

# STUDENT HANDBOOK

for the

M.A.Ed. in SCHOOL COUNSELING

and the

M.S. in CLINICAL MENTAL HEALTH  
COUNSELING

at

WESTERN CAROLINA UNIVERSITY

Cullowhee, N. C.

The programs in School Counseling and Community Counseling are accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

**2014-2015 Entering Counseling Students**

## TO THE STUDENT

The WCU Counseling faculty welcome you to your program in school or clinical mental health counseling. We hope you enjoy your program and benefit greatly from it. We also look forward to getting to know you better and learning from you.

The purpose of this student handbook is to provide you with a written guide as you progress through your program. We ask you to consult it frequently. Among other things, this handbook contains a description of your program and its expectations and requirements. The handbook also refers you to other valuable sources of information such as the WCU Graduate School, university and professional websites, and the Counseling Programs website.

Every effort has been made to assure the accuracy of this handbook at the time of its printing. However, changes in or elimination of provisions contained herein on any and all matters including courses, course descriptions, and program policy may be made and applied before the next handbook is published. It is the intention of the faculty to inform you of changes as they occur.

We hope that you find this handbook useful. So that we can continue to improve the quality of the handbook in the future, we invite you to share with us in writing your ideas, suggestions, and observations regarding its contents.

The Student Handbook is available on line through our program website: <http://counseling.wcu.edu> (click on "Resources").

## TABLE OF CONTENTS

<u>Page #</u>	<u>Topic</u>
5	The Counseling Programs at Western Carolina University: A Brief History
7	Program Offices
7	Faculty and Staff
8	Full-Time Graduate Faculty
9	Faculty Contact Information
9	Support Staff - Cullowhee
10	Support Staff – Biltmore Park
10	Organizational Structure
10	Mission, Goals, and Objectives
11	Western Carolina University
11	College of Education and Allied Professions
11	Clinical Mental Health Counseling and School Counseling Programs
12	Program Specific Goals
13	Clinical Mental Health and School Counseling Program Objectives
14	Program Descriptions
14	M.A.Ed. in School Counseling
15	M.S. in Clinical Mental Health Counseling
16	Program Requirements
16	Professional Core
17	School Counseling Specialization
17	Clinical Mental Health Counseling Specialization
17	Suggested Order of Study
19	Independent Study Process
19	Comprehensive Examination
20	Field Experiences
22	Placement Process for Field Experience
24	Continuity of Training During Field Placement
26	Field Placement Retention
27	Program Expectations
27	Informed Consent for Counselors in Training
28	Faculty Expectations of Student Progress
28	Academic Performance
29	Professional and Personal Development
29	Clinical Skill Development/Performance
30	Progress Evaluation and Retention
30	Academic Appeals Procedure

31	Endorsement and Credentialing
31	National Certified Counselor (NCC) and National Counseling Exam (NCE)
32	Licensed Professional Counselor (LPC)
32	North Carolina Department of Public Instruction: Licensed School Counselor
33	Continuing Education
33	Professional Organizations
33	American Counseling Association (ACA)
34	Council for Accreditation. of Counseling & Related Educational Programs (CACREP)
34	North Carolina Counseling Association (NCCA)
34	Counseling Advisory Committee
35	General Information
35	New Student Orientation
35	Student Centers and Support Services
35	Student Directory and Email
35	<i>Counseling Connections</i> newsletter
36	Financial Aid
36	Scholarships
37	Advisement and Registration
37	Inactive Status or Leave of Absence
37	Program Change Procedure
37	Credit Transfer
38	Application for Graduation
38	Counseling Services
38	Career Planning and Placement Services
38	Program Checklists
39	MAEd in School Counseling Curriculum Checklist
40	School Counseling Program Checklist
41	MS in Clinical Mental Health Counseling Curriculum Checklist
42	Clinical Mental Health Counseling Program Checklist
43	Semester-by-Semester Planning Sheet

## **COUNSELING PROGRAMS AT WESTERN CAROLINA UNIVERSITY: A BRIEF HISTORY**

The information provided in this brief history is based largely on a review of undergraduate and graduate catalogs, commencement programs, and student records in the Human Services departmental office. It is also based partly on the recollections of individuals who have been involved with counselor education since its early days at Western Carolina University. Although there are some gaps and omissions in both the written records and personal recollections available at this time, this record of the programs in counseling is reasonably complete and accurate.

The preparation of individuals as school counselors began in the mid-1950s. This initial preparation consisted of a number of courses which led to certification by the North Carolina Department of Public Instruction, but did not comprise a master's degree program. One of the individuals who became certified through this program was Dr. Mary Wayte. Later, in the fall of 1963, she became a counselor educator at Western. One of her professors was Dr. Luther Taff, who left Western to become a counselor educator at the University of North Carolina at Chapel Hill. Some of the courses available in the mid-1950s were Principles and Techniques of Counseling, Educational and Occupational Information, Analysis of the Individual, and Guidance in the School.

The courses that were used in the certification of individuals as school counselors in the mid-1950s had their origins in courses that were available "on demand" as early as 1941. These courses were Principles of Guidance, Vocational Guidance, Guidance Clinic, and Mental Hygiene and their appearance in the catalogs closely followed the creation of the Guidance Clinic by Dr. Carl D. Killian in 1940. The Guidance Clinic was primarily a testing center and offered its services to the university, public schools in the area, and, following World War II, to veterans through a contractual arrangement with the Veterans Administration.

The M.A.Ed. program in school counseling first appeared in the catalog for the academic year 1960-1961. It consisted of 45 quarter hours, of which 27 hours were specifically required and 18 hours were approved electives. By the end of the academic year 1961-1962, seventeen individuals had completed the M.A.Ed. program in school counseling. Dr. Mary Wayte was an early director of the school counseling program.

The summer school catalog for 1968 lists, for the first time, an M.A.Ed. program in "non-school counseling" (predecessor to clinical mental health counseling). Dr. Bob Rigdon, who finished his M.A.Ed. in counseling at Western in 1963, had an individualized program which was a forerunner of the non-school counseling program. Dr. Rigdon, who joined the faculty as a counselor educator in 1967, directed the non-school counseling program. The degree designation for this program was changed from the M.A.Ed. to the M.S. effective Spring 1994. The program title changed to Community Counseling and in Summer 2010, to Clinical Mental Health Counseling. In Summer 2006, both programs moved from 48-hour to 60-hour degree programs.

An M.A.Ed. program in two-year college counseling (student personnel services in higher education) was first listed in the graduate catalog for school year 1971-72. Dr. Hal Salisbury, who joined the faculty as a counselor educator in 1970, directed the two-year college counseling program. Dr. Salisbury also served as director of the WCU Testing and Counseling Centers which evolved from the Guidance Clinic originally established by Dr. Killian. For a time, faculty members in counselor education staffed the Testing and Counseling Centers in addition to their teaching responsibilities. The program in student personnel services in higher education was declared inactive in 1988 and was deleted effective January 1992.

A Certificate of Advanced Study (C.A.S.) program in counseling was established in 1980. It was preceded by one year by a counseling specialization in the Educational Specialist (Ed.S.) degree program in Curriculum and Instruction. Both the C.A.S. and Ed.S. programs were declared inactive in 1987. The C.A.S. program in school counseling was reactivated as of January 1991 and was deleted totally by action of the University of North Carolina General Administration in 1995-96.

In addition to the current faculty and the individuals already mentioned, there are a number of others who have served as counselor educators or who taught courses which were part of the certification process prior to the development of the graduate degree programs in counseling at Western. These individuals include the following: Dr. Neill Scott, Mr. Taylor Huskins, Mr. Minor Wilson, Dr. John McGeever, Dr. Stephen McIntosh, Dr. David McMillan, Dr. Nan Zimmerman, and Dr. Sherry Baldwin. Full-time faculty in the degree programs in Counseling who no longer teach at WCU included (in order of termination of service): Dr. Dan Saddler, Dr. Jim Morrow, Dr. Larry Grantham, Dr. Michael Garrett, Dr. Mary Deck, and Dr. A. Michael Dougherty.

There are no records to indicate the number of individuals who have completed certification/licensure programs in school counseling and no reliable estimate can be made. Commencement programs are the best source of information on the number of individuals who have earned graduate degrees in counseling. Unfortunately, one commencement program is missing from the files and, for several years, M.A.Ed. graduates were not identified by major. For a few years, counseling graduates were identified as such, but not by their area within counseling. A careful review of student files in the departmental office was necessary to fill in the gaps created by missing or incomplete information on graduates. Through August 2007, 1,321 individuals have been identified as having completed graduate programs in counseling; of these, 739 have completed the M.A.Ed. in school counseling, 502 have completed the M.A.Ed. or M.S. in community or clinical mental health counseling, 40 have completed the M.A.Ed. in student personnel services in higher education, 27 have completed the C.A.S. in counseling, and 4 have completed the counseling specialization in the Ed.S. program in Curriculum and Instruction. (We're seeking a student volunteer to update graduation information from December 2007-present.)

Western Carolina University is accredited by the Southern Association of Colleges and Schools (SACS). The M.S. program in community counseling (clinical mental health counseling since 2010) and the M.A.Ed. program in school counseling are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). These programs were first accredited by CACREP in 1993 and reaccredited in 2000 and 2007. Our current CACREP accreditation is valid through October 2015. The M.A.Ed. program in school counseling is additionally accredited by the National Council for Accreditation in Teacher Education (NCATE) and the North Carolina Department of Public Instruction (NC DPI).

### **PROGRAM OFFICES**

Counseling faculty offices are on the second floor of Killian Building and (one) the ground floor of McKee Building on the campus of Western Carolina University (WCU). Each faculty member has a private office, telephone, and voice mail. Ms. Paula Robinson is the department's administrative assistant in Killian 208. Ms. Denise Royer is the student services specialist in Killian 206. They and graduate assistants (GAs) respond to routine calls and handle the traditional office needs of the faculty. The departmental office is open from 8:00 a.m. to 5:00 p.m., Monday through Friday. Telephone number is (828) 227-7310.

Coursework and advising are also offered at the site of Western Carolina University Programs at Biltmore Park in Asheville (BP 349). Each full-time faculty member typically maintains office hours at Biltmore Park when teaching on the satellite campus during fall and spring semesters. The WCU Programs at Biltmore Park are located at 28 Schenck Parkway, suite 300, and are open Monday through Thursday from 8:00 a.m. to 9:00 p.m. and on Friday from 8:00 a.m. to 5:00 p.m. The telephone number is (828) 654-6498. Ms. Patsy Miller is the Director of WCU Programs at Biltmore Park, and she and Ms. Suzan Melvin (administrative assistant by day) and Ms. Christy Lennox (administrative assistant by night), as well as Biltmore Park GAs, are available to students during office hours.

