

**WAKE FOREST UNIVERSITY
DEPARTMENT OF COUNSELING**

STUDENT HANDBOOK
Master of Arts in Counseling
Master of Arts in Human Services
Graduate Programs

Table of Contents

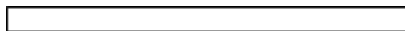
	Page(s)
Student Handbook	5
Welcome	5
Introduction	5
Wake Forest University Facts	6
Student Recruitment	6
Program Overview	6-8
Clinical Mental Health Counseling (CMHC)	7
School Counseling (SC)	7
Addiction Counseling (AD).....	7
Master of Divinity and Master of Counseling (Dual Degree)	8
Human Services (HS)	8
Vision Statement	8
Mission Statement	9
Overall Program Objectives	9
Clinical Mental Health Counseling Program Objectives	9-10
School Counseling Program Objectives	10
Addiction Counseling Program Objectives	10-11
Human Services Program Objectives	11
Program Delivery	11-12
Accreditation of Counseling Program	12
CACREP Standards	13
Preparation for Enrollment	13-14
Computer System Requirements	14-15
Canvas and Student Authentication	15
Program of Study	15
Course Requirements, WFU Master of Arts	16-17
Counseling	16
Human Services	17
Program Planning Guide, WFU Master of Arts	18-19
Counseling	18
Human Services	19
Sequence of Courses, WFU Master of Arts	20-22
Counseling, Reynolda Campus	20
Counseling, Virtual Campus	21
Human Services, Virtual Campus	22
Residencies (Virtual Campus Students)	23
Field Experiences	23-24
Counseling	23-24
Human Services	24
Preparation for Field Experiences	25
Choosing Your Specialty Track	25
Helpful Websites in Choosing Your Specialty Track	26
Counseling	26
Human Services	26
Counseling and Human Service Specialties Compared	27
Diversity, Equity, Inclusion, and Accessibility	28
Policies Related to Program Completion	29-55
Evaluation & Continuation Policy	29
Rationale	29-30
Statement of Intent	30
Expectations	30-43
Academic Program Standards	30-31
Honor Code	31
Key Performance Indicators.....	31-37
Professional Dispositions and Behavior Review.....	37

Student Evaluation Timeline: Reynolda Campus Master of Arts in Counseling.....	37-39
Student Evaluation Timeline: Virtual Campus Master of Arts in Counseling	39-41
Student Evaluation Timeline: Master of Arts in Human Services	41-42
Key Performance Indicators and Professional Disposition and Behavior Review Timing and Progress Overview.....	42-43
Appeals Processes	43-51
Grade Appeal Process	43-46
Unethical, Unprofessional or Illegal Conduct Appeals Process	44-45
Remediation and Dismissal Appeals	46
Candidacy Appeal	46
Procedures for Students who Stop Submitting Assignments.....	46-47
Signature Page	47
Professional Disposition and Behavior Form	48-51
Liability Insurance.....	52
Professional Organizations, Involvement, and Activities.....	52-53
Websites for Counseling and Human Services Professional Organizations	52
Counseling	52
Human Services	52
Professional Development Activities.....	53
Name and Address Changes	54
General Communication	54
Course Load	54
Grade Point Average	54
Program Planning Guide	55
Transfer Credits	55
Incompletes	55
Time Limit for Degree Completion	55
Academic Expectations	55-59
Ethical Standards	55-56
Academic Integrity	56
Tips for Avoiding Plagiarism	56-57
When Avoiding Plagiarism, Remember	57
The Use of Artificial Intelligence Tools.....	57
Online Etiquette (Netiquette)	58-59
Department of Counseling Social Media Guidelines	59-62
Introduction	59
Social Media Defined	60
Guidelines	60-61
Best Practices	61-62
Summary	62
Resources Consulted	62
Counseling Services for Students	63
Reynolda Campus Students	63
Virtual Campus Students	63
Exit Requirements	63-64
Candidacy & Statement of Intent to Receive a Master’s Degree	63
Application for Candidacy & Statement of Intent, Master’s Degree Non-Thesis Option	64
Endorsement, Licensure and Certification	65-66
Endorsement of Graduates Policy	65
Counseling	65-67
School Counseling Licensure	65
Licensed Clinical Mental Health Counselor(LCMHC)	65-66
National Certified Counselor (NCC)	66
Student Feedback	67
Course Evaluations	67
Alumni and Employer Surveys.....	67
Site Supervisor Survey.....	67

Student Resource Contact Information	66-68
Websites of Professional Counseling Organizations and Resources	68
Websites of Professional Human Services Organizations and Resources	68
Contact Information	69
Acknowledgment of Student Responsibilities	70

The information in this student handbook applies to the academic year 2024-2025. The Counseling Department and Wake Forest University reserve the right to change policies and procedures at any time and without prior notice. Additionally, errors and omissions in published documents (written or electronic) may be corrected at any time. Students will be notified via email of changes to policies or procedures that occur during the academic year. Changes may be added as an appendix to the student handbook or the student handbook will be reposted with the changes included.

**Wake Forest University
Department of Counseling
STUDENT HANDBOOK**



Welcome

Welcome to the Counseling Program. The faculty hopes that each student will have a successful and rewarding experience as they begin the journey toward professional counseling. The faculty is committed to providing a learning environment that is challenging as well as supportive. We believe that mutual cooperation, collaboration, and commitment will provide you with opportunities to build skills, obtain knowledge, and develop attitudes that lead to effective, ethical, and culturally responsive practice within the counseling and human services fields.

Although students are assigned a faculty advisor in the first semester, it is ultimately each student's responsibility to know the information contained in this handbook and to monitor progress toward their degree. Students are also expected to be familiar with information contained in the appropriate Field Experience Manual, in the Graduate Student Handbook, and in their degree plan. Review this manual periodically and, when questions arise, contact your faculty advisor. Contact information for Department Staff and Program Directors is listed later in this handbook. Contact information for all faculty members is also listed on the Department of Counseling website: <https://counseling.graduate.wfu.edu/>.

Introduction

This handbook serves as a guide for helping students to better understand the program, the degrees offered, policies and procedures, and student rights and responsibilities. The handbook is available at the following address: <https://counseling.graduate.wfu.edu/forms/student-forms-information/>. It is required reading for all counseling and human services students. As such, it should be examined in its entirety upon admission to a Graduate Program within the Department of Counseling.

This handbook is not intended to be a comprehensive listing of all Wake Forest University policies, only the policies specific to the Department of Counseling. Please see Wake Forest University's Graduate Student Handbook at: <https://graduate.wfu.edu/graduate-bulletin-archive/> for general information about university policies.

It is the student's responsibility to read and become familiar with the information in this handbook. To ensure each student has read this handbook and understood the responsibilities, policies, and procedures as outlined, please sign the Acknowledgement of Student Responsibilities included at the end of this handbook and submit it during your New Student Orientation, as directed.

Wake Forest University Facts

Wake Forest University is a private, coeducational institution dedicated to academic excellence in liberal arts, graduate education, and professional education. Founded in 1834, the University is ranked among the top fifty national universities. With 5,447 undergraduates and 3,516 graduate and professional students, the student-faculty ratio is 11:1. Wake Forest is a collegiate university offering a vibrant intellectual community with a rich cultural life, an impressive array of facilities and an active athletics community. The University has a deep institutional commitment to public service and engagement with the world, as indicated by its motto, *pro humanitate*. For quick facts about the University, go to <https://about.wfu.edu/>.

Wake Forest is located in Winston-Salem, North Carolina. Winston-Salem is part of the beautiful Piedmont Triad metropolitan region that has a population of more than 1.7 million and is listed among the top 35 best places to live in North America by Cities Ranked and Rated. Known as the state's City of the Arts, Winston-Salem offers a vast array of arts experiences ranging from music venues and galleries to theatre and film festivals. The city is also ranked among the top 50 US cities for affordability on national surveys.

Student Recruitment

The Department of Counseling is committed to recruiting students from a variety of backgrounds, experiences, and cultural influences to foster a rewarding and enriched educational experience for all students. The Department of Counseling provides a rich, diverse cultural experience through course offerings, workshops, and regional cultural events. In interactions with students, from admission through graduation, the faculty does not discriminate based on a student's gender, gender identity, age, race, ethnicity, color, religion, sexual orientation, ability status, or national origin.

Program Overview

The following are professional graduate programs in the Department of Counseling at Wake Forest University:

Clinical Mental Health Counseling (CMHC), School Counseling (SC), and Addiction Counseling (AC).

Human Services (MAHS).

Wake Forest University awards the Master of Arts for all programs. The Department of Counseling also offers a Dual Degree in Master of Arts in Counseling and Master of Divinity in collaboration with the Wake Forest University School of Divinity.

Clinical Mental Health Counseling (CMHC)

The Clinical Mental Health Counseling specialty leads to eligibility, after passing the required examination and meeting the post-master's supervised experience requirement, as a Licensed Clinical Mental Health Counselor Associate in North Carolina and may lead to licensure in other states, depending on the requirements in that state. For specific information about how the CMHC program curriculum meets professional counseling licensure requirements in other states, please review the Department of Counseling's [Professional Counseling State Licensure Disclosure Statement](#). The core required courses in the program meet the eight core areas outlined by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and required by most states for licensure. In addition, students will gain professional knowledge, skills, and practices necessary to address a wide variety of circumstances within clinical mental health counseling settings.

School Counseling (SC)

The School Counseling specialty leads to eligibility, after submitting appropriate paperwork and passing the school licensure exam, for K-12 licensure as a school counselor in North Carolina and may lead to licensure or endorsement in other states, depending on their requirements, and is based on the requirements of the North Carolina State Board of Education and Department of Public Instruction. For specific information about how the school counseling program curriculum meets school counseling licensure requirements in other states, please review the Department of Counseling's [School Counseling State Licensure Disclosure Statement](#). The school counseling specialty is accredited by CACREP. The core required courses in the program meet the eight CACREP core areas required by most states for licensure. In addition, students will gain the professional knowledge, skills, and practices necessary to promote the academic, career, and personal/social development of all K-12 students.

Addiction Counseling (AC)

The Addiction Counseling specialty leads to eligibility, after passing the required examination, completing CNS 771: Clinical Mental Health Counseling, and meeting the post-master's supervised experience requirement, as a Licensed Clinical Mental Health Counselor Associate in North Carolina and may lead to licensure in other states, depending on the requirements in that state. The core required courses in the program meet the eight core areas outlined by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and required by most states for licensure. In addition, students will gain professional knowledge, skills, and practices necessary to address a wide variety of circumstances within substance use and addiction recovery settings. The Addiction Counseling track is a new specialty area in the Department of Counseling and, therefore, **is not CACREP accredited**. We plan to apply for accreditation for the Addiction Counseling track as soon as we have the requisite data and information needed for the application.

Master of Divinity and Master of Counseling (Dual Degree with the WFU School of Divinity)

This degree is an academic program for graduate students in the full-time Reynolda Campus program who seek to enter the ministry with skills in both theology and in counseling. Students accepted into the dual degree program have the opportunity to complete the requirements for both the Divinity and Master of Arts in Counseling degrees in four years instead of the usual five years. In this combined program, neither the M.Div. nor the MA Counseling degree is compromised. The curriculum is in line with the accreditation bodies of both partners. All classes occur on the Reynolda Campus of Wake Forest University. Graduates will also meet the educational requirements of licensure as professional counselors in North Carolina and in most other states.

