

WEST VIRGINIA UNIVERSITY

**College of Education and Human Services
Department of Counseling, Rehabilitation Counseling &
Counseling Psychology**

Counseling M.A. Program



Student Manual

(Revised August, 2018)

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Welcome to the Program

Welcome to what we think is one of the finest counseling programs in the country. Each year it is exciting for the faculty and the second year students to meet the first year students. We try hard to have an in-coming class that is diverse and well rounded—from many different states and countries, many different majors, and from many different work settings and experiences. We hope you are ready to get started on a journey that we think is going to be challenging, interesting, demanding, enjoyable, and rewarding. At least, that is what previous classes have said about the program.

In the past, one of the major strengths of the counseling program here at WVU is that students in a given class bond with each other and with students from the second year class. We, the faculty, believe that this is as important as your course work—that is, the interactions before and after classes with your fellow students. Throughout the year there will be many different opportunities to socialize with fellow students and faculty and we hope that you take advantage of as many of these activities as possible.

As you start this year with us, we want you to feel that we are here to help make this a rich experience for you. Please feel free to contact your advisor, any faculty member or the program coordinator with questions or concerns. Welcome-- we look forward to working with each and every one of you!

Program Description

The masters' degree program in Counseling provides a comprehensive, planned program of study for entry into the counseling profession. It is fully accredited by the National Council for Accreditation of Teacher Education (NCATE) and the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The program has also been designated as a "Program of Excellence" by the West Virginia Board of Trustees. The staff consists of five faculty, all of whom have earned doctorates in the field of Counseling. The Counseling Department at West Virginia University has been graduating professionally trained counselors for over 50 years.

The core curriculum is similar for all students except for a couple of courses. The different program tracts in school and community counseling are differentiated primarily by taking either the school counseling or the community

counseling course.(see the descriptions of these curricula in a later section).

The program provides a range of didactic and experiential learning experiences, primarily aimed at developing entry-level counseling practitioners. No one theoretical orientation is predominant in the program. Rather, an effort is made to acquaint students with a variety of orientations in order that students can practice in a way consistent with their unique personalities and interaction styles. In line with these general goals are the following objectives for graduates.

Comprehensive Mission Statement

The Counselor Education program at West Virginia University forwards the land grant mission of the University in a rural state by providing a strong practitioner training program focused on the unique needs of the Appalachian region and other diverse communities. We are committed to preparing entry-level clinical mental health and school counselors to work competently and ethically within a pluralistic society. Our central organizing approach to counseling rests in understanding the human development needs of individuals, couples, families, and groups across the lifespan.

Program Objectives

To insure a top quality program, the Counseling Faculty has developed twelve Program Objectives. The objectives are applicable to both the school and community programs unless noted:

1. Professional Orientation and Identity – Students will demonstrate an understanding of counseling as a profession, develop a professional identity, and demonstrate their ability to function effectively within the ethical guidelines established by the American Counseling Association in settings that offer counseling and related services to diverse populations
2. Counseling Theory – Students will learn a range of counseling theories that are applicable when working in a pluralistic society with individuals, groups, couples, families and children in the counseling process, and demonstrate the ability to apply this knowledge in a therapeutic manner within rural and diverse communities.
3. Helping Relationships – Students will develop skills to work with individuals, groups, couples, families and children that promote therapeutic change and demonstrate their ability to evaluate progress in meeting counseling objectives.

4. Social and Cultural Diversity – Students will develop an awareness of the impact of social and cultural factors on human behavior and recognize the role of individual differences in establishing and working toward counseling objectives.
5. Human Growth and Development – Students will learn stages of development throughout the life span and the importance of assessing and considering developmental goals when working with both children and adults.
6. Career Development – Students will learn the role of career development theory as applied to working with both children and adults and the impact of economic and cultural factors on career decisions, job performance, and lifestyle.
7. Group Dynamics – Students will learn the purpose and function of groups, group dynamics, and the application of counseling theories and leadership skills within the group setting to promote decision making and growth.
8. Assessment – Students will learn to determine appropriate assessment techniques when working with individuals, groups, couples, families, and children, and to utilize relevant information within the counseling process.
9. Research and Program Evaluation – Students will develop the ability to read and evaluate professional research literature and incorporate such information into their professional development.
10. Specialization – Students will develop specific knowledge relevant to the student's area of interest (i.e., addictions, mental health, children, school) and will learn from their area of interest how to provide professional services including assessment, prevention, referral, and program development, implementation, and management.
11. Experiential Learning – Students will demonstrate the knowledge and skills necessary to be an effective professional counselor through supervised practicum and internship experiences.

12. Personal Growth and Understanding – Students will be provided the opportunity to explore values and beliefs as they pertain to their evolving roles as professional counselors and develop a level of self-understanding that leads to an integrated personal approach to counseling and client advocacy.

Counseling as a Career

The following is extracted from the Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2011-2012 edition*, http://www.bls.gov/oco/ocos067.htm#oes_links

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

School counselors use interviews, counseling sessions, tests, or other tools to help students understand their abilities, interests, talents, and personality characteristics. They help translate these into realistic academic and career options. They may run career information centers and career education programs. High school counselors advise on college admission requirements, entrance exams, and financial aid, and on trade, technical school, and apprenticeship programs. They help students develop job-finding skills for part-time and summer work and, for those who are not going to college, full-time jobs. They also help students understand and deal with their social, behavioral, and personal problems. They work with students individually, in small groups, or with entire classes. In classrooms, counselors may work with students in developing interpersonal, decision-making, problem-solving, and other related skills. Counselors consult and work with parents, teachers, school psychologists, school nurses, and social workers. Elementary school counselors do more social and personal counseling, and less vocational and academic counseling than secondary school counselors. They observe younger children during classroom and play activities and confer with their teachers and parents to evaluate their strengths, problems, or special needs.