## **FACULTY AND STAFF**

### **Part-time faculty**

**Dr. W. Dale Brotherton**, Professor, serves as Department Head of Human Services (which includes Counseling and six other academic programs). Originally from Joplin, Missouri, Dr. Brotherton earned his Bachelor's degree in Biology at Missouri Southern State College. He earned his Master's degree and Certificate of Advanced Study in Counseling at Western Carolina University. His Doctorate is in Marriage and Family Therapy from Florida State University. He joined the faculty at Western Carolina in the fall of 1993. Since Fall 2009, Dr. Brotherton serves as Department Head of the Department of Human Services.

Dr. Brotherton has five years of public school teaching experience and was assistant professor in counselor education at Montana State University for four years before coming to Western Carolina. His national professional memberships include the American Counseling Association, the Association for Specialists in Group Work, the Association for Counselor Education and Supervision, the International Association for Marriage and Family Counselors, and the American Association of Marriage and Family Therapy. At the state level, he is member of North Carolina Association for Counselor Education and Supervision, North Carolina School Counselors Association and the North Carolina Specialists in Group Work and the North Carolina Family Based Services Association.

### **Full-time faculty**

**Dr. Russell C. Curtis**, Associate Professor, serves as Coordinator of Clinical Mental Health Counseling. Originally from Charlotte, North Carolina, Dr. Curtis earned his Bachelor's degree in Business Management from North Carolina State University. He earned his Master's degree from the University of North Carolina at Charlotte. His doctorate is in Counseling and Counselor Education from the University of North Carolina at Greensboro. He joined the Western Carolina faculty in fall of 2000.

Following a career in banking, Dr. Curtis has two and one-half years' experience working as a mental health counselor in a community mental health center in Rock Hill, South Carolina. His national professional memberships include the American Counseling Association. Dr. Curtis is a North Carolina Licensed Professional Counselor.

**Dr. Melodie H. Frick**, Assistant Professor, serves as Coordinator of Clinical Mental Health Counseling Field Experiences. She joined the WCU Counseling Programs in Fall 2012. A native of Asheville, North Carolina, she earned her Bachelor's degree in Psychology from the University of North Carolina-Greensboro, a Master's degree in Community Counseling from Western Carolina

University, and her Ph.D. in Counselor Education and Supervision from the University of Virginia.

Dr. Frick has practiced clinical mental health counseling in outpatient mental health agencies and private practice since 1997. She is a Licensed Professional Counselor-Supervisor, National Certified Counselor, and an Approved Clinical Supervisor. Her professional memberships include the American Counseling Association, Association for Counselor Education and Supervision, Association for Specialists in Group Work, International Association of Marriage and Family Counselors, the Southern Association for Counselor Education and Supervision, and Chi Sigma Iota.

**Dr. Lisen C. Roberts**, Associate Professor, serves as Director of Counseling Programs. She joined the Counseling faculty in Fall 2001. Prior to that, she served for four years as Program Director of Child and Family Studies at WCU. Dr. Roberts grew up in upstate New York (with summers in Finland and Martha's Vineyard). From Keene State College in New Hampshire, she has a Bachelor's degree in Secondary Special Education and a Master's degree in Counseling. Her doctorate is in Family Studies, with a cognate in Counseling, from The University of Tennessee.

Dr. Roberts has five years public school experience and is a North Carolina licensed school counselor. She is a member of the American Counseling Association, the Association for Counselor Education and Supervision, and the North Carolina School Counselor Association.

**Dr. Phyllis Robertson**, Associate Professor, serves as Coordinator of School Counseling Field Experiences. She joined the Counseling faculty in Summer of 2005. A native of Hendersonville, North Carolina, Dr. Robertson earned her Bachelor's degree in Psychology at the University of North Carolina-Asheville. She has a Master's degree in School Counseling from Western Carolina University. Her doctorate in Counselor Education is from The University of South Carolina.

Dr. Robertson has fifteen years of school counseling experience at the elementary and middle school levels. She is a member of the American Counseling Association, the American School Counseling Association, the North Carolina School Counseling Association, the Southern Association for Counselor Education and Supervision, and the Association for Gay, Lesbian, and Bisexual Issues in Counseling. She is a North Carolina state licensed school counselor.

**Dr. Valerie L. Schwiebert**, Professor, serves as Research Coordinator for WCU Counseling Programs. Dr. Schwiebert received her Master's Degree in Rehabilitation Counseling, Specialist Degree in Counseling, and her Doctorate in Counselor Education with a Graduate Certificate in Gerontology from the University of Florida. Dr. Schwiebert specialized in two areas during her doctoral work, Adult Development and Aging and Death and Dying.

Dr. Schwiebert has worked as a rehabilitation counselor, researcher for the Area Agency on Aging, and as an administrator of a substance abuse evaluation program for the State of Florida. She worked as an assistant professor in Counseling at Northern Illinois University and had a private practice in Mental Health Counseling. She joined the WCU faculty in Fall 1995. She is active in the Association for Adult Development and Aging, the Association for Assessment in Counseling, and Chi Sigma Iota. She is the recipient of AADA and Chi Sigma Iota Research awards for her research in the area of adult children providing caregiving for aging parents. Dr. Schwiebert is a National Certified Counselor, National Certified Gerontological Counselor, a Certified Rehabilitation Counselor, and a Licensed Professional Counselor in North Carolina.

**Dr. E. Heather Thompson**, Assistant Professor, joined the Western Carolina faculty in Fall 2009 after completing her Ph.D. in Counselor Education and Supervision at the University of Virginia. She has a bachelor's degree in History from Southern Methodist University and master's degree in Community Agency Counseling from the University of Memphis. Prior to joining the faculty at WCU, her professional experience included individual and group work in both agency and school settings. Some of the broad issues addressed in her clinical work and scholarship include domestic violence, sexual abuse, child abuse, crisis counseling, and play therapy. Her national professional memberships include the American Counseling Association, Association of Counselor Education and Supervision, and the Association for Play Therapy.

### **Faculty Offices, Voice Mail, and Email at WCU**

Dr. Dale Brotherton	208A Killian	828-227-3284	brotherton@email.wcu.edu
Dr. Russ Curtis	(no Cullowhee office)		curtis@email.wcu.edu
Dr. Melodie Frick	209C Killian	828-227-3346	mhfrick@email.wcu.edu
Dr. Lisen Roberts	206B Killian	828-227-2291	lroberts@email.wcu.edu
Dr. Phyllis Robertson	206A Killian	828-227-2635	probertson@email.wcu.edu
Dr. Valerie Schwiebert	G48 McKee	828-227-3281	vschwieb@email.wcu.edu
Dr. Heather Thompson Counseling Office at BP	209D Killian BP 349	828-227-3292	ehthompson@email.wcu.edu

### **Support staff**

#### **Cullowhee**

The WCU Counseling Program Offices are in the Department of Human Services. The main office is in room 208 Killian Building on the WCU campus in Cullowhee. The office may be reached by telephone at (828) 227-7310. Departmental office hours are 8:00 a.m. to 5:00 p.m., Monday through Friday. Dr. Dale Brotherton is the Human Services Department Head. Ms. Denise Royer (droyer@email.wcu.edu) is the department's Student Services Specialist.

#### **Asheville (Biltmore Park)**

A resident administrative staff consisting of Ms. Patsy Miller, Program Director, Ms. Suzan Melvin, Ms. Christy Lennox, Support Associate, and a number of Graduate Assistants support all programs offered in Biltmore Park (Asheville) by Western Carolina University. With offices located in suite 300 at 28 Schenck Parkway in Biltmore Park, the staff are available to assist students on matters related to admission and application procedures, registration, scheduling appointments with advisors, financial assistance, textbooks, class schedules, student services, library services, tuition, and payment of fees. The offices are open Monday through Thursday from 8:00 a.m. to 9:00 p.m. and on Friday from 8:00 a.m. to 5:00 p.m.; the telephone number is (828) 654-6498. Patsy Miller's email is miller@email.wcu.edu.

## **ORGANIZATIONAL STRUCTURE**

The Counseling program exists within the Department of Human Services, which exists within the College of Education and Allied Professions.

Western Carolina University (chancellor, Dr. David Belcher) is divided into 5 Colleges and 1 School: College of Arts and Sciences; College of Business; College of Education and Allied Professions; College of Fine and Performing Arts; College of Health and Human Sciences; and Kimmel School of Construction Management and Technology.

The College of Education and Allied Professions (dean, Dr. Dale Carpenter) is divided into 3 Units: Department of Human Services; Department of Psychology; and School of Teaching and Learning.

The Department of Human Services (department head, Dr. Dale Brotherton) is divided into 7 umbrella Programs: Birth-Kindergarten Education (director, Dr. Cathy Grist); College Student Personnel (director, Dr. Adriel Hilton); Counseling (director, Dr. Lisen Roberts); Educational Leadership (director, Dr. Kathleen Jorissen); Human Resources (director, Dr. John Sherlock); Parks and Recreation Management (director, Dr. Ben Tholkes); and School Administration (director, Dr. Ann Allen).

## **MISSION, GOALS, AND OBJECTIVES**

### **Western Carolina University**

Western Carolina University is a regional comprehensive university within the University of North Carolina system. Western Carolina University serves the people of North Carolina from its residential main campus at Cullowhee, situated between the Blue Ridge and Great Smoky Mountains, and through its resident credit programs in Biltmore Park (Asheville) and Cherokee as well as distance education sites and programs. Western Carolina University is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees based on race, color, national origin, religion, gender, age, sexual orientation, or disability. Teaching and learning constitute the central mission of Western Carolina University. The University seeks to create a community of scholarship in which the activities of its members are consistent with the highest standards of knowledge and practice in their disciplines.

The university's commitment to service, research and creative activities complements its central mission and extends the benefits of its scholarship to society. As a major public resource for western North Carolina, the University assists individuals and agencies in the region through the expertise of its faculty, its staff, and its students.

### **The College of Education and Allied Professions**

The primary role of the College of Education and Allied Professions (CEAP) is to prepare educators, counselors, psychologists, recreation personnel, and other human service specialists at both entry and advanced levels. These professionals will staff public elementary, secondary, postsecondary schools, sport and recreation agencies, and other human service organizations in North Carolina and the region beyond. The College fulfills its mission by developing and maintaining a community of scholars that promotes and recognizes good teaching, service, and research.

The mission of the CEAP professional education programs at Western Carolina University is to prepare highly effective and ethical graduates that are **inspired** to be lifelong learners, **engaged** in the community, and empowered to become leaders who strive to **transform** the future.

## **Clinical Mental Health Counseling and School Counseling Graduate Programs**

The Western Carolina University (WCU) graduate programs in Clinical Mental Health Counseling and School Counseling are in the Department of Human Services within the College of Education and Allied Professions. As part of Western Carolina University, the counseling programs do not discriminate against applicants or students based on race, color, national origin, religion, gender, age, sexual orientation, or disability.