Human Services

Wake Forest University's Master of Arts in Human Services program is dedicated to training human services professionals who are committed to serving the needs of their communities. In a variety of roles and settings, human services students excel as community leaders, advocates and practitioners who model compassionate service to humanity and foster the well-being of society. The Human Services program is offered exclusively online.

Vision Statement

The Wake Forest Department of Counseling aspires to be a dynamic and engaging academic community that...

- Attracts a diverse community of scholars and students from across the country and throughout the world
- Employs the cohort model to integrate the knowledge, skills, and experiences of faculty and students
- Builds on established research and theories, current inquiries, and exemplary practices
- Creates service and research responses to meet current and future challenges to well-being and mental health
- Fosters a climate of critical thinking, ethical deliberation, and responsive action
- Honors the teacher-scholar ideal
- Models excellence in community leadership, advocacy, and practice
- Collaborates with other academic entities

Mission Statement

Faculty members collectively aspire to provide a rigorous intellectual climate and a supportive atmosphere encouraging personal and professional development to a diverse student body in order to prepare professionals who

- practice effectively and ethically;
- value diversity, diligence, and life-long learning;
- excel as culturally competent practitioners, community leaders, and advocates;
- possess deep awareness of themselves and of their impact on others; and,
- engage in the compassionate service of humanity to foster the wellness of people everywhere.

Overall Program Objectives

Faculty members strive for those aspirations by focusing on the following program objectives:

- Create a learning community that is respectful of student rights, responsibility, dignity, and inherent worth by emphasizing excellence in teaching.
- Build a culture of accountability in which students demonstrate high professional standards for ethical behavior, clinical skill development, academic performance, interpersonal relationships, professional attitudes, and professional character.
- Provide curricular experiences for students to learn and demonstrate knowledge of the eight core standards designated by CACREP: (a) professional counseling orientation and ethical practice; (b) social and cultural diversity; (c) human growth and development; (d) career development; (e) helping relationships; (f) group work; (g) assessment; and (h) research and program evaluation.
- Engage students in activities that enable them to evaluate evidence, be open to new ideas and engage in the understanding and appreciation of the perspectives of others.
- Engage students in experiences in which they demonstrate an understanding of continual personal and professional growth.
- Provide experiences encouraging students to engage in compassionate service to humanity and foster the wellness of people.
- Provide experiences encouraging students and graduates to assume leadership roles by advocating for the profession.
Provide excellence in supervised clinical experiences promoting professional and personal development throughout the clinical course sequence.

Clinical Mental Health Counseling Program Objectives

In addition to the overall program objectives outlined previously, the Clinical Mental Health Counseling Program has the following additional objectives:

- Students will engage in a continuous process of monitoring their growth and development as counselors through reflection and self-evaluation and will utilize opportunities to obtain feedback from peers and supervisors.
- Students will perform a wide range of therapeutic services among diverse client populations and in a variety of settings.

- Students will acquire the knowledge and skills needed to assess, diagnose (when appropriate), form case conceptualizations, and develop treatment plans for diverse client populations.
- Students will use evidence-based approaches that promote prevention, early intervention, wellness, and advocacy; taking into account the client, the environment, and the interaction between the two.
- Students will develop skills for working with clients dealing with substance abuse, suicidal ideation, crisis, disaster, and other trauma-causing events.
- Students will collaborate with teams of other mental health and medical professionals so as to provide the best possible care for their clients.
- Students will acquire knowledge and skills related to the operation of mental health services including public mental health policy, finances, regulatory processes, mental health service delivery systems, clinical mental health counseling services networks and advocacy.

School Counseling Program Objectives

In addition to the overall program objectives outlined previously, the School Counseling Program has the following additional objectives:

- Students will engage in a continuous process of monitoring their growth and development as counselors through reflection and self-evaluation and will utilize opportunities to obtain feedback from peers and supervisors.
- Students will develop the knowledge and skills to design, deliver and evaluate school counseling programs that integrate and support the school's overall mission.
- Students will learn to work effectively with the system of people who affect the lives of children such as parents, teachers, administrators, community service providers, legislators and others.
- Students will acquire knowledge and skills required for the functions of a school counselor who advocates for children. Those include counseling, coordinating, consulting, case management and design of a program that includes the guidance curriculum, individual planning, responsive services and system support.
- Students will demonstrate the competency to collect, analyze, use and disseminate data.
- Students will understand and appreciate the present and future needs of a pluralistic society and roles of schools and school counseling in enhancing the well-being of children in the world.

Addiction Counseling Program Objectives

In addition to the overall program objectives outlined previously, the Addiction Counseling Program has the following additional objectives:

- Students will engage in a continuous process of monitoring their growth and development as addiction counselors through reflection and self-evaluation and will utilize opportunities to obtain feedback from peers and supervisors.
- Students will demonstrate knowledge of the foundations and contextual aspects of addiction counseling.

- Students will acquire the knowledge and skills needed to assess, diagnose (when appropriate), form case conceptualizations, and develop treatment plans for diverse client populations dealing with addiction.
- Students will use evidence-based approaches that promote prevention, early intervention, wellness, and advocacy associated with addiction counseling.
- Students will develop skills for working with clients dealing with substance abuse, suicidal ideation, crisis, disaster, and other trauma-causing events.
- Students will collaborate with teams of other addiction professionals so as to provide the best possible care for their clients.

Human Services Program Objectives

In addition to the common program objectives outlined previously, the Master of Arts in Human Services Program has the following additional objectives:

- Students will engage in a continuous process of monitoring their growth and development as human services professionals through reflection and self-evaluation and will utilize opportunities to obtain feedback from peers and supervisors.
- Students will develop the knowledge and skills to serve individuals, families, groups, and communities and/or to provide other functions required to support human services organizations.
- Students will acquire knowledge and skills related to the operation of health services including program planning and evaluation; organizational management, supervision and development of staff; strategic planning; developing and monitoring budgets; grant and contract negotiation; legal and regulatory issues; and volunteer management.
- Students will collaborate with teams of other human services, mental health and medical professionals so as to provide the best possible services for their clients.
- Students will understand and appreciate the present and future needs of a pluralistic society and roles of human services organizations in advocating for and enhancing the well-being of individuals and groups.

Program Delivery

The Master of Arts in Counseling is offered in two settings. Although the delivery method of the program varies, the program requirements and the coursework are equivalent.

- ***Reynolda Campus:*** Refers to students enrolled full-time at the Wake Forest University campus in Winston-Salem, North Carolina. These students complete the required sixty credit hours in five consecutive semesters (including a summer school semester). Courses are offered face-to-face on the Reynolda Campus during weekdays. Students must enroll in the fall semester to be included in these programs.
- ***Virtual Campus:*** Refers to students enrolled part-time who complete their coursework online with two intensive weekend residencies in Winston-Salem, North Carolina. Students can enroll in the fall, spring, or summer semester to be included in these programs. Students typically enroll in six credit hours per semester. During the intensive weekend residencies,

students will interact with the faculty on the Reynolda campus and further develop their counseling and interpersonal skills in learning groups, become better acquainted with the program and upcoming expectations, and develop plans for their practicum and internship experiences.

The Master of Arts in Human Services program is offered exclusively via Virtual Campus

- ***Virtual Campus:*** Refers to students enrolled part-time who complete their coursework online with two intensive weekend residencies in Winston-Salem, North Carolina. The Department of Counseling is not currently enrolling students in the Human Services program. Students typically enroll in six credit hours per semester. During the intensive weekend residencies, students will interact with the faculty on the Reynolda campus and further develop their human services and interpersonal skills in learning groups, become better acquainted with the program and upcoming expectations, and develop plans for their field experience.

Accreditation of Counseling Program

Counseling programs accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) adhere to the highest standards in counselor education and accept their responsibility to provide quality training programs. Accreditation is a powerful tool for continual self-evaluation and improvement, and the Department of Counseling at Wake Forest University has been actively involved in this process since 1994.

The School Counseling and Clinical Mental Health Counseling programs on the Reynolda Campus have been accredited since 1995. The School Counseling and Clinical Mental Health Counseling programs on the Reynolda Campus and Virtual Campus have been approved for accreditation through October 2026. The Addiction Counseling Program is not accredited by CACREP. However, once we have the requisite data and information requested for accreditation, we will apply for the addiction counseling program to be accredited by CACREP.

Benefits to students of CACREP accredited programs include:

- Students can become eligible for the National Certified Counselors (NCC) credential after passing the National Counselor Exam (NCE) without the two-year post master's experience.
- Students are eligible to take their national counseling licensure exam prior to graduation.
- "CACREP Accreditation provides recognition that the content and quality of the program has been evaluated and meets standards set by the profession. The student, as a consumer, can be assured that appropriate knowledge and skill areas are included and that the program is stable, professionally and financially" (cacrep.org; retrieved November 15, 2011).
- In North Carolina and in some other states, when applying for licensure, students need only submit the official transcript from their degree program. Without CACREP accreditation, many states require course syllabi in addition to the transcript.

CACREP Standards

The eight CACREP common core curriculum area standards include:

- **Professional Counseling Orientation and Ethical Practice:** Studies that provide an understanding of all of the following aspects of professional functioning.
- **Social and Cultural Identities and Experiences:** Studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society.
- **Lifespan Development:** Studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts.
- **Career Development:** Studies that provide an understanding of career development and related life factors.
- **Counseling Practice and Relationships:** Studies that provide an understanding of the counseling process in a multicultural society.
- **Group Counseling and Group Work:** Studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society.
- **Assessment and Diagnostic Processes:** Studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society.
- **Research and Program Evaluation:** Studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation

No matter which specialty area one chooses, the eight CACREP core areas are essential in building the foundational knowledge, skills, and practices required of all counselors.

Preparation for Enrollment

- **Complete a Background Check**
 - You will receive a link to our approved vendor “DISA Global Solutions” with directions on how to complete and pay for the required background check. The cost is \$25.00 (some states are higher) and results will be available to us within three working days from the time you complete the paperwork. Any student who has a criminal offense documented through this procedure will have to address this on a case-by-case basis with the Program Director and Department Chair. Areas of concern may include, but are not limited to, felony convictions, especially those involving harm to others, theft or fraud convictions, and patterns of misdemeanors other than moving traffic violations.
- **Tuition and Fees**
 - You will be responsible for payment of tuition at the rate of \$1,700 per credit hour for the 2024-2025 academic year. Tuition bills will be sent by Student Financial Services and **may** also include the following University fee:
 - *Transcript Fee* – \$3.15 each, with an additional charge for expedited services.
 - Tuition is due August 1st for the fall term, December 1st for the spring term, and May 1st for the summer term. For additional financial information, please visit www.wfu.edu/sfs.
- **Order Textbooks**
 - Wake Forest offers an online option for ordering textbooks
 - See <https://www.bkstr.com/wakeforeststore/shop/textbooks-and-course-materials>

- Wake Forest's Bookstore Accepts: Cash (In-Store Only), Checks, Visa, Master Card, American Express, Discover, ATM, and Google Checkout.
- Contact Information:
 - *Phone:* 336.758.3388
 - *Fax:* 336.758.4155
 - *Email:* wfu@bkstr.com
- **Ensure computer access and hardware meets requirements outlined in Computer System Requirements on page 14 of this handbook.**
- **Complete the Orientation Course (Virtual Campus Only)**

** Please note that the above requirements refer only to those actions required by the Department of Counseling. There may be additional requirements outlined by the University for incoming student enrollment, which may be found on the Graduate School's website, <http://graduate.wfu.edu/>.*

Computer System Requirements

The Wake Forest Online Counseling Program uses a learning management system (LMS) called Canvas as the platform for delivering online courses. Canvas is also used by instructors to supplement their face-to-face courses. Canvas is a web-based LMS that is capable of supporting teaching and learning, project collaboration, and group interaction.