Mental health counselors work with individuals, families, and groups to address and treat mental and emotional disorders and to promote optimum mental health. They are trained in a variety of therapeutic techniques used to address a wide range of issues,

including depression, addiction and substance abuse, suicidal impulses, stress management, problems with self-esteem, issues associated with aging, job and career concerns, educational decisions, issues related to mental and emotional health, and family, parenting, and marital or other relationship problems. Mental health counselors often work closely with other mental health specialists, such as psychiatrists, psychologists, clinical social workers, psychiatric nurses, and school counselors.

Employment. Counselors held about 665,500 jobs in 2012. Employment was distributed among the counseling specialties as follows:

Educational, vocational and school counselors	262,300
Rehabilitation counselors	117,500
Mental health counselors	166,300
Substance abuse and behavioral Disorder counselors	89,600
Marriage and family therapists	166,300
Counselors, all other	33,400

Educational, vocational, and school counselors work primarily in elementary and secondary schools and colleges and universities. Other types of counselors work in a wide variety of public and private establishments, including health care facilities; job training, career development, and vocational rehabilitation centers; social agencies; correctional institutions; and residential care facilities, such as halfway houses for criminal offenders and group homes for children, the elderly, and the disabled. Some substance abuse and behavioral disorder counselors work in therapeutic communities where addicts live while undergoing treatment. Counselors also work in organizations engaged in community improvement and social change and work as well in drug and alcohol rehabilitation programs and State and local government agencies. A growing number of counselors are self-employed and working in group practices or private practice. This growth has been helped by laws allowing counselors to receive payments from insurance companies and the growing recognition that counselors are well-trained professionals.

Job Outlook. Overall employment of counselors is expected to grow faster than the average for all occupations. Projected job growth varies by specialty, but job opportunities should be favorable because job openings are expected to exceed the number of graduates from counseling programs, especially in rural areas.

Employment change. Overall employment of counselors is expected to increase by 18 percent between 2008 and 2018 which is faster than the average for all occupations.

Earnings. Median annual earnings of educational, vocational, and school counselors in May 2012 were \$53,610. The middle 50 percent earned between \$43,620 and \$65,360. The lowest 10 percent earned less than \$24,960 and the highest 10 percent earned more than \$71,580. School counselors can earn additional income working summers in the school system or in other jobs. Median annual wages in the industries employing the largest numbers of educational, vocational, and school counselors were as follows:

Elementary and secondary schools	\$ 53,610
Junior colleges	50,440
Colleges, universities and Professional schools	43,980
Individual and family services	41,500

Specializations in the Counseling Program at West Virginia University

School Counseling

The school counseling program provides training in personal counseling, vocational and educational counseling, family counseling, substance abuse counseling and consultation on classroom problems with teachers and administrators. Counselors must be equipped to work with both individuals and groups. Some of the school counselor's work is carried out in classrooms.

Community Counseling

The clinical mental health program provides the basic preparation for mental health, drug and alcohol, corrections, and college counseling. While emphasis is on outpatient services, many of our graduates have been employed in residential treatment programs as well and some are in private practice settings.

SCHOOL COUNSELING EMPHASIS
(For those WITH a teaching degree)

The following is a break down of the courses you will be taking if you want to become a school counselor and you have a background in education. Courses are sequenced in blocks for purposes of prerequisite requirements. Courses in Block II have prerequisites in Block I, Block III requires courses in Block II, etc.

Course Titles and Identifying Numbers	Credit Hours Required
<u>BLOCK I</u>	
Coun. 501 – Counseling Theory/Techniques 1	3
Coun. 536 – Theories of Human Development	3
Coun. 608 – School Counseling Services	3
Coun. 634 – Cultural Issues	3
Ed. Psy. 512 – Introduction to Research	3
<u>BLOCK II</u>	
Coun. 606 – Counseling Theory/Techniques 2	3
Coun. 630 – Counseling Children/Adolescents/ and Parents	3
Coun. 640 – Addictions Counseling	3
Coun. 668 –Crisis, Trauma, and Grief Counseling	<u>3</u>
<u>SUMMER</u>	
Coun. 664 – Ethical Issues in Counseling	3
Coun. 665 – Abnormal Behavior	3
	3
<u>BLOCK III</u>	
Coun. 505 – Theory & Practice of Human Appraisal	<u>3</u>
Coun. 620 – Lifespan Career Counseling	3
Coun. 645 – Couples/Family Counseling	3
Coun. 685 – Practicum	3
<u>BLOCK IV</u>	
Coun. 684 – Supervision Models in Counseling	3
Coun. 686 – Internship	9
TOTAL:	60 Hrs.

Although the program follows a strict course sequence, we strongly encourage that you talk with your assigned advisor about your course of study. Part-time students must plan ahead to make sure courses will be available when needed. A school counselor certification competency exam will be required for all graduates who intend to apply for West Virginia certification.

**SCHOOL COUNSELING EMPHASIS
ALTERNATIVE PROGRAM
(Those without teaching certification)**

The following is a break down of the courses you will be taking if you want to become a school counselor and you do not have a background in education. The West Virginia State Department of Education has approved a school counselor certification program for persons without an education background (undergraduate teacher education degree or teaching experience). Courses are sequenced in blocks for purposes of prerequisite requirements. Courses in Block II have prerequisites in Block I, Block III requires courses in Block II, etc.

Course Titles and Identifying Numbers	Credit Hours Required
<u>BLOCK I</u>	
Coun. 501 – Counseling Theory/Techniques 1	3
Coun. 536 – Theories of Human Development	3
Coun. 608 – School Counseling Services	3
Coun. 634 – Cultural Issues	3
Ed. Psy. 512 – Introduction to Research	3
<u>BLOCK II</u>	
Coun. 606 – Counseling Theory/Techniques 2	3
Coun. 630 – Counseling Children/Adolescents/ and Parents	3
Coun. 640 – Addictions Counseling	3
Coun 660 – Field Experience	3
Coun. 668 –Crisis, Trauma, and Grief Counseling	3
<u>SUMMER</u>	
Coun. 664 – Ethical Issues in Counseling	3
Coun. 505 – Theory & Practice of Human Appraisal	3
C& I Elective (see next page)	3
<u>BLOCK III</u>	
Coun 609 – Group Counseling Theory/Technique	3
Coun. 620 – Lifespan Career Counseling	3
Coun. 645 – Couples/Family Counseling	3
Coun. 665 –Diagnosis/Treatment Planning	3
Coun. 685 – Practicum	3
<u>BLOCK IV</u>	
Coun. 684 – Supervision Models in Counseling	3
Coun. 686 – Internship	9
TOTAL:	66 Hrs.