The mission of the counseling programs is to subscribe to the standards of the Council for Accreditation of Counseling and Related Education Programs (CACREP) and prepare ethically bound professional counselors for entry-level counseling positions in clinical and school settings. The faculty teach and supervise across program areas and focus on excellence in the preparation of professional counselors regardless of the setting in which graduates will be employed. Instruction in counseling is founded upon commitment to the belief that individuals are valuable, responsible, and capable and that counselors work to create the conditions in which people prize themselves as human beings and act accordingly. Counseling faculty are committed to creating teaching-learning environments that encourage the active participation and reflection of students. Students are invited to join faculty in advocating for clients' human rights and for professionalism which requires adequate reflection and careful consideration of the interest and welfare of the persons affected by their decisions.

The WCU counseling programs serve the needs of people in the seventeen westernmost counties in North Carolina, a region that extends from the foothills bordering South Carolina to remote mountainous areas bordering eastern Tennessee and northern Georgia. This area includes the highest mountains east of the Mississippi with elevations exceeding 6,000 feet and the scenic Blue Ridge Parkway weaving across the mountain ridges and valleys. Growing urban communities in the region, such as Asheville and Hendersonville, are attracting an influx of both young professionals and retirees from across the nation. Students in the counseling programs bring a wide diversity of backgrounds, experiences, and cultural exposure that enrich and enliven the quality of learning for students and faculty.

In order to accommodate students from this wide geographical area, counseling courses are offered at the main WCU Cullowhee campus and at the WCU satellite campus at Biltmore Park in Asheville. Counseling faculty travel and offer courses on both campuses. The two campuses are approximately one hour apart and are connected by Interstate 40 and US Highway 74. Students are encouraged to carpool to extend their support networks and professional connections beyond the classroom setting.

The WCU counseling programs have served both full-time and part-time students since 1960. The clinical mental health and school counseling programs have been CACREP accredited since 1993. Most classes are offered in the evenings to provide opportunities for part-time enrollment. Enrollment in summer coursework is required to complete the 60-hour programs.

### **Program Specific Goals**

Program specific goals are as follow:

1. The M.S. program in clinical mental health counseling prepares individuals for employment as counselors in entry-level positions in diverse settings such as mental health and substance abuse centers, juvenile court and public offender systems, residential treatment centers,

community and four-year college counseling/career planning centers, non-profit organizations, etc., and for private practice after establishing state licensure. Students are eligible to complete the National Counseling Exam in their final semester and are strongly encouraged to do so as part of their preparation toward meeting the requirements for state licensure as professional counselors.

2. The M.A.Ed. program in school counseling prepares individuals for employment as counselors in entry-level positions in public elementary, middle, and high schools. Graduates will be prepared to design, implement, and evaluate school counseling programs consistent with the current models of school counseling described by the North Carolina Department of Public Instruction and the American School Counseling Association. Students will meet requirements for licensure as K-12 school counselors in North Carolina as established by the North Carolina Department of Public Instruction. Students are eligible to complete the National Counseling Exam in their final semester and are strongly encouraged to do so as part of their preparation toward meeting the requirements for state licensure as professional counselors.

The objectives of the M.S. and M.A.Ed. programs in clinical mental health counseling and school counseling are periodically reviewed and updated to reflect the knowledge, skills, experiences, and values necessary for counselors to function effectively in the roles for which their programs prepare them. These objectives are assessed at least every three years by WCU counseling faculty, students, alumni, field supervisors, employers of graduates, and the WCU Counseling Programs Advisory Committee. Data from the 2012 survey of program objectives are available upon request.

### **Clinical Mental Health and School Counseling Program Objectives**

The following clinical mental health and school counseling program objectives are based on the standards of various accrediting bodies including CACREP, Southern Association of Colleges and Schools (SACS), and National Council for Accreditation of Teacher Education (NCATE); the requirements of the North Carolina Board of Licensed Professional Counselors and the North Carolina Department of Public Instruction; and the ethical standards of the American Counseling Association and the American School Counseling Association.

The counselor-in-training demonstrates:

1. Commitment to the belief that individuals are valuable, responsible, and capable.
2. Knowledge and understanding of the foundation and development of the skills necessary in effective counseling relationships.
3. Knowledge and understanding of major counseling theories as they relate to effective practice.
4. Understanding of the multifaceted nature of human development across the lifespan from various theoretical perspectives.
5. Knowledge of societal change and the influences of culture, ethnicity, age, race, gender, sexual orientation, religion, conditions of disabilities, and the implications for counseling practice.
6. Understanding of theoretical foundations of group processes including developmental stages and group procedures as they relate to effective practice.
7. Knowledge of research types, understanding of basic statistics, and facility in problem identification, research design, and computer applications in data analysis.
8. Understanding of the basic concepts of group and individual measurement and evaluation, evaluation including the selection and administration of standardized and non-standardized group tests, proper interpretation of results, and their utilization in the helping process.

9. Knowledge and understanding of career development theories and their relevance for career and lifestyle analysis planning, and decision making.
10. Knowledge and understanding of family counseling including systems theory, family development across the lifespan, and various models of family therapy.
11. Professional orientation based on knowledge and understanding of such areas as ethical and legal issues, professional roles and functions, credentialing, and professional organizations.
12. Understanding the dynamics of my behavior/attitudes, a willingness to grow personally and professionally, and a means of self-evaluation which together enhance the development and effective practice of my personal model of counseling.
13. Skills in establishing and maintaining individual and group relationships through supervised experiences that facilitate the integration of the knowledge base of counseling with my personal counseling model.
14. The skills necessary to formulate effective treatment plans and use the Diagnostic and Statistical Manual of Mental Disorders (DSM) (current edition) in a counseling session.
15. **(school counselors only)** Knowledge and understanding necessary for the design, development, maintenance, evaluation, and improvement of a comprehensive developmental school counseling program.
16. **(clinical mental health counselors only)** Understanding of the growth and scope of clinical mental health counseling settings, including professional practices, environmental influences, variety of work options, and anticipated trends.

## PROGRAM DESCRIPTIONS

The programs in School Counseling and Clinical Mental Health Counseling are accredited by the Council for the Accreditation of Counseling and Related Educational Programs. Program requirements, including the length of the programs, field placement hours, and curriculum are consistent with current CACREP standards. CACREP requires curriculum in eight core areas for all students in the program. The areas are professional identity, social and cultural diversity, human growth and development, career development, helping relationships, group work, assessment, and research and program evaluation.

WCU's programs in counseling provide students with academic and field-based experiences leading to the Master of Arts in Education (MAEd) in School Counseling or Master of Science (MS) degree in Clinical Mental Health Counseling. The CACREP-accredited School Counseling and Clinical Mental Health Counseling programs are 60 semester hours requiring a minimum of two years including at least one summer. Requirements in both programs include 39 hours in specified core coursework; a 3-semester-credit 150-hour practicum followed by a 3-semester-credit 600-hour full-time internship, as well as specific course requirements in each program area.

### M.A.Ed. in School Counseling

The School Counseling program at Western Carolina University prepares individuals for employment as counselors in public school settings at elementary, middle and high school levels and leads to a recommendation for licensure by the North Carolina Department of Public Instruction. A school counselor is a professional counselor who possesses knowledge and skills in the basic counseling core areas: human growth and development, social and cultural foundations of counseling, helping relationships, groups, evaluation, and professional counselor orientation. In addition, school counselors are knowledgeable about school settings and have competence in designing and implementing kindergarten through grade 12 (K-12) school counseling programs.

School counseling programs are comprehensive and developmental in nature and are designed to be

integral to a school's total educational plan. School counseling programs focus on the identification, development, implementation and evaluation of interventions and strategies that meet the diverse social, emotional, and academic needs of children and adolescents in a multicultural society. School counselors organize their work schedules around the following basic interventions: individual counseling, small group counseling, large group guidance, consultation, and program development.

School counseling programs are differentiated at school levels by the developmental stages of students and related interests, tasks, and challenges. Developmental counseling programs are designed for all students, emphasize personal growth and individual potential, and are directed toward helping students learn more effectively and efficiently. School counselors work with students, teachers, parents and caregivers, school administrators, and other school personnel, and utilize community resources to meet these goals.

### M.S. in Clinical Mental Health Counseling

The Clinical Mental Health Counseling program at Western Carolina University prepares students for employment at the entry level as counselors in diverse mental health agency settings. Students in this program must consult with their advisors to select elective courses that are in harmony with their career goals. In addition to the professional core, curricular studies will include the following topics relevant to clinical mental health counseling: history, trends, philosophy, purposes, ethics, legal aspects, standards, professional roles, organizational and administrative structures, staffing patterns, typical physical facilities, employment and evaluation procedures, operational resources, grant writing, provisions for continuing professional development, relationships between the various counseling and helping services within that system, and supervision of counselors.

Most employers of clinical mental health counselors provide or require beginning counselors to take additional training appropriate to the needs of their clientele and to meet the requirements of licensure or certification agencies, as applicable.

## **PROGRAM REQUIREMENTS**

**Students are responsible for meeting with their advisors before or during their first fall term of enrollment.** At this initial meeting, students will review the planning sheet containing a listing of course requirements, and will develop, in consultation with their advisors, a tentative schedule of courses to complete their programs. Students receive program planning sheets during the applicant interview and/or from their advisor, and the forms are contained at the end of this handbook.

**Professional Core is 39 required semester hours for all students in school and clinical mental health counseling programs to meet the program's requirements designed to comply with CACREP's core curriculum.**

**Professional Core courses for all counseling students are:**

- COUN 602, Professional Orientation and Ethics 3 hours
- COUN 605, The Helping Relationship 3 hours
- COUN 610, Family Counseling 3 hours
- COUN 615, Cross Cultural Counseling 3 hours
- COUN 617, Addictions Counseling\* 3 hours

- COUN 625, Developmental Perspectives in Counseling 3 hours
- COUN 630, Theories and Techniques of Counseling 3 hours
- COUN 633, Crisis Counseling 3 hours
- COUN 635, Group Methods in Counseling 3 hours
- COUN 640, Measurement and Appraisal in Counseling 3 hours
- COUN 650, Career Development 3 hours
- COUN 667, DSM & Effective Treatment in Counseling 3 hours
- COUN 670, Research in Counseling\*\* 3 hours

\*or SOCW 520: Addictions

\*\*or EDRS 602: Methods of Research

The philosophy of the counseling programs is that students are prepared above all to be professional counselors followed by specialization in school or mental health counseling. The core is designed to promote the overall development of counselors in eight core areas: professional orientation, helping relationships, group work, appraisal, social and cultural foundations, life-span development, career development, and research and evaluation in counseling.

### **Areas of Specialization - 21 semester hours**

School and Clinical Mental Health Counseling each have 21 hours of specialization that include required courses, elective courses, practicum and internship. Specialization courses are listed below.