Before you enroll in an online course, make sure you have access to a high speed Internet connection and a computer that meets the following requirements (also available here: <https://graduate.wfu.edu/graduate-school-computer-requirements/>) in order to meet the minimal technical requirements for using Canvas:

- **Operating System:** Windows 10 Professional Mac OS 13 and up
- **Processor:** Intel Core i5 Windows; Intel Core i5: AMD Ryzen 5, or M-series for Mac.
- **Hardware:** 256SSD
- **High Speed Internet Connection:** Internet Service Provider
- **Antivirus Protection:** Windows 10 and 11 have Windows security by default, which provide the latest antivirus protection. For Mac users, Avast is recommended to protect your device.
- **Specialty Hardware:** Sound Card & Speakers, USB Microphone to record your speech and listen to playback, and USB Video Camera
- **Browser & Software:** Please confirm that the computer you plan to use while in the Counseling program meets or exceeds the minimum hardware and software requirements listed on this page: <https://graduate.wfu.edu/graduate-school-computer-requirements/>

Technological Competence Needed to Complete the Program

- **Web Browsing Skills:** The ability to connect to and browse the internet using web browsing software.
- **Word Processing Skills:** The ability to utilize word processing software programs, such as Microsoft Word or Google Docs to write papers.

- **Presentation Program Skills:** The ability to utilize presentation program software, such as PowerPoint, Google Slides, and Voicethread to create presentations.
- **Web-Conferencing Program Skills:** The ability to effectively attend, host, and record virtual meetings using web-conferencing software, such as Zoom.

Additionally, some of the online courses may require you to watch online videos or to create a PowerPoint slide presentation with embedded audio of your speech. The syllabus will state whether any specialty hardware is required for the course and how to obtain it.

Canvas

As mentioned above, Canvas is the learning management system that we use for both the campus program and online program. Students can access Canvas online at canvas.wfu.edu. To log into Canvas, students should enter their WFU username and password. During the new student orientation, online students will receive information and resources about navigating Canvas, such as how to set up their profile, user settings, and notifications; as well as how to view course announcements, respond to discussion posts, take a quiz or exam, check grades, and use the calendar.

Student Authentication

Wake Forest University uses several best practices to ensure student authentication. First, students log into their Wake Forest University email with a username and password that requires a two-step verification. Second, Wake Forest University systems operate with a single sign-on (SSO). This allows students to log into various WFU applications (e.g., WIN, Canvas, email) with the same email and password. Third, background checks are required for all admitted counseling and human services students. Fourth, all applicants for our counseling and human services programs participate in either virtual or in person, synchronous, admissions interviews. Online students participate in an interview with a staff member that is recorded and reviewed by admissions committee faculty. Fifth, online students are encouraged to attend weekly, virtual, live sessions and office hours in which they interact directly with faculty and practitioner instructors. Sixth, all online students are required to attend two in-person residencies on Wake Forest University's Reynolda campus.

Program of Study

Students should visit the Department of Counseling's website (counseling.graduate.wfu.edu) or view the pages included in this manual for the course requirements, sequence of courses, and program planning guide specific to the delivery method. Students are assigned a faculty advisor during the first semester of enrollment and should work with that person on career plans, program of study, licensure requirements, and long-term goals.

The following pages include the course requirements for the M.A. in Counseling program and the M.A. in Human Services program, program planning guides for each program, and sequences of courses for each program.

Course Requirements
Wake Forest University Master of Arts – Counseling
 Virtual Campus and Reynolda Campus Students

A minimum of 60 semester hours is required for the Master of Arts degree in Counseling. The Program of Study includes fourteen required Core Courses, three Clinical Courses, and three courses in a Program Specialty Area.

CORE COURSES: _____ **(42 semester hours)**

- CNS 721: “Research and Statistical Analysis in Counseling” (3)
- CNS 736: “Appraisal Procedures for Counselors” (3)
- CNS 737: “Basic Counseling Skills and Techniques” (3)
- CNS 739: “Advanced Counseling Skills and Crisis Management” (3)
- CNS 740: “Professional Orientation to Counseling” (3)
- CNS 741: “Theories and Models of Counseling” (3)
- CNS 742: “Group Procedures in Counseling” (3)
- CNS 743: “Career Development and Counseling” (3)
- CNS 747: “Cultures and Counseling” (3)
- CNS 748: “Life Span Development: Implications for Counseling” (3)
- CNS 765: “Addiction Counseling” (3)
- CNS 773: “Family Counseling” (3)
- CNS 780: “Professional, Ethical & Legal Issues in Counseling” (2)
- CNS 786: “Consultation and Program Planning” (2)
- CNS 790: “Professional Identity Capstone Course” (2)

CLINICAL COURSES: _____ **(9 semester hours)**

- CNS 738: “Counseling Practicum” (3)
- CNS 744: “Counseling Internship I” (3)
- CNS 745: “Counseling Internship II” (3)
- CNS 755: “Counseling Internship III” (2) if needed, is not required

PROGRAM SPECIALTY COURSES: _____ **(9 semester hours)**

Addiction Counseling	Clinical Mental Health Counseling	School Counseling
CNS 777: Addiction Counseling Skills (3)	CNS 771: Clinical Mental Health Counseling (3)	CNS 749: School Guidance and Counseling (3)
CNS 770: Classification of Mental and Emotional Disorders (3)	CNS 770: Classification of Mental and Emotional Disorders (3)	CNS 746: Counseling Children (3)
CNS 776: Assessment and Treatment Planning in Addictions (3)	CNS 762: Case Formulation and Treatment Planning in Clinical Mental Health Counseling (3)	CNS 760: Issues in School Counseling (3)

APPROVED ELECTIVES (*Reynolda Campus Only*): _____ **(0-9 semester hours)**

- CNS 746: “Counseling Children” (3) (for Clinical Mental Health Counseling students)
- CNS 770: “Classification of Mental and Emotional Disorders” (3) (for School Counseling students)
- CNS 750: “The Vienna Theorists” (3)
- CNS 764: “Creative Arts in Counseling” (3)
- CNS 771: “Clinical Mental Health Counseling” (3) (for Addiction Counseling students)

Total 60-69 semester hours

Course Requirements
Wake Forest University Master of Arts – Human Services
Virtual Campus Students

A minimum of 39 semester hours is required for the Master of Arts degree in Human Services. The Program of Study includes ten required courses in common with the Master of Arts degree in Counseling program, two specialty courses in human services administration and programming, and one course of field experience.

CORE COURSES (with Counseling): **(30 semester hours)**

- CNS 721: “Research and Statistical Analysis in Counseling” (3)
- CNS 737: “Basic Counseling Skills and Techniques” (3)
- CNS 739: “Advanced Counseling Skills and Crisis Management” (3)
- CNS 740: “Professional Orientation to Counseling” (3)
- CNS 741: “Theories and Models of Counseling” (3)
- CNS 742: “Group Procedures in Counseling” (3)
- CNS 743: “Career Development and Counseling” (3)
- CNS 747: “Cultures and Counseling” (3)
- CNS 748: “Life Span Development: Implications for Counseling” (3)
- CNS 773: “Family Counseling” (3)

PROGRAM SPECIALTY COURSES: **(9 semester hours)**

- CNS 752: “Human Services Administration” (3)
- CNS 753: “Human Services Program Planning and Evaluation” (3)
- CNS 754: “Human Services Field Experience” (3)

Total 39 semester hours

Program Planning Guide
Wake Forest University Master of Arts – Counseling
 Virtual Campus and Reynolda Campus Students

STUDENT: _____ **TRACK:** _____
ADVISOR: _____ **DATE:** _____

CORE COURSES **SEMESTER TO COMPLETE**

- 721 Research and Statistical Analysis in Counseling (3)
- 736 Appraisal Procedures for Counselors (3)
- 737 Basic Counseling Skills and Techniques (3)
- 739 Advanced Counseling Skills and Crisis Management (3)
- 740 Professional Orientation to Counseling (3)
- 741 Theories and Models of Counseling (3)
- 742 Group Procedures in Counseling (3)
- 743 Career Development and Counseling (3)
- 750 Addiction Counseling (3)
- 747 Cultures and Counseling (3)
- 748 Lifespan Development: Implications for Counseling (3)
- 773 Family Counseling (3)
- 780 Professional, Ethical & Legal Issues in Counseling (2)
- 786 Consultation and Program Planning (2)
- 790 Professional Identity Capstone Course (2)

SUBTOTAL 15 courses 42 credits

CLINICAL COURSES **SEMESTER TO COMPLETE**

- 738 Counseling Practicum (3)
- 744 Counseling Internship I (3)
- 745 Counseling Internship II (3)
- 755 Counseling Internship III (2)

SUBTOTAL 3 courses 9 credits

PROGRAM SPECIALTY AREA: Choose One

SCHOOL COUNSELING **SEMESTER TO COMPLETE**

- 749 School Guidance and Counseling (3)
- 746 Counseling Children (3)
- 760 Issues in School Counseling (3)

SUBTOTAL 3 courses 9 credits

OR

CLINICAL MENTAL HEALTH COUNSELING **SEMESTER TO COMPLETE**

- 771 Clinical Mental Health Counseling (3)
- 770 Classification of Mental and Emotional Disorders (3)
- 762 Case Formulation and Treatment Planning in Clinical Mental Health Counseling (3)

SUBTOTAL 3 courses 9 credits

ADDICTION COUNSELING **SEMESTER TO COMPLETE**

- 777 Addiction Counseling Skills (3)
- 770 Classification of Mental and Emotional Disorders (3)
- 776 Assessment and Treatment Planning in Addictions (3)

SUBTOTAL 3 courses 9 credits

ELECTIVES (Reynolda Campus Only) **SEMESTER TO COMPLETE**

- 750: Vienna Theorists (3)
- 770: Classification of Mental and Emotional Disorders (for School counseling students) (3)
- 746: Counseling Children (for Clinical Mental Health and Addiction Counseling students) (3)
- 764: Creative Arts in Counseling (3)
- 766: Crisis Prevention and Response (3)
- 767: Human Sexuality (3)
- 768: Psychopharmacology for Counselors (3)
- 771: Clinical Mental Health Counseling (for Addiction Counseling students) (3)

SUBTOTAL 1-8 courses 3-24 credits

TOTAL COURSES AND CREDITS **60-81 credits**

Program Planning Guide
Wake Forest University Master of Arts – Human Services
 Virtual Campus Students

STUDENT: _____ **TRACK:** _____

ADVISOR: _____ **DATE:** _____

CORE COURSES (with Counseling)	SEMESTER TO COMPLETE	
721 Research Analysis in Counseling (3)		
737 Basic Counseling Skills & Techniques (3)		
739 Advanced Counseling Skills and Crisis Management (3)		
740 Professional Orientation to Counseling (3)		
741 Theories and Models of Counseling (3)		
742 Group Procedures in Counseling (3)		
743 Career Development and Counseling (3)		
747 Cultures and Counseling (3)		
748 Lifespan Development: Implications for Counseling (3)		
773 Family Counseling (3)		
SUBTOTAL	10 courses	30 credits