The course descriptions and options for the six-hour experimental program block are as follows:

Counseling 660 - Field Experience – School Counseling (3 credit hours). The student will participate

in 15-20 hours of field observation at either the elementary or secondary level. The student will also engage in 20-25 hours of instructional/management activity with the classroom teacher or counselor, documented via a student log and teacher or counselor

Select One: (3 Credit Hours) (based on your intention to emphasize elementary or secondary counseling)

C&I 601 - The Elementary School Curriculum

C&I 604 - The Secondary School Curriculum

Additional factors influencing number of semester hours needed for completion of the program

1. The field experience could be waived if student teaching was successfully completed or if at least one year's successful (documented by school personnel) teaching (Reading, Head Start, etc.) had been realized. Requests for the field experience to be waived should be directed to Dr. Schimmel, the coordinator of the school program.
2. The curriculum course could be waived for any student having successfully (grade B or better) completed a similar course, in an accredited education program, during their undergraduate work, or during graduate study.

Although the program follows a strict course sequence, we strongly encourage that you talk with your assigned advisor about your course of study. Part-time students must plan ahead to make sure courses will be available when needed. A school counselor certification competency exam will be required for all graduates who intend to apply for West Virginia certification.

Community Counseling Emphasis

The following is a break down of the courses you will be taking if you want to become a clinical mental health counselor. You do not have a background in education. Courses are sequenced in blocks for purposes of prerequisite requirements. Courses in Block II have prerequisites in Block I, Block III requires courses in Block II, etc.

Course Titles and Identifying Numbers	Credit Hours Required
 <u>BLOCK I</u>	
Coun. 501 – Counseling Theory/Techniques 1	3
Coun. 536 – Theories of Human Development	3
Coun. 608 – School Counseling Services	3
Coun. 634 – Cultural Issues	3
Ed. Psy. 512– Introduction to Research	3
 <u>BLOCK II</u>	
Coun. 606 – Counseling Theory/Techniques 2	3
Coun. 630 – Counseling Children/Adolescents/ and Parents	3
Coun. 640 – Addictions Counseling	3
Coun. 668 –Crisis, Trauma, and Grief Counseling	<u>3</u>
 <u>SUMMER</u>	
Coun. 664 – Ethical Issues in Counseling	3
Coun. 665 – Abnormal Behavior	3
 <u>BLOCK III</u>	
Coun. 505 – Theory & Practice of Human Appraisal	<u>3</u>
Coun. 620 – Lifespan Career Counseling	3
Coun. 645 – Couples/Family Counseling	3
Coun. 685 – Practicum	3
 <u>BLOCK IV</u>	
Coun. 684 – Supervision Models in Counseling	3
Coun. 686 – Internship	9
TOTAL:	60 Hrs.

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

Practicum and Internship

Practicum and internship provide the opportunity for students to apply knowledge acquired in the classroom to actual counseling experiences in agencies or schools. These experiences are carefully monitored by both WVU Faculty and qualified On-Site Supervisors. Sites are approved for students based in part on a student's selection of the school or community counseling tract. There are special procedures governing the selection and placement of students at sites. The Field Work Coordinator will supply eligible students with information regarding practicum and internship sites. Students should read the Field Work Manual supplied the second year of the program which outlines steps students need to take to fulfill their Practicum and Internship requirements.

Practicum and Internships Application Procedures

At the beginning of the second semester of coursework, students should contact the Field Work Coordinator for information and application materials. By mid-semester assignments are made for field placements that will begin the following semester. Students play an active role in the screening and selection of their field placements, including on-site interviews. It is important to remember that all practicum and internship assignments must be approved during the semester prior to the semester in which they start.

Students who leave the Morgantown area prior to completing their master's degree curriculum anticipating internship at a distance site do so at their own risk. It may not always be possible to arrange CACREP-approved internships or internship supervision at a site outside of the Morgantown area. This could result in being unable to complete the WVU degree program without returning to Morgantown for at least one semester.

Professional Liability Insurance

Counselors in the practice of counseling and therapy are encouraged to be aware of the possibility that a client may take legal action against them. The best protection against legal action is strict adherence to ethical guidelines

established by professional organizations such as those formulated by the American Counseling Association (ACA). There are rare occasions, however, when a client chooses to begin a litigation procedure against a counselor who is completely innocent of the charge. Mounting a defense against litigation procedures (with or without merit) can result in legal expenses that may fall well beyond a counselor's financial capacity. For this reason, counselors in practice and in training are urged to consider some form of liability insurance. Counseling students at West Virginia University who are engaged in Practicum or Internship experiences designated by the Counseling Department are covered by a state insurance policy to the amount of \$1,000,000. (Copies of this insurance policy can be made available to Practicum and Internship sites if site personnel request the policy.) This policy only covers activities that occur in the University semester that Practicum and Internship is scheduled. We also require that students purchase their own liability insurance. Being a member of ACA or ASCA automatically gets you liability insurance.

Full and Part-Time Status

A student must enroll in a minimum of 9 semester hours in order to be considered a full time graduate student. In the department full time students generally take 12-16 hours each academic semester. Full time students are expected to begin in the Fall semester and take courses during the fall and spring semesters and the first half of the summer semester between their first and second year.

Part-time students are allowed to take courses throughout the year. Part-time status means that students are allowed to take coursework on a part-time basis as their schedule allows. Typically a part-time student will complete a degree in 3-4 calendar years. We do offer a few late afternoon classes but part-time students will have to take most courses throughout the day to finish their degree.

