 \(LMS\)](#). 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 CMHC 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.

Important: Proof of liability insurance will be required for students in the Orientation to Professional Counseling (COUN505), during their Practicum application process for their initial site placement (COUN675), and again during the Internship application process (COUN695). Proof of liability insurance can be found through the ACA member portal.

Please see **Appendix A** for a full list of recommended professional counseling organizations.

## 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 (CAT5/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](#) may 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 CMHC Program. Students are encouraged to also view the [WVWC Graduate Student Catalog](#) for specific courses being offered during the academic year.

### **Residencies**

At the beginning of the Fall and Spring academic semesters, CMHC students are required to attend an in-person residency on campus at WVWC. The purpose of the residency weekend is to connect with faculty and other students and practice counseling skills in person. These events will begin on Friday evening for incoming and last throughout the day on Saturday and Sunday for returning 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 in-person 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 CMHC program requires successful completion of 60 graduate credits (earning a grade of an A or B in all 17 required 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.

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 650, COUN 655, COUN 660

See **Appendix B** for the Counseling Degree Planning Worksheet.

## Full-time vs. Part-time

Students have the option to participate in the CMHC 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, CMHC 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 C** 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 CMHC 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 COUN675 Practicum or COUN695 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 onsite 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.

## **Addictions 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:

- COUN505 Orientation to Professional Counseling
- COUN545 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.

- COUN610 Psychopharmacology
- COUN650 Grief, Trauma, and Addiction
- COUN655 Crisis, Risk, and Prevention

## 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 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.

## Exit Exams

Students are required to pass the [Counselor Preparation Comprehensive Examination](#) (CPCE) as a graduation requirement of the CMHC Program. All core content courses must be completed prior to taking this exam. The exam is 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 CPCE during the residency of their final academic term. If a student does not pass the CPCE 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 elect to participate in taking the [National Counselor Examination \(NCE\)](#) in their final semester of the program. Doing so creates an opportunity to become a [Nationally Certified Counselor \(NCC\)](#) after they complete the necessary requirements post-graduation.

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 CPCE 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.



CMHC 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 CMHC 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.

## ACCELERATED TRACK FOR UNDERGRADUATE STUDENTS

Undergraduate students at WVWC have the opportunity to 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 510: Human Development through the Lifespan
- COUN 520: Counseling Theories
- COUN 525: Professional Counseling Ethics

Note that this program is designed sequentially. COUN505 must be successfully completed in the students first term and is a pre-requisite to all subsequent counseling courses. Accelerated CMHC 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 **Student Expectations**, 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.

## 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 (with a grade of B or above) in every graduate counseling course and maintain a 3.0 GPA overall. 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 Fs 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.

## **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](#). Please note that this form must be completed 48 hours prior to the deadline.

## Graduate Writing

All papers written for the CMHC program must be in accordance with APA Formatting (7<sup>th</sup> 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 | Graduate Writing Assignment

All papers written for the West Virginia Wesleyan Counseling Department must be in accordance with APA Formatting (7<sup>th</sup> 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
- 4 — Meets expectations / Demonstrates competencies
- 3 — Near expectations / Developing towards competencies
- 2 — Attempts to meet expectations with mixed demonstration of competencies
- 1 — Below expectations
- 0 — Missing

Criteria	Description	5	4	3	2	1	0
<b>Content and understanding</b> (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.						
<b>Critical analysis and application</b> (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.						
<b>Writing quality, structure, and organization</b> (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.						
<b>Professional self-awareness and personal insight</b> (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.						
<b>APA formatting and proper use of citations</b> (10%)	Adheres to APA formatting (7 <sup>th</sup> 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](#) 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](#), 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 G** 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 D**. 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 E**) 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 F** for an overview chart of KPI assessment.

### **Key Professional Dispositions (KPDs)**

Key Professional Dispositions (KPDs) 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 G** for an overview chart of KPD 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 CPCE 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@wwvc.edu](mailto:titleix@wwvc.edu), or (304) 621-1316.

Please reference the [WVWC Student Handbook](#) 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 DSV IV 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](#) 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](#)

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](#) for further information on the **Service and/or Support Animal Policy** at WVWC.