SPECIALTY COURSES	SEMESTER TO COMPLETE	
752 Human Services Administration (3)		
753 Human Services Program Planning and Evaluation (3)		
754 Human Services Field Experience (3)		
SUBTOTAL	3 courses	9 credits
TOTAL COURSES AND CREDITS		39 credits

Sequence of Courses

Wake Forest University Master of Arts – Counseling Reynolda Campus Students

FIRST YEAR				SECOND YEAR	
CNS 721 Research, Analysis and Statistics (3)	CNS 738 Counseling Practicum (3)	CNS 749 School Guidance and Counseling (3) CNS 760 Issues in School Counseling (3)	CNS 750 The Vienna Theorists (3) <i>(Elective)</i>	CNS 744 Counseling Internship I (3)	CNS 745 Counseling Internship II (3)
OR					
CNS 737 Counseling Skills & Techniques (3)	CNS 739 Advanced Skills and Crisis Management (3)	CNS 771 Clinical Mental Health Counseling (3) CNS 762 Case Formulation & Treatment Planning in CMHC (3)	CNS 767 Human Sexuality (3) <i>Elective / Online</i>	CNS 736 Appraisal Procedures (3)	CNS 790 Professional Identity Capstone Course (2)
OR					
CNS 740 Professional Orientation (3)	CNS 742 Group Procedures in Counseling (3)	CNS 777 Addiction Counseling Skills (3) CNS 776 Assessment and Treatment Planning in Addictions (3)		CNS 746 Counseling Children (3) <i>(Elective for CMH track)</i>	CNS 780 Legal & Ethical Issues (2)
and/or					
CNS 741 Theories and Models of Counseling (3)	CNS 765 Addiction Counseling (3)	CNS 766 Crisis Prevention and Response (3) <i>Elective / Online</i>		CNS 770 Classification of Mental and Emotional Disorders (3) <i>Elective for SC track)</i>	CNS 743 Career Development and Counseling (3)
CNS 748 Life Span Development (3)	CNS 747 Cultures & Counseling (3)	CNS 768 Psychopharmacology for Counselors (3) <i>Elective / Online</i>		CNS 773 Family Counseling (3)	CNS 786 Consultation & Program Planning (2)

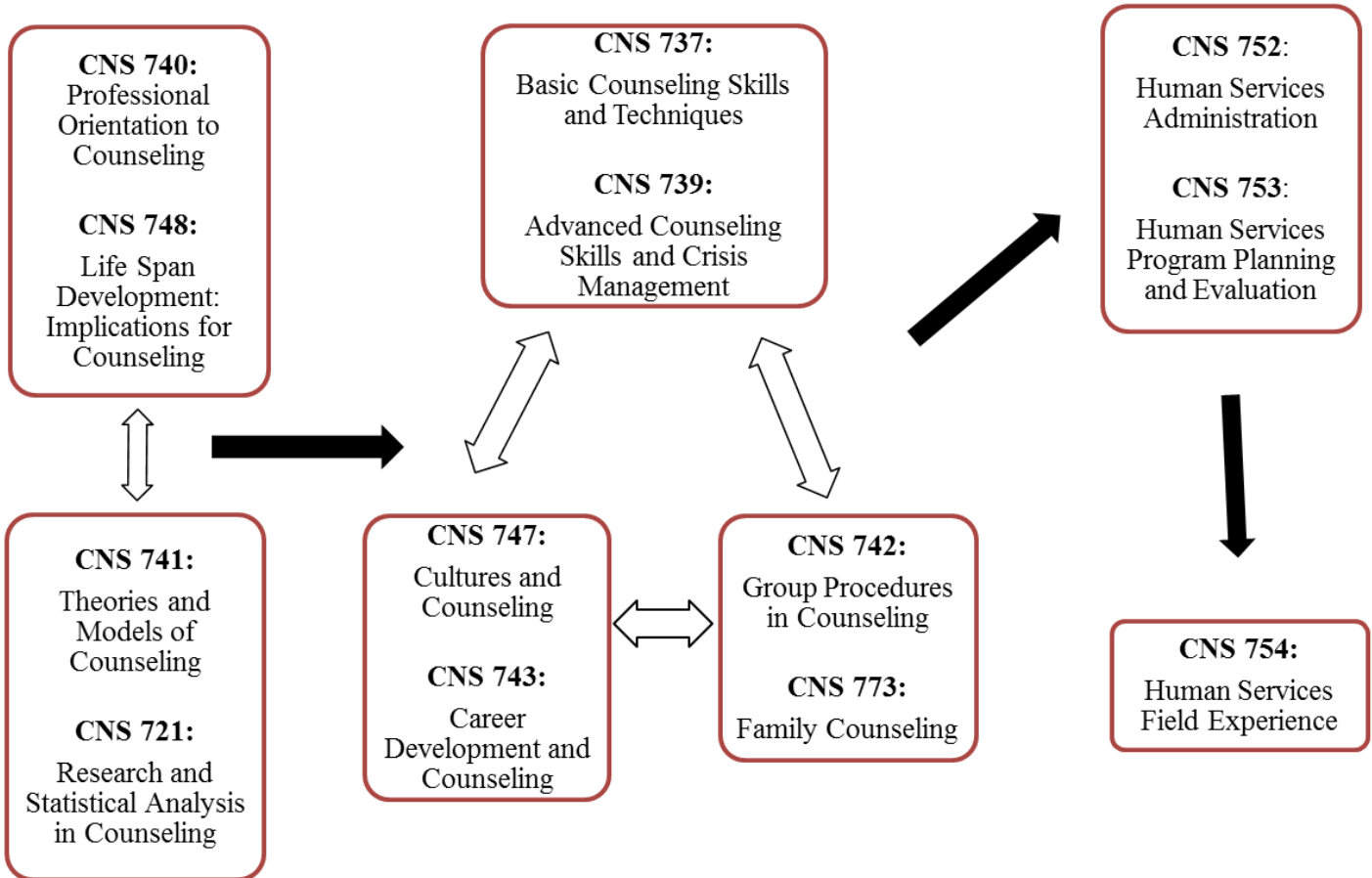
Required:	15	15	6	6	12	12 = 60 Hours
Electives:					3	= 0-15 Hours
				Total Hours:		= 60-75 Hours

Sequence of Courses Wake Forest University Master of Arts – Counseling Virtual Campus Students

Online MAC Program Delivery Model
As of AY 2022-2023

Semester 1 + 2	Foundation Courses (Order varies depending on semester of entry)														
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">CNS 740-Professional Orientation to Counseling (3)</td> <td style="width: 50%;">CNS 748-Life Span Development (3)</td> </tr> <tr> <td>CNS 741-Theories and Models of Counseling (3)</td> <td>CNS 721-Research and Statistical Analysis in Counseling (3)</td> </tr> </table>			CNS 740-Professional Orientation to Counseling (3)	CNS 748-Life Span Development (3)	CNS 741-Theories and Models of Counseling (3)	CNS 721-Research and Statistical Analysis in Counseling (3)								
CNS 740-Professional Orientation to Counseling (3)	CNS 748-Life Span Development (3)														
CNS 741-Theories and Models of Counseling (3)	CNS 721-Research and Statistical Analysis in Counseling (3)														
	Residency 1														
Semesters 3 + 4	Core Courses (Order varies depending on semester of entry)														
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">CNS 747-Cultures and Counseling (3)</td> <td style="width: 50%;">CNS 765-Addiction Counseling (3)</td> </tr> <tr> <td>CNS 742-Group Procedures in Counseling (3)</td> <td>CNS 773-Family Counseling (3)</td> </tr> </table>			CNS 747-Cultures and Counseling (3)	CNS 765-Addiction Counseling (3)	CNS 742-Group Procedures in Counseling (3)	CNS 773-Family Counseling (3)								
CNS 747-Cultures and Counseling (3)	CNS 765-Addiction Counseling (3)														
CNS 742-Group Procedures in Counseling (3)	CNS 773-Family Counseling (3)														
Semester 5	Core (Skill) Courses														
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">CNS 737-Basic Counseling Skills and Techniques (3)</td> <td style="width: 50%;">CNS 739-Advanced Counseling Skills and Crisis Management (3)</td> </tr> </table>			CNS 737-Basic Counseling Skills and Techniques (3)	CNS 739-Advanced Counseling Skills and Crisis Management (3)										
CNS 737-Basic Counseling Skills and Techniques (3)	CNS 739-Advanced Counseling Skills and Crisis Management (3)														
	Residency 2														
Semester 6	Beginning Practice														
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">CNS 749-School and Guidance Counseling(3)</td> <td style="width: 33%; text-align: center;">OR</td> <td style="width: 33%;">CNS 771-Clinical Mental Health Counseling (3)</td> </tr> <tr> <td>CNS 777-Addiction Counseling Skills (3)</td> <td></td> <td></td> </tr> <tr> <td colspan="3" style="text-align: center;">CNS 786 Consultation and Program Development in Counseling (2)</td> </tr> <tr> <td colspan="3" style="text-align: center;">CNS 738-Addictions/CMHC/School Counseling Practicum (3)</td> </tr> </table>			CNS 749-School and Guidance Counseling(3)	OR	CNS 771-Clinical Mental Health Counseling (3)	CNS 777-Addiction Counseling Skills (3)			CNS 786 Consultation and Program Development in Counseling (2)			CNS 738-Addictions/CMHC/School Counseling Practicum (3)		
CNS 749-School and Guidance Counseling(3)	OR	CNS 771-Clinical Mental Health Counseling (3)													
CNS 777-Addiction Counseling Skills (3)															
CNS 786 Consultation and Program Development in Counseling (2)															
CNS 738-Addictions/CMHC/School Counseling Practicum (3)															
Semesters 7,8,9	Advanced Practice (Order varies depending on semester of entry)														
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">CNS 760-Issues in School Counseling (3)</td> <td style="width: 33%; text-align: center;">OR</td> <td style="width: 33%;">CNS 762-Case Form. and TP in MH Counseling (3)</td> </tr> <tr> <td>CNS 776-Assessment & Treat. Plan. in Addic. (3)</td> <td></td> <td></td> </tr> <tr> <td colspan="3" style="text-align: center;">CNS 743 Career Development and Counseling (3)</td> </tr> </table>			CNS 760-Issues in School Counseling (3)	OR	CNS 762-Case Form. and TP in MH Counseling (3)	CNS 776-Assessment & Treat. Plan. in Addic. (3)			CNS 743 Career Development and Counseling (3)					
CNS 760-Issues in School Counseling (3)	OR	CNS 762-Case Form. and TP in MH Counseling (3)													
CNS 776-Assessment & Treat. Plan. in Addic. (3)															
CNS 743 Career Development and Counseling (3)															
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">CNS 746: Counseling Children (3)</td> <td style="width: 33%; text-align: center;">OR</td> <td style="width: 33%;">CNS 770: Class. of Mental/Emot isorders(3)</td> </tr> <tr> <td colspan="3" style="text-align: center;">CNS 780-Professional, Ethical and Legal Issues in Counseling (2)</td> </tr> <tr> <td colspan="3" style="text-align: center;">CNS 744-School Counseling/Clinical Mental Health Internship I (3)</td> </tr> </table>			CNS 746: Counseling Children (3)	OR	CNS 770: Class. of Mental/Emot isorders(3)	CNS 780-Professional, Ethical and Legal Issues in Counseling (2)			CNS 744-School Counseling/Clinical Mental Health Internship I (3)					
CNS 746: Counseling Children (3)	OR	CNS 770: Class. of Mental/Emot isorders(3)													
CNS 780-Professional, Ethical and Legal Issues in Counseling (2)															
CNS 744-School Counseling/Clinical Mental Health Internship I (3)															
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="3" style="text-align: center;">CNS 736-Appraisal Procedures for counselors (3)</td> </tr> <tr> <td colspan="3" style="text-align: center;">CNS 745-School Counseling/Clinical Mental Health Internship II (3)</td> </tr> <tr> <td colspan="3" style="text-align: center;">CNS 790-Capstone (2)</td> </tr> </table>			CNS 736-Appraisal Procedures for counselors (3)			CNS 745-School Counseling/Clinical Mental Health Internship II (3)			CNS 790-Capstone (2)					
CNS 736-Appraisal Procedures for counselors (3)															
CNS 745-School Counseling/Clinical Mental Health Internship II (3)															
CNS 790-Capstone (2)															