According to university policy, students have up to 8 years to complete a degree. We have found, however, that most successful students maintain continuity and enroll each semester.

Provisional Student Status

The Counseling Program requires a 2.8 minimum GPA for admission. In special circumstances a student with a GPA between a 2.5 and a 2.8 may be admitted as a provisional graduate student. Such students should check their admission letter to determine the conditions they must meet in order to achieve a change of status from Provisional to Regular.

Changing to Regular Graduate Student Status

After successfully completing 12 hours maintaining a 3.25 GPA or better, a provisional student should meet with their advisor and complete the forms necessary for a change of status. Provisional status is not removed automatically, and without proper action the student may not receive credit for coursework taken.

Role of the Advisor

Upon admission to the program each student is assigned an advisor. We strongly suggest that you meet with your advisor early in the first semester. At that time most questions related to the completion of the program can be answered.

Registration Procedures

Most students find pre-registration as the most effective means for enrolling in courses. This process begins at mid-semester for the next semester. Class Schedules can be found on the web at <http://www.arc.wvu.edu/courses/>. The telephone number for Admissions and Records is 293-2124.

Students register online for classes using the WVU STAR Web System by going to <http://star.wvu.edu> and following the instructions for registration. If the course is "permit required", the student completes a registration form. After a registration form is completed and signed by the student and advisor, it can be turned in to the secretary, who will check it over, and forward it to the Office of Admissions & Records. A confirmation card will be sent to you in the mail, followed by an invoice for tuition and fees. After payment you need to purchase textbooks and be present at the first class meeting. At that time your instructor will

distribute course syllabi and read names from the class list. The list is generated by the computer containing registration data. Textbooks may be purchased in the Evansdale Bookstore in the basement of the Towers Dormitories, at the Book Exchange, in the Kroger Plaza on Evansdale campus, or online if you wish

Drop-Add Procedures

To change your registration by adding or dropping courses or changing sections, Students go online using the WVU STAR Web System by going to <http://star.wvu.edu> and following the instructions for registration and adding and dropping a course prior to first day of classes. If a student should withdraw from a course without using the WVU STAR Web system completing a STAR Course Registration Form, a failing grade will be assigned. Deadlines for withdrawing from courses are published on the WVU website <http://registrar.wvu.edu/> for each semester.

Prerequisite Coursework

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

Tuition Refunds

If you do need to drop courses, or withdraw completely from the university, refunds of fees are limited to the following schedule during the academic year: 90% during first two weeks, 70% during 3rd and 4th weeks, 50% in the 5th and 6th weeks, and no refunds beginning the 7th week. The same refund rate is adjusted to shorter terms in the summer and for nontraditional class sessions.

Incomplete Policy

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

“When a person requests an incomplete from an instructor in a course, an agreement for completion of the coursework must be done. Please note that the policy is that the coursework should be completed within the following semester. A grade of “incomplete” (“I”) should be given to a student when the instructor believes the course work is unavoidably incomplete (e.g. due to illness, family emergency, etc.) or a supplementary examination is justifiable. **Incomplete grades should not be given** to students who have stopped attending class, who have never attended class, or who are trying to improve their grades by being granted additional time to complete the work of the course, particularly students who are earning grades of C or less. An incomplete cannot be given unless the student has contacted the instructor to explain the circumstances of the unavoidable delay or absence. A grade must be recorded each time a student registers for a class. Therefore, should a student be given an incomplete, he/she must not register for the same class in a subsequent semester in order to remove the incomplete. If the student does register for the class again, the original incomplete will automatically become an F. You must make specific arrangements with the instructor regarding how and when the work will be completed.”

The form to remove an incomplete can be obtained from the office staff.

Transfer of Coursework

A student may wish to transfer a graduate level course from another institution into the program. Credit earned at other institutions of higher education can **ONLY** be credited toward graduate degrees at WVU if the institution is accredited at the graduate level. The maximum transfer credit permitted is 12 semester hours in a degree program requiring 60 or more semester hours. The credits being transferred may NOT BE MORE THAN 8 YEARS OLD at the time of graduation. The student must fill out the

Transient Application for Graduate Studies form which is available from office staff. A sample *Transient Application for Graduate Studies* form is located at the end of this handbook. In order to evaluate the course transfer, the student must provide a course syllabus, course description and official transcript showing the grade awarded. The student’s advisor and the Coordinator will evaluate the course for an equivalent WVU course. Both the advisor and the department chair must sign the form for official approval.

It should also be noted that students should not take a course, while enrolled in the degree program at WVU, at another institution unless that course has been approved by the advisor and department chair in advance. This approval must be in writing. Students **will** need to submit a course description and syllabus for approval consideration. This policy insures that students do not take a course which will not count for an equivalent WVU Counseling course.

Withdrawing from WVU

If you are considering an academic withdrawal from the current term, please discuss your situation with your academic advisor, a professor, your Resident Faculty Leader if you live in a residence hall, a financial aid counselor, or other WVU staff members to consider all of your options. We have a university of professionals available to assist you in understanding all of your options. Regan Bruni, the Coordinator for Student Affairs Retention, can also be contacted at 304-293-5811. Our goal is to help you succeed and graduate from WVU. http://registrar.wvu.edu/current_students/withdrawal_policies .

Applying for Graduation

Students anticipating graduation must make formal application for their diploma. All graduation materials will be sent to you during the first half of your final semester. Students must complete their degree program within 8 years; no revalidation is permitted for outdated coursework. Be sure to indicate in the “Expected Graduation Date” box on the registration form, the month and year in which your last semester ends. Graduation fees will be assessed as part of your final tuition invoice. Check with the department's secretary in charge of graduation at the beginning of the semester to be sure your

paperwork is complete and you are on the graduation list.