## APPENDICES

### Appendix A: Professional Counseling Organizations and Resources

American Counseling Association (ACA): <https://www.counseling.org/>

West Virginia Counseling Association (WVCA): <https://www.wvcounseling.org/>

National Association for Addiction Professionals (NAADAC): <https://www.naadac.org/>

West Virginia Certification Board for Addiction & Prevention Professionals:  
<https://www.wvcbapp.org/>

National Board for Certified Counselors: <https://www.nbcc.org/>

Association for Specialists in Group Work: <https://asgw.org/>

Association for Multicultural Counseling and Development:  
<https://www.multiculturalcounselingdevelopment.org/>

## Appendix B: Counseling Degree Planning Worksheet

COUNSELING DEGREE PLANNING WORKSHEET										
Student Name and Progress						Course Requirement Key				
Name:						Y	CPCE Prerequisite			
Degree: M.A. in Counseling							Practicum Pre-req			
Specialization:							Internship Pre-req			
CPCE Pass Date:							Fieldwork			
Course ID and Title		CPCE	Term Planning Schedule							
<b>Required Core Courses — 17 Courses, 51 credits</b>										
COUN505 Orientation to Professional Counseling		Y								
COUN510 Human Development through Lifespan		Y								
COUN520 Counseling Theories		Y								
COUN525 Counseling Professional Ethics		Y								
COUN625 Counseling Techniques		Y								
COUN620 Diagnosis and Treatment Planning		Y								
COUN640 Group Counseling Theory/Techniques		Y								
COUN645 Assessment and Appraisal		Y								
COUN530 Culture and Society in Counseling		Y								
COUN535 Research Design / Program Evaluation		Y								
COUN630 Child and Adolescent Counseling										
COUN540 Couples and Family Counseling										
COUN545 Theories of Addiction and Recovery										
COUN675 Counseling Practicum I (1 credit)										
COUN675 Counseling Practicum II (2 credits)										
COUN695 Counseling Internship I (3 credit)										
COUN695 Counseling Internship II (3 credits)										
Course ID and Title		CPCE	Term Planning Schedule							
<b>Elective Courses — Minimum 3 courses, 9 credits</b>										
COUN650 Grief, Trauma, and Addiction										
COUN655 Crisis, Risk, and Prevention										
COUN610 Psychopharmacology										
COUN660 Supervision Models in Counseling										

## Appendix C: Personal Counseling Options

### Overview

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

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

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 D: Student Remediation Plan

Student: \_\_\_\_\_ Advisor: \_\_\_\_\_

Initial Plan Review: \_\_\_\_\_ Follow up: \_\_\_\_\_ Final review: \_\_\_\_\_

### Advisor Notes

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

### Plan / Schedule

Specific Behavioral Objective	Method of Remediation	Target Date	Object Met? Y / N Include Date
1.			
2.			
3.			

Progress since last review (write N/A if not applicable):

Comments and recommendations:

### Student Comments

Add any comments:

### Signatures

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Advisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Program Director Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Date of next review: \_\_\_\_\_

# Appendix E: Advisor Feedback Worksheet

Advisor Name: \_\_\_\_\_ Date: \_\_\_\_\_

Criteria	Description	5	4	3	2	1
<b>Knowledge and expertise</b>	Demonstrates deep knowledge of the academic program, degree requirements, and college policies; provides students with up-to-date and relevant information about graduation requirements					
<b>Communication and availability</b>	Responds promptly to student inquiries via email and is available for one-on-one advising meetings as needed; communicates clearly and effectively					
<b>Goal planning and planning</b>	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					
<b>Support and guidance</b>	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					

**What each score means:**

- 5 — Exceeds expectations
- 4 — Meets expectations
- 3 — Near expectations
- 2 — Below expectations
- 1 — Harmful

## Appendix F: Key Performance Indicators (KPIs)

Core Area	KPI	Course Assignment(s)
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 & 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
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
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 Paper
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 Assignments
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
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
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
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

## Appendix G: Key Professional Dispositions (KPDs)

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

**What each score means:**

5 — Exceeds expectations / Demonstrates competencies

4 — Meets expectations / Demonstrates competencies

3 — Near expectations / Developing towards competencies

2 — Attempts to meet expectations with mixed demonstration of competencies

1 — Below expectations

0 — Missing

Criteria	Description	5	4	3	2	1	0
<b>Adherence to professional ethics</b>	Adheres to ethical guidelines of the ACA & NBCC; including practices within competencies						
<b>Professional behavior</b>	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						
<b>Professional and personal boundaries</b>	Maintains appropriate boundaries with supervisors, peers, and clients						
<b>Knowledge and adherence to site and course policies</b>	Demonstrates an understanding and appreciation for counseling site, course policies, and counseling procedures						
<b>Record keeping and task completion</b>	Completes all weekly record keeping tasks correctly and promptly (e.g., case notes, psychosocial reports, treatment plans, supervisory report)						
<b>Multicultural competence</b>	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						
<b>Emotional stability and self control</b>	Demonstrates self awareness and emotional stability (i.e., congruence between mood and affect) and self-control (i.e., impulse control) in relationships with clients						
<b>Motivated to learn and grow</b>	Demonstrates engagement in learning and development of his or her counseling						
<b>Openness to feedback</b>	Responds non-defensively and alters behavior in accordance with supervisory and/or instructor feedback						
<b>Flexibility and adaptability</b>	Demonstrates ability to adapt to changing circumstances, unexpected events, and/or new situations						
<b>Congruence and genuineness</b>	Demonstrates ability to be present and "be true to oneself"						