Sequence of Courses
Wake Forest University Master of Arts – Human Services Online



Residencies (Online Virtual Campus Students)

Two Thursday through Sunday residency experiences are required for Virtual Campus students. These face-to-face sessions allow faculty to engage in competency and readiness evaluations, as well as plan and evaluate practicum and internship arrangements. Students also complete the experiential group requirements at this time. Dates are announced six months in advance. Residencies are also an excellent opportunity for students to get to know each other and program faculty better. Residency activities are held on the Reynolda campus of Wake Forest University.

Residency	When	Time	Purpose
First	Between end of foundation and start of core courses.	Intensive Weekend: Thursday, Friday, Saturday, and half-day Sunday.	<ul style="list-style-type: none"> • Early program matriculation gatekeeping function. • Complete competency project of foundational didactic knowledge. • Evaluate field experience feasibility.
Second	Between end of core courses and start of beginning practice.	Intensive Weekend: Thursday, Friday, Saturday, and half-day Sunday.	<ul style="list-style-type: none"> • Finalize any outstanding field experience approvals. • Complete competency project of core courses – knowledge and skills.

Field Experiences

Counseling:

The practicum and internship courses involve direct client contact in professional counseling settings. Please refer to the Counseling Field Experience Manual for complete information about the clinical courses.

The progression of clinical courses is as follows, with each course listed being the prerequisite for the next one:

- CNS 738: Counseling Practicum
- CNS 744: Counseling Internship I
- CNS 745: Counseling Internship II
- CNS 755: Counseling Internship III (if applicable)

CNS 738: Counseling Practicum

The purpose of the practicum course is for students to continue gaining skills and knowledge of the counseling experience. Students will continue to practice foundational counseling skills and behaviors learned in the basic counseling skills and techniques course and will have the opportunity to integrate more advanced skills through practice in class, supervised recorded sessions, and/or observation and direct service at the practicum site. Under the direction of a qualified supervisor, each student will record counseling sessions with a consenting client. The number of recorded sessions will be determined by the practicum instructor. The student will meet synchronously with a supervisor to review the recording and focus on developing skills, understanding clients, and growing as a professional.

Students are required to complete 150 hours, including 50 hours of direct client contact, at a practicum site, and receive site supervision over the course of CNS 738: Counseling Practicum (see the Field Experience Manual). Students will be evaluated throughout the semester by their site supervisor(s) and their University instructor. More details about evaluation are included in the Evaluation and Continuation Policy included on pages 31 – 43 of this handbook.

As the beginning site experience of counselors-in-training, practicum is designed to socialize students into a practice setting. Practicum focuses on foundational counseling skills, understanding people in systems, and the personal qualities needed to develop an authentic and effective counseling relationship. This professional relationship requires that counselors understand themselves as well as the experiences of the person being helped. The effective counseling relationship demands that counselors think beyond their own frame of reference to understand the world as the client sees it. Therefore, the practicum experience requires students to appreciate the work at their site; to strengthen their skills, knowledge, and self-understanding; and to develop enhanced understanding of the people they are helping.

CNS 744: Counseling Internship I, CNS 745: Counseling Internship II, and CNS 755: Counseling Internship III

The purpose of the internship courses is for students to integrate the skills and knowledge of the counseling experience through placement at a program-appropriate internship site. Students integrate all skills learned in the skills and practicum courses while collecting internship hours at an approved site. Under the direction of a qualified supervisor, each student carries out the counseling and professional duties appropriate to the site. Students meet synchronously with their site supervisor on a weekly basis to develop skills, professionalism, counseling knowledge, and personal growth.

Students are required to complete 600 hours at an internship site, of which 240 must be in direct service, over the course of CNS 744: Internship I and CNS 745: Internship II (See the Field Experience Manual). Some students elect to extend their internship experience over three semesters. In that scenario, students would complete 200 hours in each of three internship courses, including CNS 744, CNS 745, and CNS 755. Students will be evaluated throughout the semester by their supervisor(s) and instructor. More details about evaluation are included in the Evaluation and Continuation Policy included on pages 31-43 of this handbook.

Students in internship are expected to perform the duties of the practitioners at their site. As in practicum, students need to enhance their advanced counseling skills, their self-awareness as it impacts the counseling relationships, and their appreciation for the complexities of their clients. Additionally, students are expected to become a viable part of the setting in which they are completing their internship and to contribute significantly to the work being done there.

Human Services:

The field experience course involves direct agency contact in professional human services settings. Please refer to the Human Services Field Experience Manual for complete information about the field experience course.

CNS 754: Human Services Field Experience

Field experience is a learning experience in the human services delivery organization in which the student will complete 350 hours of on-site work with the agency. Students, university supervisors and on-site partners will determine the student's role, activities, outcomes, and instructional needs based on the placement site possibilities.

Preparation for Field Experiences

See the Field Experience Manuals for deadlines and an explanation of the application process for the practicum and internship or field experiences.

Students MUST consult with designated university personnel before making any formal arrangements with a field placement site.

The Department of Counseling's Clinical Manager has the primary responsibility for approving placements and verifying that site supervisors meet CACREP requirements regarding certification and experience. The Clinical Manager will work closely with students and other WFU personnel to select a site that is a good fit with students' interests and developmental needs.

State Requirements

Students should become familiar with the clinical requirements for counseling licensure in their state. For example, one state requires that supervision groups have no more than 10 students in them; whereas, CACREP requires a maximum of 12 students per supervision group.

Choosing Your Specialty Track

Currently, the Department of Counseling offers four Specialty Tracks within its two degree programs: Clinical Mental Health Counseling, School Counseling, Addiction Counseling, and Human Services. Students are admitted to a specific degree program. (Occasionally, a part time online student admitted to one degree program may desire, or be recommended, to change to the other degree program. Such decisions are made by the Director of Online Programs in consultation with the student's faculty advisor.) In the Counseling degree program, students must select a track: Clinical Mental Health Counseling (CMHC), School Counseling (SC), or Addiction Counseling (AC). The CMHC and SC Counseling tracks are CACREP accredited for the Reynolda Campus and Virtual Campus delivery methods. The AC track is not CACREP accredited. It is not possible for students to graduate with degrees in both Human Services and Counseling or with degrees in a combination of counseling tracks (e.g., Clinical Mental Health and School Counseling).

Students who are unsure of which track to pursue should do the following:

1. Review this section and recommended websites.
2. Talk with their advisor.
3. Consider shadowing a clinical mental health, school, or addiction counselor during the exploration process.

Helpful Websites in Choosing Your Specialty Track

For information regarding required training, projected growth rates, and typical duties of careers within the counseling or human services field, refer to the Bureau of Labor Statistic's Occupational Outlook Handbook website: <http://www.bls.gov/ooh/>

Counseling:

For more information about counseling in general, visit the American Counseling Association (ACA) webpage:

<http://www.counseling.org/>

For more information on clinical mental health counseling, refer to the American Mental Health Counseling Association's (AMHCA) webpage:

<https://www.amhca.org/home>

For more information on professional school counseling, refer to the American School Counseling Association's (ASCA) webpage:

<https://www.schoolcounselor.org/>

For more information on addiction counseling, refer to the International Association for Addictions and Offender Counselors' (IAAOC) webpage: <https://www.iaaoc.org/>

For counseling state licensing information from ACA, refer to this webpage:

<https://www.counseling.org/knowledge-center/licensure-requirements>

Human Services:

For information on the National Organization for Human Services (NOHS), refer to their website:

<http://www.nationalhumanservices.org/>

For information on the U.S. Department of Health and Human Services, refer to their webpage:

<http://www.hhs.gov/about/>

Counseling and Human Service Specialties Compared

Clinical Mental Health and Addiction Counselors...	Professional School Counselors...	Human Services Professionals...
Work in a variety of settings, including mental health centers, hospitals, residential treatment centers, substance use centers, private practice as counselors or administrators.	Work exclusively in the K-12 school setting as school counselors.	Work in a variety of settings, including mental health centers, hospitals, residential treatment centers, substance abuse centers, non-profit agencies as administrators or helping generalists.
Provide individual and group counseling services to adults, children, adolescents, couples, and families.	Provide individual and group counseling services to students during school hours.	Serve individuals, families, groups, communities and/or provide other functions to support human services organizations.
Assess, diagnose, and treat clients.	Coordinate activities designed to help students establish personal goals and develop future plans.	Provide services to individuals and groups including case management and intake interviewing, integrate services, systems, and policies, and provide referral and consultation.
Enhance the overall wellness and functioning of clients through various counseling modalities.	Enhance the academic, career, and person/social domains of students through classroom guidance.	Enhance the overall wellness and functioning of those in need including individuals, groups, families, and/or communities.
Consult with other mental health providers, community agencies, schools, and health providers on behalf of the client.	Consult with parents, staff, and the community on behalf of the student.	Collaborate with teams of other human services, mental health, and medical professionals so as to provide the best possible services for their clients.
Advocate for clients within the community and the mental health system.	Advocate for students and educational reform.	Understand and appreciate the present and future needs of a pluralistic society and roles of human services organizations in advocating for and enhancing the well-being of individuals and groups.
Develop and coordinate prevention programs within the community.	Develop and coordinate prevention programs within the school system.	Develop and coordinate prevention programs within the community.
Provide crisis intervention services when appropriate.	Provide crisis intervention services when appropriate.	Provide crisis intervention services when appropriate.

Diversity, Equity, Inclusion, and Accessibility

Diversity, Equity, and Inclusion

As a part of the Wake Forest community, the faculty and staff of the Department of Counseling fully embrace the concept of *Pro Humanitate*. In each program and course, we strive to affirm every person and every identity, including but not limited to the following: gender identity, affectional orientation, language, national origin, color, race, disability, sex, religion, creed, and ancestry. We embrace the development of critical thinkers that consistently aspire to become culturally responsive and encourage them to challenge their own biases while developing the necessary skills to enter their chosen profession. Further, the faculty and staff promote the [Realizing Inclusion, Diversity, and Equity](#) (R.I.D.E.) framework in their teaching, research, supervision, and advising.