Graduation

Graduation exercises occur in the middle of May each year. Students graduating in August or December can attend these exercises the following May. The College of Education and Human Services has its own convocation on the morning of the university's commencement. It lasts about two hours. It has been very favorably received by past graduates and we encourage you to attend. Caps, gowns, and hoods are for sale at the Evansdale Book Store. Details are given candidates regarding convocation and commencement after they apply for graduation. <http://commencement.wvu.edu/>

Student Records

The official graduate school records for students in the department are filed in the Office of Student Records and Advising. The department has a partial copy of students' records on file. Students have a right to review their records following reasonable advance notice. Files should be reviewed in the office in the presence of a faculty or staff member.

It is recommended that students assist the department in keeping complete files of documents related to their graduate program for current and future reference. Many students contact the program years after graduation for verification of course content to comply with certification or licensing requirements.

Professional Identity/Organizations

In classes, students will frequently hear about national and state counseling organizations. Students are encouraged to consider joining professional organizations like ACA, ASCA, and AMHCA. Students are encouraged to attend national and state conferences. Also, many students join our honorary chapter of Chi Sigma Iota.

Impaired Student Policy

It is recognized that everyone can encounter personal problems that can interfere with work performance. It is, therefore, the purpose of this procedure to outline the steps that can be taken in

order to assist a person whose performance may be impacted by problems caused through alcohol or substance abuse, emotional distress, mental and/or emotional problems, mental illness or other reasons.

This policy may be enacted when it is believed that the functioning of a student is impaired due to chemical dependence or abuse, mental illness, emotional problems, or other circumstances that cause the student to be unable to properly perform his/her tasks and responsibilities.

Impaired Student Procedures

If it is believed that the student is unable to function appropriately and as prescribed in our written code of ethics, he/she will be referred by the Coordinator to an agency or individual for an assessment. The substance of the assessment process is strictly confidential. However, as it is necessary for the Coordinator to have knowledge of any recommendations of the assessment facility, the student will need to sign a release of information form so these recommendations may be released to the program coordinator.

The cost of the evaluation and any treatment recommended by the evaluating facility will be borne by the student.

It is the responsibility of the student to follow the recommendations of the assessment. The recommendations may include but are not limited to:

- Treatment for chemical dependency at a center that is agreed upon by both the student and the Coordinator.
- A medical examination by a competent health care professional.
- Counseling for personal, emotional or marital problems.

If the recommendations are not followed, the student may be dismissed from the program.

It is possible that the recommendations of the evaluation and/or treatment program would be that the student be given a leave of absence. It is also possible that the Department or Program believes it is best for the individual to be placed on an involuntary leave of absence. In either case, the leave of absence could be for a period

of time of up to two (2) years. If this leave of absence would result in a period of time greater than what is customarily allowed to complete a program, the student may petition for an extension of time.

It is the concern of the Program as well as the Department that the care provided by counselors-in-training be of the highest caliber. Therefore, because of ethical considerations, it may be appropriate to prohibit a student from partaking in any and all practica until acceptance into the practicum is petitioned by the student. The coordinator may seek the advice of the faculty, the Department Chair and the professional treatment individual working with the student before such permission is given. The purpose of the petition is to allow the student to demonstrate his/her ability to participate in a practicum in an appropriate and ethical manner.

The student has the right to appeal decisions that are made during the process. If the student disagrees with the treatment recommendations of the evaluation facility, he or she may seek out another evaluation from a different facility. The cost of this evaluation is again paid for by the student. In addition, in order for an evaluation to be as accurate and complete as possible, release forms need to be signed so that any/all individuals who are providing an evaluation will have access to the same information upon which to base their evaluation.

If there are conflicting recommendations, the Coordinator of the program may request that the student seek a third evaluation.

If the student believes that all of the facts were not brought forth during the evaluation, he/she may seek a hearing with the Coordinator. The Coordinator may invite to the hearing people who are able to help in the examination of the situation. Among those invited could be the student's advisor, the practicum instructor, faculty members who are knowledgeable in the area of substance abuse, a representative of the assessment facility, fellow students, and others who would be beneficial to the process. The student would be allowed to invite whomever he/she would wish.

The student also has the right to appeal any decision to dismiss him/her from the program within 14 days of the decision. In order to protect

the rights of the student, this information is considered confidential and may not be released outside of the department or to the assessment and/or referral agencies without written permission signed by the student and witnessed by another. If, after following the steps outlined above, a reoccurrence of the behavior happens within 12 months, the student will be dismissed from the program.

Grievance Procedures

It is expected that the student will try to resolve disagreements or grievances first with their advisor, supervisor, and/or the faculty member in question. If this process proves unsatisfactory, the student has the option to present his/her concern to the Department Chairperson. If satisfaction is not achieved by these steps, the student may contact the Associate Dean. Following these initial verbal steps, if the student still believes that his/her case has not been equitably resolved, he/she may petition the Associate Dean in writing to form an Appeals Committee which consists of three faculty members selected by the Associate Dean. Consistent with the due process statement, none of these individuals are in any conflict of interest situations with the student, nor have a vested interest in the appeals outcome. If the student desires to appeal further, he/she may then petition in writing to the College Dean.

Student Rights

WVU and the Counseling Program are very concerned about student rights. We recognize that written policies are only the beginning in insuring that students' rights are protected. Violations need to be reported in order for full enforcement of policies.

Representatives of student organizations are welcome to attend all faculty meetings, and are asked to be absent only when it is necessary to protect the privacy of individuals (faculty or students) under discussion. While academic and program standards are the responsibility of the faculty, student input is encouraged. Comprehensive evaluation of the program is not possible without student participation.

Student/Faculty Relations

The Counseling Program is committed to the development of quality relationships between students and faculty. Faculty and supervisors are expected to adhere to ethical standards, and maintain objectivity in evaluating the performance of students.

The ACA Ethical Standard F.3a states: Counseling supervisors clearly define and maintain ethical professional, personal, and social relationships with their supervisees. Counseling supervisors avoid nonprofessional relationships with current supervisees. If supervisors must assume other professional roles (e.g., clinical and administrative supervisor, instructor) with supervisees, they work to minimize potential conflicts and explain to supervisees the expectations and responsibilities associated with each role. They do not engage in any form of nonprofessional interaction that may compromise the supervisory relationship.