### **Specialization Coursework**

#### **School Counseling (15 required hours+ 3 guided elective hours)**

COUN 620 - Counseling Children and Adolescents	3 hours
COUN 645 – Consultation and Collaboration	3 hours
COUN 660 - School Counseling Program Development	3 hours
COUN 665- Implementating School Counseling Programs	3 hours
COUN 686 - Practicum	3 hours
COUN 687 - Internship	3 hours

#### **Approved Guided Electives (3 hrs)**

##### **Counseling Elective (3 hours: Consult with advisor)**

COUN 637- Expressive & Creative Arts in Counseling	3 hours
COUN 677- Spirituality in Counseling	3 hours
Additional topics as offered (Play Therapy, Sexuality)	

#### **Clinical Mental Health Counseling (12 required hours + 9 guided elective hours)**

COUN 623 - Introduction to CMH Counseling	3 hours
COUN 624- CMH Grant Writing & Program Management	3 hours
COUN 686 - Practicum	3 hours
COUN 687 – Internship	3 hours

##### **Approved Guided Electives (9 hours: Consult with advisor)**

COUN 611 – Couples Counseling	3 hours
COUN 620 - Counseling Children and Adolescents	3 hours
COUN 622 - Counseling Older Persons	3 hours

COUN 677- Spirituality in Counseling	3 hours
COUN 637- Creative and Expressive Arts in Counseling	3 hours
Additional topics as offered (Play Therapy, Sexuality, Integrated Care)	

### Suggested Order of Study

Each student **must** meet for advising with the assigned advisor before the end of her or his first fall semester. Counseling students maintain either full-time or part-time status while completing the program and may change status as their circumstances require. Students need to notify their advisor when enrollment status changes and review how such change will impact the program plan. Part-time students are encouraged to enroll in six credits per semester to expedite their progression through the program. To be full-time, students must enroll in at least nine (but typically twelve) credits per semester. Full-time students may apply for Graduate Assistantships.

All students must complete the professional core and meet the requirements of the school or clinical mental health counseling specialization to meet minimum degree program of 60 hours. Summer work will be required to complete the 60 hours. The following is a recommended plan of study, however, all students must meet with their advisor to plan a course of study.

### **Course scheduling for full-time students entering Fall 2014**

(SC = School Counseling; MH = Clinical Mental Health Counseling)

#### **2½ year option**

<u>Fall 2014</u>	<u>Spring 2015</u>	<u>Summer 2015</u>
602	615	650
623 (MH) or 660 (SC)	630	COUN elective (MH)
605	625	or COUN 645 (SC)
640	620 (SC) or 667 (MH)	
<u>Fall 2015</u>	<u>Spring 2016</u>	<u>Summer 2016</u>
610	633	COUN elective
635	624 (MH) or 665 (SC)	
617	COUN elective (MH) or 667 (SC)	
EDRS 602	686	
<u>Fall 2016</u>		
687		

#### **2 year option**

<u>Fall 2014</u>	<u>Spring 2015</u>	<u>Summer 2015</u>
602	615	650
623 (MH) or 660 (SC)	630	COUN elective (MH)
605	625	or COUN 645 (SC)
640	667	
	620 (SC) or other COUN elective (MH)	
<u>Fall 2015</u>	<u>Spring 2016</u>	<u>Summer 2016</u>
610	633	COUN elective
635	624 (MH) or 665 (SC)	EDRS 602

617  
686

687

Required counseling courses (SC and MH)

COUN 602 - Professional &amp; Ethical Issues in Couns

COUN 605 - The Helping Relationship

COUN 610 - Family Counseling

COUN 615 - Cross-Cultural Counseling

COUN 617 - Addictions Counseling

COUN 625 - Counseling: Developmental Perspectives

COUN 630 - Theories and Techniques of Counseling

COUN 633 - Crisis Intervention Counseling

COUN 635 - Group Methods in Counseling

COUN 640 - Measurement and Appraisal in Counseling

COUN 650 - Career Development

COUN 667 - DSM &amp; Effective Treatment Plan. in Couns

EDRS 602 - Research Methods

COUN 686 - Practicum in Counseling

COUN 687 - Internship in Counseling

SC only

COUN 620 - Counseling Children &amp; Adolescents

COUN 645 - Consultation &amp; Collaboration

COUN 660 - School Counseling Program Development

COUN 665 - Implementing School Counseling Programs ("capstone")

1 guided elective

MH only

COUN 623 - Intro to Clinical MH Counseling

COUN 624 - CMHC Grant Writing &amp; Program Management ("capstone")

3 guided electives

**Course scheduling for part-time students entering Fall 2014****(SC = School Counseling; MH = Clinical Mental Health Counseling)****3 year option ("slow track" full-time; 3 courses per semester)**Fall 2014

602

623 (MH) or 660 (SC)

605

Spring 2015

615

630

625

Summer 2015

650

COUN elective

Fall 2015

610

617

635

Spring 2016

633

620 (SC) or COUN elective (MH)

667

Summer 2016

COUN elective (MH)

or COUN 645 (SC)

Fall 2016

640

EDRS 602

686

Spring 2017

624 (MH) or 665 (SC)

687

**4 year option (part-time; 2 courses per semester)**Fall 2014

602

623 (MH) or 660 (SC)

Spring 2015

620 (SC) or COUN elective (MH)

615

Summer 2015

650

EDRS 602

Fall 2015

605

Spring 2016

625

Summer 2016

COUN elective (MH)

640	630	or COUN 645 (SC)
<u>Fall 2016</u>	<u>Spring 2017</u>	<u>Summer 2017</u>
610	633	COUN elective
617	667	
<u>Fall 2017</u>	<u>Spring 2018</u>	
635	624 (MH) or 665 (SC)	
686	687	

Required Counseling courses (SC and MH)

COUN 602 - Professional & Ethical Issues in Couns

COUN 605 - The Helping Relationship

COUN 610 - Family Counseling

COUN 615 - Cross-Cultural Counseling

COUN 617 - Addictions Counseling

COUN 625 - Counseling: Developmental Perspectives

COUN 630 - Theories and Techniques of Counseling

COUN 633 - Crisis Intervention Counseling

COUN 635 - Group Methods in Counseling

COUN 640 - Measurement and Appraisal in Counseling

COUN 650 - Career Development

COUN 667 - DSM & Effective Treatment Plan. in Couns

EDRS 602 - Research Methods

COUN 686 - Practicum in Counseling

COUN 687 - Internship in Counseling

SC only

COUN 620 - Counseling Children & Adolescents

COUN 645 - Consultation & Collaboration

COUN 660 - School Counseling Program Development

COUN 665 - Implementing SC Programs ("capstone")

1 guided elective

MH only

COUN 623 - Intro to Clinical MH Counseling

COUN 624 - CMHC Grant Wtg & Pgm Mgt ("capstone")

3 guided electives

\*Part-time student plans are individualized in consultation with advisor

### Independent Study Process (COUN 680)

The goal of independent study (COUN 680) is to allow students to extend their knowledge base beyond the scope of core and elective courses offered within the program. In addition, the further exploration of specific topics of interest may contribute to a student's development of specialized area of expertise in counseling. The choice of topic lies with the students, but may be stimulated by discussion with faculty. **It is NOT appropriate that independent study replace core curriculum courses or current elective courses being offered.**

Independent study involves the student working closely with a particular faculty member or members to fulfill predetermined objectives agreed upon by both the student and faculty member from the outset. Independent study may supplement regularly offered core and elective classes, but may not replace core curriculum courses or elective classes offered during that same semester. Special extenuating circumstances may apply and must be approved by the counseling faculty. Consistent with Graduate School guidelines, students may complete no more than 6 semester hours of independent study.

#### Procedures for independent study.

1. During the preceding semester that the independent study is to take place, the student must notify their advisor of their intent to complete an independent study.
2. The student and advisor will review the student's program of study to determine how the independent study will fit into their plan.
3. The student and advisor can discuss possible persons on the faculty with expertise in the area of interest who could serve as the instructor for that independent study and approach that person, requesting an independent study with him or her.
4. The student then must write a brief proposal for their independent study outlining goals, objectives, assignments, along with specific timeline for completion, and number of credit hours that will be assigned for the independent study to be completed.
5. A copy of this proposal will be presented during a faculty meeting by the faculty member overseeing the independent study to the counseling faculty for approval.
6. Upon approval, the faculty member overseeing the independent study can then come to a mutual agreement with the student concerning expectations for completion of the independent study, and document this, to be kept on file with the counseling program director.
7. Once everything is in place for the independent study, the faculty member who is overseeing the student's independent study will notify the program director so COUN 680 with the proper title and instructor name will be included during that semester to correspond with the independent study.

#### Comprehensive Examination

A written comprehensive essay examination is required for completion of the counseling degree. The examination is offered two times per year, once in the fall and once in the spring. The comprehensive examination consists of case study questions designed for students to demonstrate application of integrated knowledge from the professional core courses in the counseling program. Students are eligible to take the comprehensive examination in or after the

final semester in which they are completing counseling core courses. The exam is given on the campus at Western Carolina University in Killian Building. Students begin and complete the exam between the hours of 9:00 AM and 3:00 PM. The first set of exam questions will be completed between 9-Noon with an hour lunch break from Noon until 1pm. The second set of questions will be completed between 1 and 3 PM.

The Counseling Program will determine specific the date for each semester's comprehensive exam at the beginning of each academic semester. Students wishing take the exam should inform t the program comps coordinator at least one month prior to the exam date. At that time, any request for special testing conditions should be made in writing and submitted to the faculty coordinator of the Comps exam (Dr. Heather Thompson).

Faculty “blind” score separate exam essays for each core content area. Grading from the comprehensive (Comp) exam are, for each of the nine content areas: High Pass (exceptionally well written and well-supported response); Pass (overall strong response); Low Pass (minimally acceptable response); or Incomplete (inadequate or insufficient response). Results of the comprehensive examination are mailed to students. If a student receives one to three Incompletes on the Comp exam, they must promptly and on their own initiative meet individually with each instructor responsible for scoring the relevant core area(s) to satisfy their demonstration of knowledge in each relevant area. If a student receives four or more Incompletes on the Comp exam, s/he must redo the entire comprehensive exam the following semester. If after a second attempt at the Comp exam a student still receives four or more Incompletes, the faculty will develop an individual remediation plan for the student.

The case study comprehensive examination will be drawn from content in the following courses:

- COUN 605 - The Helping Relationship
- COUN 610 - Family Counseling
- COUN 615 - Cross Cultural Counseling
- COUN 625 - Counseling: Developmental Perspectives
- COUN 630 - Theory and Techniques of Counseling
- COUN 635 - Group Methods
- COUN 640 - Measurement and Appraisal in Counseling
- COUN 650 - Career Development
- COUN 667 - Diagnosis and Treatment in Counseling

### **FIELD EXPERIENCES**

Students must complete two field experiences prior to earning their degrees, COUN 686 (practicum) and COUN 687 (internship). Practicum and internship requirements comply with or exceed CACREP requirements.

**Field Experiences (686, 687) are offered during the fall and spring semesters only.**  
**Students must apply for each field placement in the semester prior to the semester in which they intend to enroll** (i.e., a student wishing to be in practicum in the fall must apply in the prior spring semester). The student must show that she or he has met or can meet all pre-requisite and co-requisite course requirements and must be approved for field experience by the counseling

faculty to be permitted to enroll in field placement courses.