Accessibility and Disability Services

The Department of Counseling at Wake Forest University recognizes its responsibility for fostering “accessible and equitable learning environments” (CLASS Homepage, 2024). Wake Forest University’s Center for Learning, Access, and Student Success (CLASS) provides a variety of services to support diverse student learning. If you have a disability that may require a reasonable accommodation, please contact CLASS. The student accommodation process can be found on the CLASS website at <https://class.wfu.edu/disability-services/student-accommodations/>. It includes the following steps:

1. Register with the CLASS Office
2. Submit documentation to CLASS.
3. Meet with a CLASS staff member.
4. Submit accommodation letter request.
5. Meet with course instructors.

Here is the contact information for CLASS:

Address: 118 Reynolda Hall, WFU, Winston-Salem, NC 27109

Phone: 336-758-5929

Email: class@wfu.edu

Website: <https://class.wfu.edu/>

Student Portal: <https://olympic.accessiblelearning.com/WFU/>

Policies Related to Program Completion

This handbook is not meant to be a complete listing of all Wake Forest University student policies. Please see the Wake Forest University Graduate Student Handbook for general information about University policies.

Evaluation & Continuation Policy

RATIONALE

In addition to meeting the academic standards set forth by the Graduate School of Arts and Sciences and by the Department of Counseling, students are expected to conduct themselves in an ethical, responsible, and professional manner. They must be knowledgeable of, and at all times adhere to, the general standards of professional ethics and practice set forth by the American Counseling Association (ACA <https://www.counseling.org/resources/ethics>), the Ethical Guidelines for Field Experience Students of Wake Forest University Department of Counseling, as well as the additional standards set forth for professional practice in specific settings.

The general and specific NOHS standards for ethical practice of human services are listed on the NOHS webpage at <http://www.nationalhumanservices.org/ethical-standards-for-hs-professionals>. Further, students must adhere to the requirements of regulatory boards overseeing licensure in the State of North Carolina or the student's state of residence. Practicing unethically will be cause for dismissal from the program. At the outset of their academic program, students are directed to review these standards and seek any clarification needed from their respective advisors.

As future professional counselors and human services professionals, research reveals specific variables that are conducive to effective practice (Lambert & Bailey, 2001). The faculty endorses those variables and, therefore, expects students to be emotionally stable, self-controlled, respectful, inclusive, collaborative, cooperative, culturally aware, open to feedback, and able to provide feedback constructively. Further, students are expected to behave generally in a manner that demonstrates fitness for a role in the helping professions. Finally, we expect students to be committed to continued personal growth and professional development and to demonstrate commitment through self-reflection and responsiveness to supervision in all activities related to their degree program.

These dispositions and behaviors have been studied and operationalized in an instrument designed to assess these competencies. Lambie et al. (2014) developed the *Counseling Competencies Scale-Revised (CCS-R)* to evaluate skills development and professional dispositions and behaviors. The CCS-R is used throughout clinical courses to provide feedback to support students' development as effective and ethical professionals. The second section of the CCS-R, Part 2: Counseling Dispositions & Behaviors, is used to evaluate students' professional dispositions and behaviors. In the sections below, section 2 of the CCS-R is referred to as the Professional Dispositions and Behavior Review form (PDBR).

Thus, faculty regularly monitor not only students' academic progress, through coursework and scholarship, but also students' professional dispositions and behaviors. The systematic developmental assessment plan is detailed in this document. When students' academic or

professional progress does not meet program standards, the program may initiate formal student review procedures to determine how to help students improve identified growth edges.

The purpose of this monitoring process is to ensure that students of the Wake Forest University Department of Counseling Programs practice effectively and ethically; value diversity, diligence and life-long learning; excel as culturally competent practitioners, possess deep awareness of themselves and engage in the compassionate service to humanity.

STATEMENT OF INTENT

It is the intent of this faculty that all students who are accepted into this program successfully complete their course of training. Our aim is to facilitate the development of highly competent and self-aware professionals. We strive to provide students with high quality academic and clinical training and to support them in their personal growth and development. If problems arise, we may make provisions for additional support and training to remediate developmental weaknesses. We consider it our responsibility to act in the best interests of future consumers and clients and, to that end, we endorse this student evaluation and continuation policy.

EXPECTATIONS

The Wake Forest University Department of Counseling conducts a developmental, systematic assessment of each student's scholastic, clinical, and dispositional progress through the student's course of study.

Faculty expectations of students' academic, professional, and personal development are explicit in admission and grade point policies, program orientation, course syllabi, and clinical evaluations. Additionally, students need to meet deadlines, know University and Department policy, and periodically be in contact with their advisor. Students must read the Student Handbook, the Clinical/Field Experience Manual applicable to their program, and other documents important to the student's success across their studies.

Students are expected to abstain from and will be subject to disciplinary action (up to and including dismissal from the program) for engaging in unethical, unprofessional, and/or illegal conduct, such as but not limited to substance misuse, inappropriate relationships with clients, failure to follow client confidentiality laws, falsifying records, and misrepresenting their training and experience. Students will also be subject to disciplinary action for unprofessional conduct such as, but not limited to, excessive absences from classes or field site, failure to contact university faculty or site supervisors when absences occur, or engaging in inappropriate social media behavior.

Academic Program Standards

According to the Bulletin of the Graduate School in Arts and Sciences, the minimum grade point average required for graduation is 3.0 out of 4.0. The minimum grade point average required for continuance as a graduate student is 2.5 out of 4.0. Students whose cumulative grade point average falls below 2.5 will be placed on academic probation and will have one semester to bring their GPA up to a 2.5 or greater.

In addition, the Department of Counseling requires students to make a grade of B or better in each prerequisite counseling skills and clinical course in order to enroll in the next course. If a student makes a grade of B- (below 82.5) or below in one of the following listed courses, that course must be repeated. A Notice of Performance Concern(s) may be presented to the student including additional remedial requirements for completion before or during the time the course is repeated. If a second grade of B- (below 82.5) or below is made in the same course, the student will be dismissed from the program. Please see the Appeal Policies section of the handbook for information on appealing grades.

The progression of counseling skills and clinical courses is as follows, with each course listed being the prerequisite for the next one:

For Master of Arts in Counseling Students	For Master of Arts in Human Services Students
CNS 737: Basic Counseling Skills and Techniques	CNS 737: Basic Counseling Skills and Techniques
CNS 739: Advanced Counseling Skills and Crisis Management	CNS 739: Advanced Counseling Skills and Crisis Management
CNS 738: Counseling Practicum	CNS 754: Human Services Field Experience
CNS 744: Counseling Internship I	
CNS 745: Counseling Internship II	
CNS 755: Counseling Internship III	

Honor Code

The Wake Forest University Graduate Student Honor Code provides guidance for student conduct with respect to academic pursuits, stipulating that students are to conduct their academic endeavors with honor, integrity, and professionalism. The policy can be accessed by clicking on the following link:

https://prod.wp.cdn.aws.wfu.edu/sites/275/2021/06/Honor-Code-Policy_1-30-2020.pdf

The Graduate School requires that each student sign a pledge at orientation indicating that they are familiar with the contents of the Honor Code and accept its conditions.

The Honor Code covers lying, cheating, stealing, vandalism, and research misconduct. The Honor Code requires that a student report a possible Honor Code violation if one is thought to have occurred. Faculty and staff are not required by the Honor Code to report students for academic misconduct; they retain the right to deal with the student as they see appropriate. However, any student accused by a faculty or staff member has the right to request that the matter be handled under the Honor Code system.

KEY PERFORMANCE INDICATORS

Students are evaluated individually and collectively throughout their enrollment in the program based on key performance indicators (KPIs; CACREP, 2024, 2.E.1.a., 2.C.1.a.). KPIs are derived from CACREP's eight foundational curriculum areas. Moreover, each specialty program (i.e., school counseling, CMHC, addiction counseling), has one unique KPI: IX.a, X.a, and XI.a., respectively. CACREP requires that we assess students on each KPI collectively and individually

with multiple measures and at different points during their program (CACREP, 2024, 2.E.1.a., 2.C.1.a.). The department's KPI's are as follows:

- I.a. Students demonstrate knowledge and skills associated with professional, ethical, and legal counseling activities.
- I.b. Students possess awareness of themselves and an ability to self-evaluate.
- II.a. Students demonstrate knowledge and skills associated with working with culturally diverse populations.
- III.a. Students apply their knowledge of human growth and development to their conceptualization of and work with clients.
- IV.a. Students apply their knowledge of career development to their conceptualization of and work with clients.
- V.a. Students demonstrate their use of evidence-based counseling strategies and techniques to develop and sustain therapeutic relationships.
- V.b. Students demonstrate knowledge and skills associated with their use of counseling theories to form case conceptualizations.
- VI.a. Students demonstrate their ability to apply group knowledge and skills to the development and implementation of groups.
- VII.a. Students demonstrate knowledge and skills in the administration and interpretation of assessment instruments for diagnostic and intervention-planning purposes.
- VIII.a. Students utilize current research and scholarly literature to inform and assess their counseling practice.
- IX.a. Students demonstrate knowledge and skills associated with designing, delivering, and evaluating school counseling programs that integrate and support the school's overall mission.
- X.a.: Students demonstrate knowledge and skills needed to assess, diagnose (when appropriate), form case conceptualizations, and develop treatment plans for diverse client populations.
- XI.a. Students demonstrate knowledge and skills needed to assess, diagnose (when appropriate), form case conceptualizations, and develop treatment plans for diverse client populations affected by addiction.

The department assesses KPIs using signature assignments. Signature assignments are assignments that the department has identified as measuring KPIs and/or program objectives. Signature assignments are submitted in Anthology Portfolio, an e-Portfolio, data storage, and data management program, and assessed using a grading rubric and CACREP rubric. The grading rubric is used for course grade calculations. The CACREP rubric is used to evaluate students' performance on KPIs, using a scale from 1 (harmful) to 5 (exceeds expectations). The expectation is that students, on average and individually, will receive average CACREP rubric ratings of 4 (meets expectations) on each KPI measure. Student ratings on KPI measures that fall below a 3 (near expectations) may result in remediation.

The following table depicts the signature assignments used to assess each KPI over the course of the semester (i.e., introduction, reinforcement, proficiency), the type of measurement used to assess each signature assignment, and the course in which these signature assignments are completed.