Faculty and supervisors are aware of the power differential in their relationships with supervisees. If they believe nonprofessional relationships with a supervisee may be potentially beneficial to the supervisee, they take precautions similar to those taken by counselors when working with clients. Examples of potentially beneficial interactions or relationships include attending a formal ceremony; hospital visits; providing support during a stressful event; or mutual membership in a professional association, organization, or community. Counseling supervisors engage in open discussions with supervisees when they consider entering into relationships with them outside of their roles as clinical and/or administrative supervisors. Before engaging in nonprofessional relationships, supervisors discuss with supervisees and document the rationale for such interactions, potential benefits or drawbacks, and anticipated consequences for the supervisee. Supervisors clarify the specific nature and limitations of the additional role(s)

they will have with the supervisee.

NOTE: The complete ACA Code of Ethics can be found at www.counseling.org. We urge each of student to read the complete code of ethics sometime before taking the ethics course in the Summer semester.

Research with Faculty

Students are encouraged to seek out faculty for cooperative ventures on research and other scholarly projects. Students may enroll in Special Topics courses under the direction of an individual faculty member and earn credit for such projects. In addition, there is a thesis option for the Masters' Degree for students interested in research activities that may be useful in professional activities and/or future doctoral studies.

Academic Rights

West Virginia Board of Regents' (now Board of Trustees) Policy Bulletin No. 60 and its position on student academic rights begins with the following statement: "The student shall be graded or have his/her performance evaluated solely upon performance in the course work as measured against academic standards. The student shall not be evaluated prejudicially, capriciously, or arbitrarily. The student shall not be graded nor shall his/her performance be evaluated on the basis of his/her race, color, creed, sex, or national origin." (To this list can be added sexual orientation.) This document further states that students have access to all documents related to program requirements. In particular, students have the right to receive written descriptions of content and requirements for any course in which they are enrolled. These course outlines should include any special requirements, attendance expectations, laboratory requirements including time, field trips and costs, grading standards and procedures, professional standards, etc. Our departmental standards require that these written course descriptions are distributed during the first course meeting. All course activities are to be scheduled in approved university facilities and approved field placements.

Sexual Harassment

Sexual harassment is defined as unwanted sexual attention from someone who is in a position to evaluate your work or academic advancement or any person who creates a hostile intimidating environment that negatively affects your ability to complete a job or class work. These advances may be verbal, written or physical, and may have a specific or implied connection to something such as a grade, a promotion or a penalty.

The Department notes that the above is against the law and WVU policies, and suggests the following: Know your rights about sexual harassment, keep a written record of any incidents (e.g. date and time of phone calls), consider using assertive communication and getting assistance. Contact the chairperson of the department or the department faculty member who functions as a sexual harassment liaison person. The Office of Student Life can provide information to help you decide if you have been harassed, and can help you register a complaint. Avoid isolation and self-blame by talking with resource people in the Counseling Center, Sexual Assault Prevention and Education Program or the Sexual Harassment Liaisons located in every unit and department. Sexual harassment awareness programs can be arranged for individuals, groups and organizations by calling the Sexual Assault Prevention and Education Program at 293-2311.

Professional Advancement Following Graduation

A Master's Degree in Counseling is considered to be a very flexible degree, providing background not only for schools and counseling agencies, but for careers in business and other fields. While intense in its coverage of material related to professional counseling, the degree is considered to be just the beginning of lifelong professional development that enable counselors to cope with the vast complexities of human life. No masters' degree in counseling from any program can provide all that is needed to be a fully competent practitioner. Continuing education following graduation is essential in order to remain up-to-date with counseling technology and relevant to the concerns of clients.

Graduates are encouraged to remain active in professional organizations at the local, state, and national levels, attending workshops and seminars. In addition, some graduates may consider doctoral studies in counselor education, educational psychology, counseling psychology, educational administration, or many other disciplines.

Continuing education credits are essential for maintaining a professional license that graduates may seek to earn. Requirements for becoming a licensed counselor will vary from state to state. Information on licensure is available through the department, or from the West Virginia Board of Examiners in Counseling website <http://www.wvbec.org/> During the practicum or internship semester school counseling majors should plan to take the State Competency Exam. To avoid delays in finding employment immediately upon graduation, school counselors should apply for state certification. The Center for Student Advising, specifically Graduate Student Advising, has current information regarding all forms of education certification.

Many of our graduates, practicing in and around the Morgantown area, become important partners with the training program as field supervisors for practicum and internship students. Other graduates serve in the same capacity for students from other universities throughout the country. Still other graduates return to WVU as guest speakers, consultants, and advisors to the program. Many of our graduates have become important figures in the counseling profession, earning wide recognition for their service.

Professional Endorsements from Faculty

Students completing the program in good standing may expect to be endorsed by the program faculty for purposes of appropriate certification, license or other credentials.

The Counseling Department will only provide employment endorsement consistent with a graduate's program track and field placement experience. A graduate who has completed internship in a specialty area (school counseling or clinical mental health counseling) will not be endorsed for a counseling position in an unrelated area of counseling.

The Counseling program maintains strict endorsement standards concerning credentialing. The faculty of the school and community counseling programs will not endorse or recommend any master's degree graduates for licensure as a psychologist or suggest or imply that the master's program prepares counseling psychologists.

At times credentialing requires an applicant to have an endorsement by a field supervisor as well as program approval. Assistance is provided in locating field supervisors through the departmental office.

Often a graduate will need special references from individual faculty regarding character and achievement. Students should remember that the development of mentoring relationships may help insure that these recommendations are forthcoming.

Student Services Provided by the University

West Virginia University offers a wide variety of student services that can help insure completion of academic programs, safety, convenience, and the overall quality of student life. To qualify for many, but not all services, students must be enrolled full time, and be able to present a student ID.