**COUN 686 - Practicum** Requirements include documenting 150 contact hours during a semester. A student acquires the contact hours in the following ways: one hour of individual supervision a week is scheduled with the assigned faculty supervisor; three hours every other week is scheduled for group supervision during the scheduled class meeting time; a minimum of eight hours a week is scheduled at the practicum site. Forty (40) of the 150 contact hours must consist of direct services to clients. Direct service hours must be documented by the student and can consist of individual and group counseling, consultation, testing and test interpretation, and classroom guidance/training activities in which the counselor-in-training takes an active role. Students are to schedule weekly meetings with their site supervisors for case management purposes.

**COUN 687 - Internship** Internship requires that the student document 600 contact hours during the semester. Of that total, 240 hours must consist of direct services to clients. Categories of direct services are the same as in the practicum. Group supervision occurs during the scheduled internship class every week for three hours. Individual supervision is scheduled weekly, for one hour at the site typically with the site supervisor.

Through special, written request, and upon approval by the counseling faculty, internship may be completed in two semesters (300 hours per term). Any student with an approved “split internship” is required to attend group supervision and receive weekly individual supervision and meet all contract obligations both semesters, as well as register for at least one credit hour of continuing education during the final semester of university enrollment.

**Students are required to show proof of liability insurance coverage to participate in both practicum and internship.** Additional requirements of the field experience courses are included in the course syllabi and in the field placement contracts.

#### Placement Process for Field Experience

**In order to be eligible to enroll in either practicum or internship, a student must have a GPA of 3.0 and no grade of incomplete.**

Students apply for field experiences the semester before they plan to enter practicum or internship. The student must have met or will meet course prerequisites prior to the semester that they wish to enroll. When students apply, approval for field experience is not automatic. Each applicant's progress in the program is reviewed to determine the degree of readiness for the field

experience. Approval for field experiences by the faculty indicates their confidence in the applicant to complete the experience successfully.

The process for placement into field experiences (practicum and internship) within the counseling program at Western Carolina University consists of the following steps:

### 1. Announcement of Deadlines and Required Meeting for Applying for Field Placements

Deadlines for receiving applications are **October 1** for spring semester and **March 1** for fall semester. If these days fall on a weekend or holiday, applications can be submitted on the following weekday. Field placement applications are on line at the program website, <http://counseling.wcu.edu> (link to “Counseling Resources”).

The Field Placement Coordinators will schedule a **required** meeting (to be held in person or via video) for practicum and internship field placement applicants during the application process. Students should review their handbook and placement procedures prior to this meeting. An email announcement of the time, dates, and format for these meetings will be made.

**It is the student’s responsibility to meet the application deadlines and attend (or watch via video) the required field placement**

### 2. Application Process

It is imperative that students meet the above stated deadlines. Faculty will be acting on the applications quickly in order to schedule field placement sections for the coming semester.

Students applying for a field placement must:

- a) make an appointment with their advisor in order to review progress in the program, as well as to discuss possible options for field placements.
- b) review the field placement notebooks located in Killian Building and Biltmore Park prior to meeting with their advisor. After conferring with their advisor, if students know of possible new sites, students are to contact the appropriate Field Placement Coordinator (Dr. Robertson for school; Dr. Frick for clinical mental health) who will determine if sites comply with accreditation standards for field placement.
- c) complete the field placement application and meet with the advisor.
- d) when application is complete, it is reviewed and signed by the student’s advisor and then submitted to the appropriate Field Placement Coordinator (Dr. Robertson, school; Dr. Frick, clinical mental health). Incomplete applications will be returned.

### 3. Approval

At the faculty meeting following the application deadline, all applications are reviewed by the faculty. A decision is first made to accept or not accept a student into a field experience. This

decision is based on a student's progress in the program. **The decision to admit into a field experience is significant.** Placement means the faculty trusts the readiness of a person to assume the role of counselor-in-training and perform in a professional setting. This decision is not made lightly by faculty. If it is determined that a student is not ready for a field experience for any reason, the student's advisor, field placement coordinator, and/or program director will discuss that decision and future options with the student.

The second faculty decision is to review approved students' requests for field placement. Considerable discussion occurs about where to best place each student. When placement sites are considered, the listing of preferences on the application by the applicant are considered. Faculty reserve the right to place students in the setting that will best meet the needs of the students and expectations and requirements of the program. Note that interns are placed before practicum students.

In order to comply with CACREP standards, faculty supervisors of individuals are limited to a maximum of six students per supervisor for practicum, and internship group sections are limited to a maximum of twelve students. Every effort is made to place all approved applicants in field experience sections. It is possible that an approved student may not be placed in a field experience section because of limited space. Preference is given to students who have been enrolled full-time for two consecutive semesters prior to enrollment in the field experience.

#### 4. Assignment To Course Sections

Final decisions for the exact number of sections, the day(s) and times that they will meet, and the faculty and students assigned are determined after placement decisions have been made. Based on approved students' anticipated schedules for the next semester, the Field Experience Coordinators and Program Director assign students to field experience sections. Students are notified by email of the section to which they are assigned, when and where that section will meet, and who the faculty person assigned to the section will be. Students register for sections according to the instructions they receive from the Field Experience Coordinators or Program Director.

Assignments to sections may be in Cullowhee or Biltmore Park. Group supervision for the field experiences occurs during the assigned class time. Weekly individual supervision with the university supervisor is required during practicum and will be scheduled individually with the supervisor for one hour per week outside of class time at either the WCU or BP campus. Weekly individual supervision during internship is typically with the site supervisor at the site.

#### 5. Field Placement

CLINICAL MENTAL HEALTH COUNSELING (CMHC): Once students in the CMHC program have discussed appropriate sites with their advisors and have been approved by faculty to pursue practicum/internship placement, students can proceed according to following course of action:

- a. Call and ask for the practicum/internship coordinators in the agreed upon sites to see if they are interested in hosting a practicum/internship student and can meet the requirements as described in the practicum/internship contract. \*\*Be persistent with emails and phone calls to site supervisors but after 3 unreturned phone calls and emails, consult with the CMHC Field Placement coordinator, Dr. Melodie Frick, to discuss options.
- b. If the site coordinator/supervisor is interested, schedule an interview as soon as possible to discuss your interests, site requirements, and the WCU contract to determine if the placement will work. The purpose of the interview is for both parties to evaluate the potential for an excellent placement. The site supervisor must have a minimum of a master's level degree in Counseling, Clinical Psychology, Social Work or a similar area and 2 years' experience in the field. \*\*Bring copies of your updated resume/vita and the CMHC practicum/internship contract.
- c. Once a site coordinator/supervisor has agreed to host you, discuss issues related to starting dates and orientation to the agency. (You may not begin client contact until the WCU semester begins.)
- d. Last, complete the Field Placement form provided by the WCU Field Placement Coordinator. The information needed includes: (a) your name, (b) agency name, address, phone number and email, (c) site supervisor's name, highest degree, and years of post graduate experience. \*\*It is advised to ask for the site supervisor's business card after the interview since it will contain much of the needed aforementioned information.

\*\*The CMHC Field Placement Coordinator, Dr. Melodie Frick, is available to advise and consult with you and site supervisors throughout this process.

**SCHOOL COUNSELING (SC):** Each applicant must identify three school sites along with site supervisor information on their application for enrollment in a field experience. Upon agreement by the faculty, a ranking of sites is determined and the SC Field Experience Coordinator then proceeds with the placement process. Once an agreement is reached for placement, the SC Field Experience Coordinator then contacts the appropriate person at the individual school and/or district level to arrange an interview for the student. The purpose of the interview is for both parties to evaluate the potential for an excellent placement. The site supervisor must be a licensed school counselor with a minimum of 2 years experience in school counseling. If both parties indicate agreement to the placement, the Field Placement Coordinator then authorizes it. Some sites require a background check at the student's expense before agreeing to placement.

\*\*The SC Field Placement Coordinator, Dr. Phyllis Robertson, is available to advise and consult with you and site supervisors throughout this process.

### Continuity of Training during Field Placement

Continuity of training and professional responsibility are important issues in counselor training programs. Faculty in our program constantly monitor continuity of the training received by our students by reviewing the program-related activities conducted in the classroom, laboratory, and agency and school sites.

Counseling faculty are professionally responsible to counselors-in-training, personnel at the field placement sites, and clients who are served by our students. Responsibility to students includes seeing that each student is provided with appropriate classroom, laboratory, and field experience opportunities to develop skills and expertise required of a beginning-practicing counselor. Responsibility to the personnel at field placement sites includes assigning students who are developmentally ready to be at the site and assuring the site that the student will be present for a specified period of time. It is also the professional responsibility of the program to ensure that students are aware of and uphold the ethical standards set forth by the American Counseling Association when counseling with clients.

Becoming a counselor is a process that develops over time. Students and faculty realize that the period of fifteen weeks at a field placement site is a minimal amount of time for the student to receive the fullest benefits of the training experience. If significant disruption occurs during the field experience, the student's continuity of training and the overall maintenance of professional responsibility will be examined. To ensure continuity of training and professional responsibility during a student's field experience, the following policy exists:

1. A student is expected to complete field experiences requirements at the field placement site that she or he is assigned. If 10 satisfactory practicum recordings are not submitted by the end of the semester in which the student is enrolled in practicum, the student will receive a grade of Incomplete and be required to continue in practicum the following semester and will be ineligible to begin internship during that same semester. Internship will be delayed until the subsequent semester after practicum is successfully completed.
2. Students are discouraged from requesting a change from an assigned placement site prior to beginning the field experience. However, should a student need to request a change, it must be made in writing to the Field Placement Coordinator. The request must be received by December 15<sup>th</sup> for the spring semester and by August 1<sup>st</sup> for the fall semester. The Field Placement Coordinator will explore with the student the feasibility of the proposed change of placement sites.
3. If a student, for personal reasons, leaves the placement site before completion of field experience, she or he will be expected to withdraw from the field experience course or receive an unsatisfactory grade. The student must understand that because of program demands, she or he may not be assigned a placement site for the following semester. A student who chooses to withdraw from a field placement site should discuss options for future field placement assignment with his or her advisor to determine when it would be best to reapply for field placement. Students who withdraw from the field experience course must follow the procedures established by the Registrar to be removed officially from the class roll.

4. If the field placement site fails to provide adequate opportunities for the student's training, it is possible that faculty will move a student to a different site or require the student to spend additional time at the current site to obtain the needed client contact hours. Should this occur during the student's practicum experience, it is possible that a student could be delayed from entering the internship experience or the student (at the discretion of the faculty supervisor) could be given an "Incomplete." Specific guidelines for completion of practicum requirements during the early stages of the internship experience will be presented to the student and the on-site supervisor. **Client contact hours acquired during practicum cannot be counted toward completion of internship.**

### Field Placement Retention

In the case of unsatisfactory performance, the student may be required to leave a field placement site before completion of the requirements. An on-site or faculty supervisor could make this request for reasons including the following:

- Unprofessional behavior by the student\*
- Unethical behavior by the student\*
- Student shows a lack of satisfactory progression in the acquisition of clinical skills

\*Professional and ethical behavior is defined by the current edition of the American Counseling Association Ethical Standards and by the WCU Graduate Catalog.