Sampling/ Compilation of Standard	Introduction			Reinforcement			Proficiency		
	Course	Assign.	Measure	Course	Assign.	Measure	Course	Assign.	Measure
I.a: Students demonstrate knowledge and skills associated with professional, ethical, and legal counseling activities.	CNS 740	Exam	MC Test	CNS 738	Sup. Eval.	Observer Rating	CNS 744	Sup. Eval.	Observer Rating
							CNS 745	Sup. Eval.	Observer Rating
							CNS 780	Know the Law	Research paper
I.b: Students possess awareness of themselves and an ability to self-evaluate.	CNS 737	Self-assess	Reflect. Paper	CNS 739	Self-assess	Reflect. Paper	CNS 744	Self-Reflect.	Reflect. Paper
				CNS 773	Genogram	Research Paper	CNS 744	PDB	Observer Rating
				CNS 738	Self-Reflect.	Reflect. Paper	CNS 745	Self-Reflect.	Reflect. Paper
				CNS 738	PDB	Observer Rating	CNS 745	PDB	Observer Rating
II.a: Students demonstrate knowledge and skills associated with working with culturally diverse populations.	CNS 740	Cultural Reflection/ Crash Analysis	Reflect. Paper	CNS 747	SOAP Note	Treat. Plan	CNS 744	PDB	Observer Rating
				CNS 738	PDB – MCC Item	Observer Rating	CNS 745	PDB	Observer Rating
III.a.: Students apply their knowledge of human growth and development to their	CNS 748	Virtual Child	VC Reports	CNS 738	Sup. Eval.	Observer Rating	CNS 744	Sup. Eval.	Observer Rating

conceptualization of and work with clients.							CNS 745	Sup. Eval.	Observer Rating
IV.a.: Students apply their knowledge of career development to their conceptualization of and work with clients.	CNS 743	Career Autbio.	Reflect. Paper	CNS 738	Sup. Eval.	Observer Rating	CNS 744	Sup. Eval.	Observer Rating
							CNS 745	Sup. Eval.	Observer Rating
V.a.: Students demonstrate their use of evidence-based counseling strategies and techniques to develop and sustain therapeutic relationships.	CNS 737	Record. 1-2	Tape Review	CNS 739	Record. 1-2	Tape Review	CNS 744	Sup. Eval.	Observer Rating
				CNS 738	Sup. Eval.	Observer Rating	CNS 745	Sup. Eval.	Observer Rating
V.b.: Students demonstrate knowledge and skills associated with their use of counseling theories to form case conceptualizations.	CNS 741	Case Studies	Case Study	CNS 738	Sup. Eval.	Observer Ratings	CNS 744	Sup. Eval.	Observer Ratings
							CNS 745	Sup. Eval.	Observer Ratings
VI.a.: Students demonstrate their ability to apply group knowledge and skills to the development and implementation of groups.	CNS 742	Group Project	Case Study	CNS 738	Sup. Eval.	Observer Ratings	CNS 744	Sup. Eval.	Observer Ratings
							CNS 745	Sup. Eval.	Observer Ratings
VII.a.: Students demonstrate knowledge and skills in the administration and interpretation of assessment instruments for diagnostic	CNS 738	Sup. Eval.	Observer Rating	CNS 736	Research Project	Research Paper	CNS 745	Sup. Eval.	Observer Ratings
				CNS 744	Sup. Eval.	Observer Ratings			

and intervention-planning purposes.									
VIII.a.: Students utilize current research and scholarly literature to inform and assess their counseling practice.	CNS 721	Lit Review	Research Paper	CNS 747	SOAP Note Project	Treat. Plan	CNS 744	Sup. Eval.	Observer Rating
				CNS 738	Sup. Eval.	Observer Rating	CNS 745	Sup. Eval.	Observer Rating
IX.a.: Students demonstrate knowledge and skills associated with designing, delivering, and evaluating school counseling programs that integrate and support the school's overall mission.	CNS 738	Supervisor Evaluation	Observer Rating	CNS 749	Mission Statement; Large Group Lesson; School Data Summary; Types of Assessments	Project Eval.	CNS 744	Sup. Eval.	Observer Rating
				CNS 760			CNS 745	Sup. Eval.	Observer Rating
X.a.: Students demonstrate knowledge and skills needed to assess, diagnose (when appropriate), form case conceptualizations, and develop treatment plans for diverse client populations.	CNS 747	SOAP Note	Treat. Plan	CNS 762	Special Topics	Research Paper – Treat. Plan	CNS 744	Sup. Eval.	Observer Rating
				CNS 770	Soloist Paper	Research Paper	CNS 745	Sup. Eval.	Observer Rating
				CNS 738	Sup. Eval.	Observer Rating			
XI.a.: Students demonstrate knowledge and skills needed to assess, diagnose (when appropriate), form case conceptualizations, and develop treatment plans for	CNS 777	Skill Record.	Tape Review	CNS 776	Co-Occurring Disorders	Treat. Plan	CNS 744	Sup. Eval.	Observer Rating
				CNS 776	Research Project	Research Paper	CNS 745	Sup. Eval.	Sup. Eval.

diverse client populations affected by addiction.				CNS 770	Soloist Paper	Research Paper			
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Faculty members are continuously monitoring and evaluating student progress and suitability for the field of counseling. Faculty members individually and collectively make judgments as to students' progress based on the benchmarks listed in the student evaluation section of the student handbook, and on the students' adherence to the ACA Code of Ethics. These standards will be reflected in the grades assigned by faculty, periodic scheduled evaluations of KPIs and professional dispositions and behaviors (benchmark points), evaluation forms completed as part of clinical/field experience supervision as well as university faculty and site supervisors' completion of the PDBR form, and the plan of action based on these evaluations, if necessary. Students' individual performance on KPIs will be evaluated using the same timeline as the professional dispositions and behavior review (see below). Students' collective performance on KPIs will be evaluated yearly and reported in the department's annual program evaluation report.

PROFESSIONAL DISPOSITIONS AND BEHAVIOR REVIEW

Students are evaluated throughout their enrollment in the program using criteria of student achievement as well as professional dispositions and behaviors that relate to their competence as counseling practitioners. These criteria are defined as the following nine professional performance standards:

1. Professional ethics
2. Professional behavior
3. Professional and personal boundaries
4. Multicultural competencies
5. Emotional stability and self-control
6. Motivation to learn and grow/initiative
7. Openness to feedback
8. Flexibility and adaptability
9. Congruence and genuineness

STUDENT EVALUATION TIMELINE: Master of Arts in Counseling—Reynolda Campus Students

Benchmark 1: Completion of the first semester. This evaluation of each student's progress in academic and KPI performance, personal and professional development, and readiness for continuation to the next level of training takes place at the conclusion of the student's first semester (15 credit hours). All professors of the first semester courses complete the *PDBR* form for each student and review signature assignment CACREP rubrics. This benchmark of the student's development incorporates the following:

- **GPA** – A 3.0 is required for graduation; students' grades reflect their content knowledge and skill development.
- **Final video recording rubrics** from CNS 737: Basic Counseling Skills and Techniques
- **PDBR forms** (completed by instructors of all 1st semester courses)
- **KPI Assessments** (all applicable measures)

A pair of faculty members assigned by the graduate program directors provide feedback to all students at the beginning of the second semester.

Benchmark 2: Completion of the second semester. This evaluation of each student's progress in academic performance, personal and professional development, and readiness for continuation to the next level of training takes place at the conclusion of the student's second semester. *CCS-R* forms are completed by the Practicum instructor. Other instructors can submit a *PDBR* form or KPI concern if the instructor deems that it is necessary. This measurement of students' development incorporates the following:

- **GPA** – A 3.0 is required for graduation; students' grades reflect their content knowledge and skill development.
- **Final Supervisor Evaluations** from CNS 738: Practicum (completed by the site supervisor and university supervisor)
- **KPI Assessments** (all applicable measures)
- **Professional Dispositions and Behavior Review (PDBR) Forms** (completed by all instructors with concerns)

A pair of faculty members will provide formal feedback to students whose academic and/or KPI performance, clinical skills, or personal and professional development fall below expectations. These expectations include a GPA of 3.0, average supervisor counseling skills ratings of a 3 (near expectations), KPI ratings of 3 (near expectations), and professional behaviors and dispositions of a 3 (near expectations). Not meeting expectations regarding counseling skills, KPIs, or professional behaviors and dispositions may result in a student being ineligible to continue in the program.

Benchmark 3 – Completion of CNS 744: Counseling Internship I. This evaluation of each student's progress in academic and KPI performance, personal and professional development, and readiness for continuation to the next level of training takes place at the conclusion of CNS 744: Counseling Internship I. *CCS-R* forms are completed by the university and site supervisors for Internship I. Other instructors can submit a *PDBR* form or KPI concern if the instructor deems that it is necessary. This measure of the student's development incorporates the following:

- **GPA** – A 3.0 is required for graduation; students' grades reflect their content knowledge and skill development.
- **Final Supervisor Evaluations** for CNS 744: Internship I (completed by site supervisor and university supervisor)
- **KPI Assessments** (all applicable measures)
- **Professional Dispositions and Behavior Review (PDBR) Forms** (completed by all instructors with concerns)

A pair of faculty members will provide formal feedback to students whose academic or KPI performance, clinical skills, or personal and professional development fall below expectations. These expectations include a GPA of 3.0, average supervisor counseling skills ratings of a 3 (near expectations), KPI assessments of a 3 (near expectations), and professional behaviors and dispositions of a 3 (near expectations). Not meeting expectations regarding counseling skills, KPI performance, or professional behaviors and dispositions may result in a student being ineligible to continue in the program.

Besides these formal assessment points, faculty and advisors may meet informally with students whom they identify as needing additional guidance or remediation. If the informal remediation

plan does not result in a student's academic or KPI progress, clinical skill development, or personal and professional dispositions improving to the point of meeting expectations, the advisor or faculty member will request that the student's case be considered for a formal student remediation review.

STUDENT EVALUATION TIMELINE: Master of Arts in Counseling—Virtual Campus Students

Benchmark 1: Completion of the Foundation Courses. This evaluation of each student's progress in academic and KPI performance, personal and professional development, and readiness for continuation to the next level of training takes place at the conclusion of the student's second semester and upon the completion of the four core courses (12 credit hours). All instructors of foundation courses complete the PDBR form. This benchmark of students' development incorporates the following:

- **GPA** – A 3.0 is required for graduation; students' grades reflect their content knowledge.
- **KPI Assessments** (all applicable courses)
- **Professional Dispositions and Behavior Review (PDBR) Forms** (completed by instructors of first four courses)

Students whose academic performance, KPI performance, and/or PDBR forms indicate areas of concern will meet with and receive feedback from a pair of faculty members assigned by the online program director. The admissions and student support manager will identify students of concern and will share the list with the online program director. The online program director will determine if faculty paired feedback meetings are needed.

Benchmark 2: Completion of Skills Courses. This evaluation of each student's progress in academic and KPI performance, skill development, personal and professional development, and readiness for continuation to the next level of training takes place at the conclusion of the student's fifth semester upon the completion of six additional courses (30 credit hours total). This measurement of the student's development incorporates the final skill video recording rubrics completed by Basic Skills and Techniques instructors (CNS 737) and Advanced Counseling Skills and Crisis Management courses (CNS 739), KPI assessments, PDBR forms, and residency 2 skills assessment rubric. All professors of students' first 10 courses complete *PDBR* form.

- **GPA** – A 3.0 is required for graduation; students' grades reflect their content knowledge and skill development.
- **Skills Video Rubrics**—Completed by Skills Professors in CNS 737 and CNS 739 using skills criteria from the CCS-R.
- **KPI Assessments** (all applicable courses)
- **Professional Dispositions and Behavior Review (PDBR) Forms** (completed by instructors of next six courses)
- **Students' Performance on the Residency II Skills Assessment (Skills Assessment Rubric)** – Completed by assigned skills assessment professor at Residency II.

Faculty will provide formal feedback to all students at Residency II. Students whose academic or KPI performance, clinical skills, or personal and professional development fall below expectations will receive a formal remediation plan and may not be eligible to register for practicum until concerns are remedied. Expectations include a GPA of 3.0, counseling skills ratings of a 3 (near expectations), and professional behaviors and dispositions of a 3 (near expectations). Regarding the skills assessment at residency, it is expected that students will be able to build rapport, express empathy, and gather client information effectively and efficiently. Average residency skills assessment ratings of a 3 are expected to meet those criteria.