Financial Assistance

Financial assistance is available in a variety of forms. Any student with financial need can apply for assistance at the Student Financial Aid Office in the Mountainlair (304-293-5242). In the past Counseling Students have secured University work study positions, residence hall jobs, and University Advising Center positions. Since the Counseling Program offers only graduate courses, assistantships are limited to doctoral students. Some programs in the college that offer undergraduate courses have a limited number of teaching assistantships for which counseling students can compete. Applications for college teaching and graduate assistantships are available in the Dean's Office. In most cases internships have no stipend attached.

Students facing an emergency that might affect their ability to continue in school can apply for an emergency loan at the Financial Aid Office in

the Mountainlair on the Downtown Campus (293-5242). Restrictions apply.

Student Counseling Service

The Carruth Center for Counseling and Psychological Services, located on the third floor of the Student Services Center next to the Mountainlair is staffed by a group of psychologists and interns that can help with a variety of personal problems. This service is free to full time undergraduate and graduate students. There is a policy to limit the number of sessions. Special groups are also offered during the year on such things as: test anxiety, ACOA, weight control, and so forth. Check with the center on which groups are being offered (293-4431).

Students who do not wish to go to the Carruth Center may seek personal counseling through Valley Community Mental Health Center (296-1731), WVU Department of Behavioral Medicine (293-2411) or private practitioners.

Disability Services

The Office of Disability Services (<http://www.wvu.edu/~socjust/disability.htm>) is committed to helping students achieve their academic goals by providing reasonable accommodations for those with physical, learning, psychological, or other documented disabilities. Services are provided for students with a wide range of temporary or permanent disabilities, and are based on the documented needs of the individual. For further information please contact:

Office of Disability Services
G-30 Mountainlair
PO Box 6423
West Virginia University
Morgantown, WV 26506-6423
(304) 293-6700 (Voice or TDD)
access2@wvu.edu

Career Services Center

The Center, located in the Mountainlair, has a job placement rate of over 90%. They use up-to-date methods of career selection and planning, including computer-assisted programs. Each year special job fairs are held of special interest to counseling students. To use the placement service requires completing an orientation program that the department recommends taking early in your studies. All job search credentials (e.g. references) can be on file at the Career Services Center to greatly simplify your search for employment. Special seminars are offered on resume' writing and other topics. Many of our past graduates have found employment in this office and ones similar to it on other campuses.

<http://studentemployment.hr.wvu.edu/>

Student Health Service

WELLWVU Student Health Clinic is located on the Evansdale Campus in the Health and Education build which is right next to the Student Rec Center and fields. You will find the WELLWVU Office of Wellness and Health Promotion on the first floor. They have expanded their services to include a partnership with WVU Healthcare that allows for extended evening and weekend clinic hours and enhanced coordination with WVU Healthcare specialty services. The new WELLWVU Student Health clinic is staffed by physician faculty from the WVU School of Medicine and other WVU Healthcare providers, and is designed to provide prompt and comprehensive medical care for a complete range of student health issues.

The Student Health Service is a comprehensive care facility offering general ambulatory care, laboratory and radiology testing that is ordered by a Health Service physician, routine gynecology, family planning, some immunizations, physical therapy, dietitian services, and psychiatric services. Male or female physicians can be requested. The Student Health Service is located on the Ground Floor of the Robert C. Byrd Health Sciences Center on the Evansdale Campus.

Many health education programs are also offered. These include alcohol and substance abuse education, sexual assault prevention and education, and AIDS awareness.

These services are free to full time students who have paid the Health Counseling Service & Program Fee (need an ID). Appointments should be made (293-2311) in advance. An emergency walk-in service is available. If you are not full time, check on paying a Health Service fee at the beginning of each semester. You can also use this facility on a fee-for-service basis if you are not full time.

If you do need to be hospitalized in connection with any condition or are referred outside the Health Service for care or testing, you will need to absorb these costs, or have your hospitalization insurance pay for them. Supplemental health insurance coverage is required if you are an international student.

Private Insurance Plan

The above Health Service fee is **NOT** the same thing as health insurance coverage. An additional private insurance plan is available to help cover the costs of specialty or inpatient care. It can be obtained by contacting the University Health Service at 293-2311. This voluntary plan is a contract between the student and the insurance carrier. West Virginia University has implemented a policy requiring that all students carry health insurance or sign a waiver acknowledging that by failing to carry such insurance you assume full financial liability for all health care expenses incurred in Morgantown while enrolled as a student at WVU. For more information or a brochure, please contact University Health Service at 293-2311.

The University Library System

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

Computing Services

There are public computer sites located in Armstrong Hall, Eiesland Hall, and the Evansdale Library. These sites are open very late at night. Access to the mainframe computer can be achieved at these sites or through a modem linked to WVNET, a computer resource available throughout the state. In addition, there is a computer lab on the 4th floor of Allen Hall. Courses and special workshops are offered through the computer lab on computer utilization and application of special software. University students are eligible for very significant discounts on the purchase of personal computers and software. Check with the WVU Book Store for details.

Other Student Life Issues

Parking on Campus

Like many campuses, parking at WVU is difficult. The problem is amplified due to the hilly terrain, reducing the opportunity to pave large, flat parking lots. Commuters can park at the Coliseum (a 15 minute walk to Allen Hall) without a WVU Parking Permit. There are short term meter parking lots located near Allen Hall. There is a lot right behind Lot 46 adjacent to Allen Hall. A little further away there is a lot located by the greenhouses and behind the Evansdale library. Students can park for up to four hours by using the meters. A very limited number of permits for lots on the Evansdale Campus are available. The Parking Office (293-5502) can be contacted to learn the specific day, at the beginning of each semester, when these permits go on sale for graduate students. Students can park in Evansdale lots without a permit after 5:00 P.M. On street parking around Allen Hall is limited to two hours.

Housing

The University rents apartments to both married and single graduate students. The University Housing Office is located in Building K, Med Center Apartments, (293-5840) and provides information on University-owned housing. Listings for privately owned rentals change daily, and are listed on the Office of Student

Life's (293-5611) web site at <http://www.wvu.edu/~studlife/off-camp.htm> or visit their office in E. Moore Hall.