In situations where a possibility exists that a student could be removed from the field placement site, the following steps will be followed:

- a. The faculty supervisor will alert the appropriate Field Placement Coordinator and the student's advisor to the situation.
- b. The faculty supervisor will talk with the field placement site supervisor in order to gather information about the behaviors in question.
- c. The faculty supervisor will discuss the situation and the questionable behaviors with the student.
- d. If it appears that removal of the student from the site is the most appropriate action to take, then the site and the student will be informed. A failing grade may result from the student's removal from the field experience.
- e. The student will meet with his or her advisor to process the events. When appropriate, possible plans for continuing in the program and remediation required by the faculty will be discussed.

## PROGRAM EXPECTATIONS

Before students enter the program they receive the document below, the Informed Consent for WCU Counselors in Training, which they are to read and to sign a statement indicating that they understand this consent.

### Informed Consent for WCU Counselors in Training

The faculty members in the Western Carolina University counseling programs are dedicated to the personal growth and development of our counselors in training. We consider personal development to be at least as important as the professional and educational development of the counselor. Counseling involves the full integration of self throughout the counseling process with the client. Therefore, understanding of one's own personal characteristics is as critical as the knowledge and skills related to "being" an effective counselor. There will be an emphasis in many of your courses on identifying and exploring personal issues and concerns, especially those which may impede your effectiveness as a counselor. Examples might include: exploring family-of-origin experiences and unresolved issues; identifying successful and unsuccessful movement through developmental transitions; identifying group membership situations that might lessen your ability to effectively lead groups; etc. You need to know specifically, as part of your group methods class, you will be expected to engage in "here and now" self-exploration and interpersonal issues with your peers within a group experience with your professor present. This experience in the group methods class will be an un-graded but required experience for all students in the program.

It is not uncommon for people in our profession to feel uncomfortable with a focus on personal development even though, as counselors, we routinely ask our clients to focus on themselves. We encourage you as a counselor-in-training to stretch and to risk more than you might normally be prepared to do. When coursework asks for self-exploration, creating comfort may not be the desired goal; however, the faculty is committed to creating a safe environment for all students. You can contribute to your own safety by understanding, while personal self-disclosures are part of your coursework, only you can decide what aspects of your personal life you are willing to share. **You, as do clients, have the right to personal privacy. You have the right to choose what you share with faculty and students as well as the right to pass in situations in which you feel uncomfortable without reprisal from a faculty member.** You have the right to expect not to be judged or graded negatively for disclosures you make in class or in an assignment. If at any time, you feel a faculty member has not honored this agreement, you may follow the academic appeals procedure as stated in the WCU Graduate Catalog.

Because the counseling program has a professional responsibility (current CACREP and ACA Ethical Standards) to monitor a student's development as a professional counselor, if you disclose information that indicates you are (*have*) engaged in unprofessional or unethical behavior a faculty member may present a concern to the program faculty as a whole for review. This review could result in (1) a program faculty discussion and a decision that the matter does not warrant action, (2) a program faculty discussion and a decision to pursue the concern by beginning a dialogue with you that is educational in nature and might lead to a remediation plan. If a remediation plan is implemented and if the remediation plan is not achieved within a given time limit the student will not be approved to enroll in additional coursework (Counseling Student Handbook, Progress Evaluation and Retention). This process is consistent with the

program's ongoing policy of evaluation for all students as stated in the Counseling Program's Student Handbook, The WCU Graduate Record, and current ACA Ethical Standards.

### Faculty Expectations of Student Progress

The Counseling faculty is committed to supporting students as they progress through the program. Faculty systematically review progress of each student each semester. Areas considered for review are:

- Academic Performance
- Professional and Personal Development
- Clinical Skill Development/Performance

#### Academic Performance

It is the expectation of the Counseling faculty that students' academic performance in all courses will be B or above. A GPA of 3.0 is required for graduation. The student's advisor and the Counseling Program Director have access to the student's academic record, which is used to monitor the student's academic progress.

In compliance with the WCU Graduate school, a student who accumulates three grades of C or any grade of F will automatically be dismissed from the Graduate School and, therefore, from the counseling program. A student who has been admitted provisionally and fails to meet the terms of the provisional admission will also be dismissed from the Graduate School and the counseling program.

Counseling students are expected to comply with the WCU Academic Honesty Policy which states: Western Carolina University, as a community of scholarship, is also a community of honor. Faculty, staff, administrators, and students work together to achieve the highest standards of honesty and integrity. Academic dishonesty is a serious offense at WCU because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity. Academic dishonesty includes:

- A. Cheating-intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
- B. Fabrication-intentional falsification or invention of information or citation in an academic exercise.
- C. Plagiarism-intentionally or knowingly representing the words or ideas of someone else as one's own in an academic exercise.
- D. Facilitation of academic dishonesty-intentionally or knowingly helping or attempting to help someone else to commit an act of academic dishonesty, such as knowingly allowing another to copy information during an examination or other academic exercise.

Cases of academic dishonesty will be dealt with according to university procedures outlined in the WCU Graduate Catalog.

### Professional and Personal Development

Successful students are expected to develop professionally and personally during their time in, and after, completion of the Counseling Program. Faculty encourage, as well as monitor, the professional and personal development of each student during her or his academic coursework and field experiences.

Professionalism includes professional attitude, professional demeanor, and knowledge and application of ethical and professional standards. In accordance with the WCU Graduate Catalog, "Graduate students are expected to be familiar with and to adhere to the professional and ethical guidelines appropriate to their area of study. Failure at any time to adhere to the guidelines may result in immediate dismissal from the Graduate School."

Ultimately, counseling professionalism is the ability of a counselor to work with a variety of clients, with coworkers, and within and between agencies, schools, and other community organizations. All academic and field experience courses focus on the student's professional development.

Indicators of a student's professionalism include: class attendance, active participation in class discussion, on-time completion of class assignments, attendance at professional meetings, appropriate appearance, ability to engage in an open dialogue with faculty, and ability to work within an agency or school to deliver appropriate client services.

### Clinical Skill Development/Performance

Clinical skill strategies are taught and practice opportunities are made available throughout the student's program. Laboratory and other curricular experiences are designed to promote clinical skill development. Course syllabi indicate required competencies and methods of evaluation.

Courses that focus on key skill development components are COUN 605, 630, and 635. Interpersonal helping skills are taught in COUN 605: The Helping Relationship and evaluated through oral and/or written instructor critiques of video and audiotapes of role playing peer helping sessions. COUN 630: Theories and Techniques of Counseling introduces counseling theories and provides opportunities for students to observe and practice various theoretical counseling approaches. COUN 635: Group Methods provides opportunities for students to learn and practice leadership skills for group work.

Students are reviewed as to their readiness for field experience upon application. Professional and clinical performance is assessed throughout the student's practicum and internship field placement experience. In practicum, the student meets weekly for individual supervision and bi-weekly for group supervision with a university faculty supervisor. The student will also meet regularly with his or her on-site supervisor. In internship, the student will meet weekly for individual supervision with his or her on-site supervisor and weekly for group supervision with his or her university faculty supervisor. The purpose of supervision is to review and encourage clinical skill development. Supervision will also involve discussion of client progress, work

environment, and issues of professional development. Students are expected to demonstrate a developmental progression of clinical skill acquisition and responsiveness to supervision. If progression toward clinical skill acquisition does not occur and the student seems unresponsive to supervision, then the student's professional and clinical performance will be considered unsatisfactory.

Satisfactory academic performance does not always ensure satisfactory clinical performance. In other words, a student may make all As and Bs in their academic course work and have an unsatisfactory performance in their field experience. Clinical performance and professionalism are the defining criteria for a student's satisfactory completion of field experiences.

### **PROGRESS EVALUATION AND RETENTION**

Progress through the program for each student is systematically reviewed and evaluated by the faculty each semester with respect to academic performance, professional and personal development, and clinical skill development/performance.

Following discussion of pertinent information and observations concerning each student's progress, letters will be mailed indicating one of the following actions:

- Progress is determined to be developmentally appropriate and faculty have no current concerns.
- Minor concerns have been noted and the student is requested to meet with his or her advisor to discuss these concerns.
- Major concerns have been noted and the student is requested to meet with his or her advisor to discuss these concerns and to develop a remediation plan acceptable to the faculty with a set probationary time limit.
- When concerns have been noted, the faculty will review student's progress.
- When a major concern has been noted and a remediation plan goes into effect, if the remediation plan is not achieved within the probationary time limit, the student will not be approved to enroll in additional coursework.

### **ACADEMIC APPEALS PROCEDURE**

The academic appeal procedure is outlined in detail at <http://www.wcu.edu/10743.asp>. Here, a summary is provided.

A student has the right to appeal a final assigned grade or dismissal at the program level. A student may only appeal a final grade or program dismissal if he/she can show the grade or program dismissal was assigned ***arbitrarily or impermissibly***.

#### **Step 1- Appeal to Instructor:**

Within 35 calendar days after the student receives notification of the academic action (final grade) the student should submit a formal written appeal to the instructor. This appeal must include:

- a) a statement of the reason(s) why the student believes the grade was impermissibly or arbitrarily assigned
- b) the resolution sought.

If the grade being appealed is leading to dismissal from the Graduate School, the Dean of the Graduate School should be copied on the student's initial appeal. All correspondence should include contact information.

The instructor must respond to the student's request in writing as soon as possible (no later than ten working days after receiving the student's written appeal). This response should detail whether or not the instructor is approving or denying the appeal.

**Step 2- Appeal to Department Head:**

If the student is unable to resolve the grievance through the appeal to the instructor, the student should submit a written appeal to the department head within 10 working days of receiving the instructor's written response. If the department head is the instructor for the grade assigned, the associate dean of the department's college will serve this function. Students appealing to the department head assume the burden of proof. Therefore, the appeal must include the two portions above AND a description of the steps taken to resolve the disagreement over the assigned course grade. Further, the appeal must be accompanied by evidence the student believes supports the conclusion that the grade was impermissibly or arbitrarily assigned. Evidence might include papers, tests, syllabi, or written documentation.

Within ten working days of receiving this appeal, the department head will attempt to resolve the appeal. If the department head is unable to resolve the appeal within ten working days, the department head will notify the student of the decision, and the student has 10 days to appeal to the associate dean of the academic college.

**Step 3- Appeal to the Academic College (Associate Dean Review):**

If appealing to the academic college, the student should forward (to the associate dean of the academic college) his/her initial Appeal to the Instructor and response from the instructor (from Step 1), the subsequent Appeal to the Department Head, and the department head's written notification (from Step 2). Upon receipt of the appeal and aforementioned materials the associate dean may request further information from the student, the instructor, and/or the department head.