Campus Security

The Department of Public Safety at WVU provides 24-hour, seven-day-a-week protection by trained personnel (293-2677). While Morgantown has a low crime rate, it is not free of such crimes, as theft, sexual assault, etc. It is advised that students leaving Allen Hall exit in groups through the Oakland Street entrance in the evening, and use the lighted walkways outdoors to access parking lots in the back of the building.

Campus Smoking Policy

WVU, as of July 1, 2013 is a smoke free environment; **smoking is not permitted on campus anywhere.**

DEPARTMENTAL CODE OF ETHICS

The department adheres to the ACA Code of Ethics along with The Association for Counselor Education and Supervision ethical standards. The complete ACA code of ethics can be found at www.counseling.org. ACES guidelines can be found on their web site.

We urge each of you to read these codes of ethics sometime before you take an entire course in the Summer semester that focuses on ethics.

Professional Fitness Review

Each semester, all Counseling faculty members, as well as adjuncts and other department faculty teaching counseling courses, evaluate all counseling students in their courses using the Professional Fitness Review form on the following page. This review allows faculty and instructors to identify students who may be having academic or personal problems which would interfere with their ability to function as professional counselors. The forms are reviewed at program faculty meetings, and a determination is made as to whether or not some type of intervention is necessary.

In the case that a student is deemed to be in need of intervention, the program faculty meet together to develop a program of remediation or a therapeutic referral plan for the student. This plan is then presented to the student in a private meeting.

Professional Fitness Review Form

Student _____ Reviewer _____ Semester/Year _____

<p>Evaluation Criteria</p> <p>1 – No opportunity to observe</p> <p>2 – Does not meet minimum criteria for program level</p> <p>3 – Meets criteria only minimally or inconsistently for program level</p> <p>4 – Meets criteria consistently at program level</p> <p>5 – Exceeds criteria consistently at program level</p>

Professional Fitness Categories:	1	2	3	4	5	COMMENTS
Professional Responsibility	---	---	---	---	---	
The student relates to peers, professors, and others in an appropriate professional manner.						
The student attends class regularly and is on time for class.						
The student completes assignments in a timely manner.						
The student demonstrates interest in the profession and the course work.						
Competence	---	---	---	---	---	
The student demonstrates competency in completion of his/her assignments.						
The student demonstrates basic cognitive skills and appropriate affect in response to clients						
The student demonstrates understanding of the counseling process and the various components: empathy, rapport building, genuineness, use of voice.						
The student takes responsibility for compensating for his/her deficiencies.						
Comportment	---	---	---	---	---	
The student demonstrates self awareness and social skills appropriate for the profession.						
The student does not let his/her belief systems, values, and limitations interfere with his/her professional work						
The student demonstrates the ability to receive, integrate, and utilize feedback from peers, teachers, and supervisors.						
The student demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and clients						
Integrity	---	---	---	---	---	
The student respects cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, physical ability/disability, language, and socioeconomic status						
The student respects the fundamental rights, dignity, and worth of all people.						
The student does not make statements that are false, misleading, or deceptive.						
The student behaves in accordance with the program's accepted code(s) of ethics/standards of practice.						

PLAN OF STUDY

Name: _____ Program: _____ School
 _____ Community/Agency

Expected date of program completion: _____

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

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

<u>Course and Identifying Numbers</u>	<u>Semester in which you plan to enroll</u>	<u>Completed (Date)</u>
<u>Block I</u>		
Coun. 501 - Counseling Theory/Techniques 1	_____	_____
Coun. 536 – Theories of Human Development	_____	_____
Coun. 608 – Organization and Dev. of School Coun Programs	_____	_____
Or Coun 622 – Community Counseling	_____	_____
Coun. 634 - Cultural Issues	_____	_____
Ed Psych. 512 - Introduction to Research	_____	_____
 <u>Block II</u>		
Coun. 606 - Counseling Theory/Techniques 2	_____	_____
Coun. 630 - Counseling Children/Adolescents/Parents	_____	_____
Coun. 640 - Addictions Counseling	_____	_____
Coun. 668 – Crisis, Trauma, and Grief Counseling	_____	_____
 <u>SUMMER</u>		
Coun 664 – Ethical Issues in Counseling	_____	_____
Coun. 665 – Abnormal Behavior	_____	_____
 <u>Block III</u>		
Coun. 505 - Theory & Practice of Human Appraisal	_____	_____
Coun. 620 - Lifespan Career Counseling	_____	_____
Coun. 609 - Group Coun. Theory & Techniques	_____	_____
Coun. 645 – Couples/Family	_____	_____
*Coun. 685 - Practicum	_____	_____
 <u>Block IV</u>		
Coun. 684 – Models of Supervision in Counseling	_____	_____
Coun. 686 - Counseling Internship	_____	_____

A minimum of 60 hours is required for graduation.

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

TRANSIENT APPLICATION FOR GRADUATE STUDIES
West Virginia University
College of Education and Human Services

Credit earned at other institutions of higher education can **ONLY** be credited toward **graduate degrees** at WVU if the institution is accredited at the graduate level. The maximum transfer credit permitted is 12 semester hours in a degree program requiring 30 to 41 semester hours. Eighteen (18) semester hours will be accepted for degree programs requiring 42 or more semester hours. Transfer credit is not restricted for doctoral students as doctoral degrees are not credit hour accumulation degrees. The student is responsible for having an official transcript sent to the Office of Admissions and Records, PO Box 6009, Morgantown, WV 26506-6009.

NAME _____ STUDENT ID# _____

DATE OF LAST ENROLLMENT AT WVU _____

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

ADDRESS _____ PHONE: _____

EMAIL: _____

NAME OF INSTITUTION (to be) ATTENDED _____

ADDRESS OF INSTITUTION _____

DOES INSTITUTION OFFER ACCREDITED GRADUATE PROGRAM? _____Y _____N

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

COURSE(S) (TO BE) COMPLETED:

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

Advisor Signature
Type or Print Name

Dean, Education and Human Services

Campus P.O.

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