If the associate dean concludes that the facts alleged by the student would not constitute a violation of the Academic Action Appeal Policy or Procedures, the associate dean may, in consultation with the Dean and Graduate Dean, dismiss the review. The student will not be allowed any further appeal.

If the associate dean determines that the facts alleged in the student's written appeals could, if true, constitute a violation of the Academic Action Appeal Policy or Procedures, the associate dean, within ten working days of receiving all information, shall refer the case to the College's *Academic Action Committee*.

## **ENDORSEMENT AND CREDENTIALING**

The transcripts of individuals who successfully complete an M.A.Ed. or M.S. degree program in counseling indicate the degree and the program area (School Counseling or Clinical Mental Health Counseling).

Letters of reference in support of employment applications may be requested from the faculty members in counseling. Professional employment endorsements provided by faculty members will reflect the program emphases, prior training, and experience of the applicants.

Students should keep accurate records of all academic coursework, including course descriptions, a copy of the graduate catalog, and documentation of supervision hours and professional development activities. These materials may be essential for future evidence of eligibility for professional credentials.

### National Certified Counselor (NCC) and National Counseling Exam (NCE)

Graduates of the M.A.Ed. and M.S. programs in School and Clinical Mental Health Counseling are eligible for credentialing as National Certified Counselors (NCCs) by the National Board for Certified Counselors (NBCC). An examination, the National Counseling Exam, is required and

may be taken prior to graduation because Western's programs are CACREP accredited. When students become eligible to take the National Counseling Exam (NCE) from NBCC, The WCU Counseling faculty NBCC liaison will provide the necessary forms and information. NBCC also offers specialty certifications in School, Clinical Mental Health Counseling, and Addictions Counseling for which certification as a NCC is prerequisite. School counseling students can apply for certification as Nationally Certified School Counselors when they apply for the NCC and are encouraged to do so. No additional examination is required. Information about NBCC can also be secured by visiting the website or contacting:

NBCC  
3 Terrace Way  
Greensboro, NC 27403  
[http:// www.nbcc.org](http://www.nbcc.org)

#### Licensed Professional Counselor (LPC)

Graduates of the M.A.Ed. and M.S. programs in School and Clinical Mental Health Counseling are also eligible to apply to the North Carolina Board of Licensed Professional Counselors (NCBLPC) for credentialing as Licensed Professional Counselors (LPCs) in North Carolina. Such licensure, however, is contingent upon attaining sufficient additional counseling experience to meet the Board's 3000-hour post-master's supervised experience requirement. During this period of time, applicants may be approved to practice under Board-approved supervision and use the designation LPCA. The National Counseling Exam (NCE) used for NCC credentialing can be used for LPC credentialing. Information and applications can be secured by downloading an application from the website or writing to:

North Carolina Board of Licensed Professional Counselors  
PO Box 1369  
Garner, NC 27529  
Phone: 919-661-0820  
<http://www.ncblpc.org>

#### North Carolina Department of Public Instruction: Licensed School Counselors

Individuals who meet all requirements for licensure in the WCU 60-hour school counseling M.A.Ed. are recommended to the North Carolina Department of Public Instruction (DPI) for licensure at the advanced degree level. To meet licensure, students must take the counseling portion of the PRAXIS II exam. This can be taken prior to or during enrollment in practicum or internship. Students should apply for DPI licensure early in their last term of enrollment. For information about the licensure process, students should contact the Teacher Licensure Office at WCU:

Ms. Barbara Schade, Licensure Officer  
(828) 227-2000  
Suite 201, Killian  
[bschade@email.wcu.edu](mailto:bschade@email.wcu.edu)  
<http://teacherlicensure.wcu.edu>

### Continuing Education

All licenses and credentials for counseling professionals will need to be periodically renewed. Graduates will need to keep very accurate records of continuing education credits and to be sure to meet the deadlines for renewal. Failure to renew can result in additional fees and forfeiture of credentials.

Individuals meeting all requirements in the Clinical Mental Health Counseling program do not automatically become eligible for credentialing in a specialty area, such as substance abuse, mental health, marriage and family, etc. Additional training and/or experience and/or supervision requirements must be met before these credentials are awarded by the proper certifying agencies.

### **PROFESSIONAL ORGANIZATIONS**

#### American Counseling Association (ACA)

<http://www.counseling.org>

ACA is the world's largest professional counseling association. Headquartered at 5999 Stevenson Avenue, Alexandria, Virginia, ACA provides leadership training, continuing education and professional development opportunities and advocacy services for its members. Information regarding student membership is available from the faculty in the Counseling Program or from the web site. The 20 national divisions (organizational affiliates) of ACA are listed below:

Association for Assessment in Counseling and Education	AACE
Association for Adult Development and Aging	AADA
Association for Child and Adolescent Counseling	ACAC
Association for Creativity in Counseling	ACC
American College Counseling Association	ACCA
Association for Counselors and Educators in Government	ACEG
Association for Counselor Education and Supervision	ACES
Association for Humanistic Counseling	AHC
Assoc. for Lesbian, Gay, Bisexual & Transgender Issues in Couns.	ALGBTIC
Association for Multicultural Counseling and Development	AMCD
American Mental Health Counselors Association	AMHCA
American Rehabilitation Counseling Association	ARCA
American School Counselor Association	ASCA
Assoc. for Spiritual, Ethical, and Religious Values in Counseling	ASERVIC
Association for Specialists in Group Work	ASGW
Counselors for Social Justice	CSJ
International Association of Addictions and Offender Counselors	IAAOC
International Association of Marriage and Family Counselors	IAMFC
National Career Development Association	NCDA
National Employment Counseling Association	NECA

The counseling faculty at Western Carolina University are members of ACA and a number of its divisions and fully subscribe to the code of ethics under which the organization operates. The faculty encourages students in the program to join ACA for their professional development. In addition, the option for student liability insurance coverage is available through ACA or its divisions (i.e., ASCA or AMCHA) as students prepare to enter field experiences.

Council for Accreditation of Counseling and Related Educational Programs (CACREP)

<http://www.cacrep.org>

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) was created in 1981 to be the independent accrediting arm for the American Counseling Association, a membership organization for over 50,000 practicing counselors. From its inception, CACREP has provided an effective measure of quality assurance for counselor preparation programs.

Western Carolina University's school and community counseling programs have been CACREP accredited since 1993. We are currently accredited through 2015.

North Carolina Counseling Association (NCCA)

<http://www.nccounseling.org>

NCCA seeks to unite all persons engaged or interested in the field of counseling in North Carolina. Through NCCA, counselors from diverse work settings can further their own professional development and promote the field of professional counseling. A student membership is available to students presently engaged in studies in counseling during the current academic year for NCCA and its divisions (similar to ACA's divisions). Applications for membership in NCCA and its divisions may be obtained from their website.

## **THE COUNSELING ADVISORY COUNCIL**

Organized in the spring of 1991, the Western Carolina University Counseling Advisory Council is composed of graduates of the program, employers of counselors, field experience supervisors, and students who are currently in the program. Professional members are appointed to three-year terms and student members to two-year terms. Faculty recommend membership with a balanced Council (school-mental health, agency type, school level, full-part time) in mind.

Responsibilities of the Advisory Committee

1. Assist in the development and review of counseling program policies and procedures.
2. Assist in program activities such as recruitment, orientation for new students, and in-service training for off-campus practicum and internship supervisors.
3. Serve as resource persons for prospective and current students.
4. Participate in program review and accreditation activities.

Meetings

Advisory Committee meetings are typically held once per academic year in the spring semester. A list of members on the committee and their terms of appointment can be obtained from the counseling program director (Dr. Lisen Roberts).

## GENERAL INFORMATION

### New Student Orientation

At the beginning of each fall semester all students newly admitted into the M.S. and M.A.Ed. programs receive orientation to the program. Students are given information concerning all aspects of the counseling program. This is an excellent opportunity for students to meet all of the faculty as well as the other students who are new to the program. Attendance at New Student Orientation is required.

### WCU Student Centers and Support Services

Western Carolina offers a number of supports for students. Below are current web addresses for WCU Centers as of publishing of this Handbook. Please visit the WCU Homepage for links to the various other campus centers and resources.

#### Hunter Library

General website - <http://library.wcu.edu>

Susan Metcalf serves as the Reference Librarian for Counseling programs

#### Instructional Technology Tools

Blackboard – link through main university site – <http://www.wcu.edu>

#### Student Support

My Cat – link through main university site – <http://www.wcu.edu>

Writing and Learning Commons - <http://walc.wcu.edu>

Information Technology Help Desk – phone (828) 227-7487

### Student Directory and Email

Early in each fall semester, a student directory is updates by the program director and distributed to all current counseling students via email attachment. If your contact information (postal mail, telephone, or email) change during the year, please contact Counseling Program Director Lisen Roberts ([lroberts@email.wcu.edu](mailto:lroberts@email.wcu.edu)). An email distribution list is also used by the counseling program director to communicate programmatic information to students. Students will have the opportunity to opt in or out of this Directory communication system.

The university will use only students' *catamount email* accounts for official communication (including university-wide announcements, individual course scheduling changes, and tuition billing). **It is crucial that students regularly access their catamount email.**

### Counseling Connections newsletter

A program newsletter is published 3 times per semester. The editor of the newsletter is a Graduate Assistant position, assigned by faculty (for 2013-2014, Camille Kingsolver). All

students and faculty contribute to the content of the newsletter. *Counseling Connections* is distributed to current students via email attachment and is available on the program's website.

### Financial Aid

Financial aid is available in the form of graduate assistantships, Chancellor's Fellowships, Graduate School Study Grants, and student loans. General information and details concerning financial aid can be found through the WCU Graduate School and/or the [financial aid office](#).

Only full-time students are eligible for graduate assistantships. These assistantships are for the academic year and carry a stipend commensurate with the number of hours the student works. With very rare exceptions, assistantships offered through the program are available only in Cullowhee and include opportunities for working with faculty, assisting in the office, and/or teaching COUN 140. Teaching assistants are expected to teach one or two sections of COUN 140 per semester at WCU in Cullowhee. COUN 140 is a one semester-hour college transition course for undergraduates. Office, telephone, and clerical support are provided. For more information on graduate assistantships, contact the counseling program director. Graduate Assistantships are highly competitive.

The Dan Saddler Scholarship is a Counseling program scholarship endowed by family and friends of Dr. Dan Saddler, WCU Counseling faculty member 1973-1988. This \$500 scholarship was awarded annually 1999-2009, and again in 2012, to a student who has completed at least 18 hours in the program and has been actively involved in the counseling program and in community activities. Preference is given to part-time students. Recipients of the Dan Saddler Scholarship have included Kelly Moser, Dana Estill, Judy Holt, Roddy Alt, Linda Harrison, Tianbin Fang, Latesha Wiggins, Ilene Procida, Maggie Donahue, Shelley Tom, Jennifer Laite, Sarah Broughton, and Tiffany Kinnaird.

The Carole Hearn Curtis Scholarship is a Counseling program scholarship, endowed by family and friends of Carole Hearn Curtis, the late mother of current WCU Counseling faculty Dr. Russ Curtis. This \$500 scholarship is awarded each spring semester to a student enrolled in internship. The Carole Hearn Curtis Scholarship is awarded annually since in 2011. Past recipients are Amber Henning, Megan Denis, Tiffany Franzo, and Maggie Lee.

The Mary Deck/Break by the Lake Scholarship is a Counseling program scholarship endowed through the program's Break by the Lake conference and in honor of retired WCU Counseling faculty Dr. Mary Deck. It is awarded each fall semester to a student with a history in civic/community engagement and enrolled in field experience. The \$500 Mary Deck/Break by the Lake Scholarship is awarded annually since 2011. Past recipients are Jennifer Belham, Autumn Rumpfelt, Maegan Brown, and Jordan Atkinson.

The Mary Wayte Scholarship is a College-wide scholarship available for international students and preference is given to those applicants from the Caribbean and Central and South America. Past recipients include Lalagay Steelman.

### Advisement and Registration

The program leaders assign a student's advisor at the time of admission to a program. It is the responsibility of the student to contact her/his advisor for a conference to plan the course of study. This meeting must take place early in the first term of enrollment and it should involve planning a tentative schedule of classes to be taken to complete the degree. Advisement meetings may be held on the WCU campus or at Biltmore Park if the advisor has office hours in Asheville that semester.

Details about WCU Graduate School registration processes, as well as current course scheduling are available on line at <http://www.wcu.edu/registrar>.

### Inactive status or Leave of Absence

Circumstances may cause students to miss one or more semesters during their course of study. When this occurs, students should contact both their advisor and the program director to discuss options for future continuation in the program. The university requires a full and complete application for re-entry into the program after three consecutive (including summer) non-enrollment semesters. See the grid below to determine when you would have to reapply to the university and program. Please note that there is no guarantee of readmission.

<b>Fall</b>	<b>Spring</b>	<b>Summer</b>	<b>Fall</b>	<b>Spring</b>	<b>Summer</b>	<b>Fall</b>
<b>Enrolled</b>	Not Enrolled	Not Enrolled	Not Enrolled	<b>Reapply</b>		
	<b>Enrolled</b>	Not Enrolled	Not Enrolled	Not Enrolled	<b>Reapply</b>	
		<b>Enrolled</b>	Not Enrolled	Not Enrolled	Not Enrolled	<b>Reapply</b>

### Program Change Procedure

A student wishing to change program emphasis from school to clinical mental health or vice versa should meet with the advisor and counseling program director to discuss change in goals and implications for the program plan. If the student decides to change program emphasis, a full reapplication to the WCU Graduate School is required as a formality.

### Credit Transfer

In the counseling program, up to six hours of graduate credit may be transferred into a degree program provided certain conditions are met. According to the Graduate Catalog, courses accepted for transfer credit must (1) be appropriate to the student's program and be approved by the student's advisor, (2) be completed within the six-year limit for course work applicable toward the degree, and (3) have been offered by a regionally accredited institution for graduate credit. Coursework used for another completed master's degree may not be transferred into the WCU counseling program.

### Application for Graduation

You must apply for graduation in your penultimate semester. Access the Apply for Graduation link through the university's My Cat system. When you register for your final semester courses (October for Spring; March for Summer/Fall), it is time apply for graduation. Delaying your application for graduation is likely to delay your degree conferral.

### Counseling Services

Counseling services are available without charge to students in the Counseling programs at the Counseling and Psychological Services Center on the WCU campus and at the Biltmore Park satellite campus.

The main Counseling Center is on campus in Cullowhee on the second floor of Bird Building. It is open from 8:00am to 5:00pm Monday through Friday. Counseling services at the Biltmore Park location are available Tuesdays 4:00-7:00pm and Wednesdays 2:00-5:00pm. For more information and/or an appointment at either site, call 828-227-7469.

### Career Planning and Placement Services

Career planning and placement services are available to students in the Counseling programs at the Career and Academic Planning Center on the WCU campus and at the Biltmore Park satellite campus. .

The services provided by the WCU Career and Academic Planning Center include on-campus interviewing, resume referral, letters of reference, interviewing skills assistance, job search assistance, career job listings, and career counseling. For information and/or an appointment on either site, go to <http://careers.wcu.edu> or call 828-227-7133

## **PROGRAM CHECKLISTS**

Curriculum checklists and programmatic checklists for school and community for completion of program requirements follow.

A semester-by-semester planning sheet concludes this handbook.

## Western Carolina University M.A.Ed. in School Counseling

<b>Name:</b>	<b>Date of admission:</b>
<b>Advisor:</b>	<b>Date of initial planning session:</b>
	<b>Date attended orientation:</b>
<b>Career goal:</b>	
<b>Transfer credit (6 hrs max):</b>	
<b>Other:</b>	

Scheduled	Taken	Grade	Course
			<b>COUN 602: Professional and Ethical Issues in Counseling</b>
			COUN 605: The Helping Relationship
			COUN 610: Family Counseling
			COUN 615: Cross Cultural Counseling
			COUN 617: Substance Abuse Counseling (or SOCW 520)
			COUN 620: Counseling Children and Adolescents
			COUN 625: Counseling: Developmental Perspectives
			COUN 630: Theories & Techniques of Individual Couns
			COUN 633: Crisis Intervention
			COUN 635: Group Methods
			COUN 640: Measurement and Appraisal in Counseling
			COUN 645: Consultation and Collaboration
			COUN 650: Career Development
			COUN 660: School Counseling Program Development
			COUN 665: Implementation of School Counseling Programs
			COUN 667: Diagnosis and Treatment in Counseling
			COUN 670: Research in Counseling (or EDRS 602)
			<b>Counseling elective:</b>
			COUN 686: Practicum in School Counseling
			COUN 687: Internship in School Counseling
			<b>Liability insurance</b>
			<b>Application for graduation</b>
			<b>School Counseling licensure application</b>
			<b>Counseling comprehensive exam</b>
			<b>Praxis II: Guidance and Counseling</b>
			<b>National Counselor Exam (recommended)</b>

### School Counseling Checklist

The following checklist is provided for school counseling students to assist you in monitoring requirements you are to complete as you move through the school counseling program. Review the Student Handbook and talk with your advisor for more details about these requirements.

<u>Requirement</u>	<u>Date completed</u>
✓ Attend required counseling orientation meeting; read handbook thoroughly.	
✓ Meet with advisor during first semester of coursework to overview program plan and program requirements.	
✓ Read handbook for field experience application requirements; attend required practicum informational meeting; meet with advisor prior to submitting <b>application for practicum</b> . <b>Deadlines</b> for applying: October 1 for spring; March 1 for fall.	
✓ Obtain student liability insurance for field experiences before beginning practicum.	
✓ Read handbook for field experience application requirements; meet with advisor prior to submitting <b>application for internship</b> . <b>Deadlines</b> : October 1 for spring; March 1 for fall.	
✓ Sign up for comprehensive exams early in the semester in which you will be taking comps.	
✓ Take the school counseling portion of the PRAXIS exam, which is required for NC Department of Public Instruction licensure as a school counselor. Applications can be obtained from 206 Killian, WCU. (Take this exam during practicum or internship.)	
✓ Register for the National Counselor Exam (NCE) the semester prior to entering internship. This is an optional exam, but it is the licensure exam for being a Licensed Professional Counselor (LPC) in North Carolina. (Applications will be distributed by faculty.)	
✓ File <b>an application for graduation</b> the semester prior to completing your program, specifically at the time you register for your final semester courses.	
✓ Complete an application and required fee for NC DPI School Counseling Licensure the semester you are completing internship. Secure an application from Barbara Schade, Licensure Specialist, Suite 201 Killian, WCU, 828-227-2000.	
✓ Register with Career Services Office, Killian Annex, WCU, so references will be on file.	

## Western Carolina University

### M.S. in Clinical Mental Health Counseling

<b>Name:</b>	<b>Date of admission:</b>
<b>Advisor:</b>	<b>Date of initial planning session:</b>
	<b>Date attended orientation:</b>
<b>Career goal:</b>	
<b>Transfer credit (6 hrs max):</b>	
<b>Other:</b>	

Scheduled	Taken	Grade	Course
			<b>COUN 602: Professional and Ethical Issues in Counseling</b>
			COUN 605: The Helping Relationship
			COUN 610: Family Counseling
			COUN 615: Cross Cultural Counseling
			COUN 617: Substance Abuse Counseling (or SOCW 520)
			COUN 623: Introduction to Clinical MH Counseling
			COUN 624: Clinical MH Couns Grant Writing & Program Mgt
			COUN 625: Counseling: Developmental Perspectives
			COUN 630: Theories & Techniques of Individual Couns
			COUN 633: Crisis Intervention
			COUN 635: Group Methods
			COUN 640: Measurement and Appraisal in Counseling
			COUN 650: Career Development
			COUN 667: Diagnosis and Treatment in Counseling
			COUN 670: Research in Counseling (or EDRS 602)
			<b>Counseling elective:</b>
			<b>Counseling elective:</b>
			<b>Counseling elective:</b>
			COUN 686: Practicum in Community Counseling
			COUN 687: Internship in Community Counseling
			<b>Liability insurance</b>
			<b>Application for graduation</b>
			<b>Counseling comprehensive exam</b>
			<b>National Counselor Exam (strongly recommended)</b>

#### Clinical Mental Health Counseling Checklist

The following checklist is provided for community counseling students to assist you in monitoring requirements you are to complete as you move through the community counseling program. Review the Student Handbook and talk with your advisor for more details about these requirements.

<u>Requirement</u>	<u>Date completed</u>
✓ Attend required counseling orientation meeting; read handbook thoroughly.	
✓ Meet with advisor during first semester of coursework to overview program plan and program requirements.	
✓ Read handbook for field experience application requirements; attend required practicum informational meeting; meet with advisor prior to submitting <b>application for practicum</b> . <b>Deadlines</b> for applying: October 1 for spring; March 1 for fall.	
✓ Obtain student liability insurance for field experiences before beginning practicum.	
✓ Read handbook for field experience application requirements; meet with advisor prior to submitting <b>application for internship</b> . <b>Deadlines</b> : October 1 for spring; March 1 for fall.	
✓ Sign up for comprehensive exams through your advisor early in the semester in which you will be taking comps.	
✓ Register for the National Counselor Exam (NCE) the semester prior to entering internship. This is an optional exam, but it is the licensure exam for being a Licensed Professional Counselor (LPC) in North Carolina. (Applications will be distributed by faculty.)	
✓ File an <b>application for graduation</b> the semester prior to completing your program, specifically at the time you register for your final semester courses.	
✓ Register with Career Services Office, Killian Annex, WCU, so references will be on file.	

## Semester-by-semester plan

Originally created:
Updated:
Updated:

Summer	Fall	Spring

Summer	Fall	Spring

Summer	Fall	Spring

Summer	Fall	Spring

Summer	Fall	Spring