Benchmark 3: Completion of CNS 738: Counseling Practicum. This evaluation of each student's progress in academic and KPI performance, personal and professional development, and readiness for continuation to the next level of training takes place at the conclusion of the Practicum field experience. University and site supervisors complete the final supervisor evaluations that incorporate skills and professional behavior measurements. Other instructors can submit a *PDBR* form or KPI concern if the instructor deems that it is necessary. This measurement of the student's development incorporates the following:

- **GPA** – A 3.0 is required for graduation; students' grades reflect their content knowledge and skill development.
- **Final Supervisor Evaluations** from CNS 738: Practicum (completed by the site supervisor and university supervisor)
- **KPI Assessments** (all applicable courses)
- **Professional Dispositions and Behavior Review (PDBR) Forms** (completed by instructors with concerns)

A pair of faculty members will provide formal feedback to students whose academic or KPI performance, clinical skills, or personal and professional development fall below expectations. These expectations include a GPA of 3.0, average counseling skills ratings of a 3 (near expectations), KPI ratings of 3 (near expectations), and professional behaviors and dispositions ratings of a 3 (near expectations). Not meeting expectations regarding counseling skills, KPIs, or professional behaviors and dispositions may result in a student being ineligible to enroll in Internship.

Benchmark 4 – Completion of CNS 744: Counseling Internship I. This evaluation of each student's progress in academic and KPI performance, personal and professional development, and readiness for continuation to the next level of training takes place at the conclusion of CNS 744: Counseling Internship I. Supervisor evaluations are completed by the university and site supervisor. Other instructors have the opportunity to submit a *PDBR* form or KPI concern if the instructor deems it to be necessary.

- **GPA** – A 3.0 is required for graduation; students' grades reflect their content knowledge and skill development.
- **Final Supervisor Evaluations** from CNS 744: Internship I (completed by site supervisor and university supervisor)
- **KPI Assessment** (all applicable courses)
- **Professional Dispositions and Behavior Review (PDBR) Forms** (completed by instructors with concerns)

A pair of faculty members will provide formal feedback to students whose academic or KPI performance, clinical skills, or personal and professional development fall below expectations. These expectations include a GPA of 3.0, average counseling skills ratings of a 3 (near expectations), KPI ratings of a 3 (near expectations), and professional behaviors and disposition ratings of a 3 (near expectations). Not meeting expectations regarding counseling skills, KPIs, or professional behaviors and dispositions may result in a student being ineligible to enroll in Internship.

Besides these formal assessment points, faculty and advisors may meet informally with students whom they identify as needing additional guidance or remediation. If the informal remediation plan does not result in a student's academic or KPI progress, clinical skill development, or personal and professional dispositions improving to the point of meeting expectations, the advisor or faculty member will request that the student's case be considered for a formal student remediation review.

STUDENT EVALUATION TIMELINE: Master of Arts in Human Services

Benchmark 1: Completion of the Foundation Courses. This evaluation of each student's progress in academic performance, personal and professional development, and readiness for continuation to the next level of training takes place at the conclusion of the student's second semester upon the completion of the four core courses (12 credit hours). All professors of the foundation courses complete *PDBR* forms.

- **GPA** – A 3.0 is required for graduation; students' grades reflect their content knowledge and skill development.

A pair of faculty members provide feedback to all students during Residency One.

Benchmark 2: Completion of Skills Courses. This evaluation of each student's progress in academic performance, personal and professional development, and readiness for continuation to the next level of training takes place at the conclusion of the student's fifth semester upon the completion of the six core courses (30 credit hours). All professors of the core courses complete *PDBR* forms.

- **GPA** – A 3.0 is required for graduation; students' grades reflect their content knowledge and skill development.

Faculty pairs will provide formal feedback to all students at Residency II. Students whose academic performance or personal and professional development fall below expectations will receive a formal remediation plan and may not be eligible to register for field experience until concerns are remedied. Expectations include a GPA of 3.0, professional behaviors and dispositions of a 3 (near expectations).

Benchmark 3: Completion of Human Services Field Experience.

- **GPA** – A 3.0 is required for graduation; students' grades reflect their content knowledge and skill development.
- **Student Self-Assessment** – Completed by students as an assignment in the Human Services Field Experience course.

A pair of faculty members will provide formal feedback to students whose academic performance or personal and professional development fall below expectations. These expectations include a GPA of 3.0, and professional behaviors and dispositions of a 3 (near expectations).

KPI and PDBR TIMING AND PROGRESS OVERVIEW

Full-Time Reynolda Campus Students			
Process	Criteria	By Whom	When
Benchmark 1: Completion of First Semester	GPA Skills Videos PDBR KPIs	All instructors	End of 1 st semester courses Progress: Move to Practicum and Second Semester
Benchmark 2: Completion of Second Semester	GPA Sup. Evaluations KPIs PDBR	Skills Instructors and Practicum Supervisors	End of 2 nd semester courses which includes Practicum Progress: Move to Internship I and Third Semester
Benchmark 3: Completion of CNS 744: Counseling Internship I	GPA Sup. Evaluations KPIs PDBRs	Internship Supervisors	End of 3 rd semester courses including Internship I Progress: Move to Internship II and apply for graduation

Part-Time Online Students			
Process	Criteria	By Whom	When
Benchmark 1: Completion of Foundation Courses	GPA KPIs PDBR	All practitioner instructors	End of 2 nd semester courses Progress: move to next semester
Benchmark 2: Completion of Skills Courses	GPA Skills Videos KPIs PDBR Res 2 Skills Assessment	All practitioner instructors; faculty skills evaluator	Residency Two Progress: Move to Practicum
Benchmark 3: Completion of CNS 738: Counseling Practicum	GPA Sup. Evaluations KPIs PDBR	Practicum Supervisors	End of practicum Progress: Move to Internship I

Benchmark 4: Completion of CNS 744: Counseling Internship I	GPA Sup. Evaluations KPIs PDBR	Internship Supervisors	End of internship 1 Progress: Move to Internship II and apply for graduation
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Part-Time Human Services Students			
Process	Criteria	By Whom	When
Benchmark 1: Completion of Foundation Courses	GPA PDBR Residency 1	All instructors	End of 2 nd semester courses Progress: Move to the next semester
Benchmark 2: Completion of Skills Courses	GPA PDBR CCS-R Residency 2	All instructors	Residency Two Progress: Move to the next semester
Benchmark 3: Completion of Human Services Field Experience	GPA PDBR Supervisor Evaluations	Field placement instructor and site supervisors	End of field placement Progress: Graduation

APPEALS PROCESSES

Grade Appeal Process

1. A student in the Department of Counseling who wishes to have an assigned grade reviewed should talk with the faculty member who assigned the grade within 10 days of the grade being assigned.
2. If the student and faculty member cannot resolve the matter, the student should immediately consult the Graduate Program Director (Reynolda Campus Students) or Online Program Director (Virtual Campus Students) to initiate the program’s internal grievance procedure. In the event the Director is the faculty member who assigned the contested grade, the student should contact their Faculty Advisor to initiate the grade appeal process.
3. Upon written request from the student, the Director (or Faculty Advisor when applicable) appoints a committee composed of two current faculty members (excluding the faculty member who assigned the grade) to review the grievance.
4. The committee will review materials the committee determines are relevant (such as the syllabus and the student’s work) and interview both the student and the faculty member individually.
5. The committee presents written recommendations for action to the Faculty Advisor or to the Director as indicated by #2 above.
6. The Advisor or Director informs the student and the faculty member who assigned the grade of the committee’s recommendation.
7. The faculty member may accept or reject the committee’s recommendation and present this decision, in writing, to the Director and to the student.
8. If the student is not satisfied with the decision made by the faculty member who assigned the grade, they can choose to initiate the Graduate Student Academic Grievance Procedure as outlined in the Graduate Student Handbook.

Unethical, Unprofessional or Illegal Conduct Remediation and Appeals Process:

Note: Faculty may fill out the Professional Dispositions and Behavior Review (PDBR) form at any time for students who engage in illegal or unethical activities, or for students whose professional performance is deemed to present an imminent threat to the well-being of others. In such cases, the Graduate Program Director (Reynolda Campus Program) or Online Program Director (Virtual Campus Program) may recommend discontinuation in the program without opportunity for student remediation. The procedures below apply in less egregious situations. In the event that a faculty member has reasonable cause to suspect a student has engaged in unethical, unprofessional or illegal conduct, the following procedure will apply to the review of such conduct.

1. A faculty member completes and submits a PDBR form to the Graduate Program Director (Reynolda Campus student) or Online Program Director (Virtual Campus Student) for review.
2. When possible and based on the nature of the specific situation, the Director may forgo a more formal Student Progress Committee process (see #3 below) but may, instead
 - a) acknowledge via email to the faculty member and student in question, or to only the student if no faculty member is otherwise involved, that a PDBR has been submitted, and
 - b) support the faculty member in assigning additional remedial work for the student in question, as a way of further assessing the student's adherence to professional performance standards.

If the student completes the required additional course-related work and resumes meeting expected professional performance standards as determined by the Director and faculty member, the PDBR will be included in the student's internal departmental record with an addendum noting the issue as successfully resolved with the understanding being that the student will continue meeting expected professional performance standards. The student will be notified of the addendum.

If the student fails to complete the required additional course-related work and/or fails to resume meeting expected professional performance standards as determined by the Director and faculty member, the Director may initiate a more formal Student Progress Committee process. The student will be notified of this decision.

3. In cases wherein the Director believes a student's professional performance deficiencies warrant a more formal review process, the Director will initiate a formal Student Progress Committee process.
 - a) The Director will inform the faculty member and student via email that the current matter will be reviewed by a Student Progress Committee comprised of three Department of Counseling faculty members. The faculty member who submitted the PDBR will not participate in the committee's process. The student will be notified of which faculty are selected to serve on the Student Progress Committee.

- b) The student may choose to consult with their Advisor as a neutral party who can answer the student's questions about the process or provide other appropriate support to the student. This is an option to the student and not a requirement. The Advisor will only be involved at the student's request. Should the Advisor be the same faculty member who submitted the PDBR, the student can ask that another faculty member be assigned to serve in their Advisor's place.
- c) The Director will ask the faculty member who submitted the PDBR, as well as other faculty or staff who have observed the student's behaviors and dispositions, to supply supporting documents (e.g., email correspondence, assignments) that will be reviewed by the assigned Student Progress Committee.
- d) The Director will invite the student to submit a written statement or other information to the Committee for the Committee's consideration
- e) Following its deliberation, the Committee will submit for review to the Director a letter addressed to the student that details the committee's judgments and, when appropriate, recommendations of next steps in terms of remediation of problematic behaviors and dispositions. The Director will work with the committee on finalizing the letter before sharing it with the student.
- f) The Director will review the Committee's recommendations and, within 10 calendar days thereafter, communicate via email with the student in question as to what will be required of the student to resume expected professional performance standards within the Department. The student will then be required to reply within 10 calendar days via email to the Director's email.
- g) Upon successful completion of the remediation plan, an addendum to the initial PDBR will be included in the student's internal departmental record noting the issue as successfully resolved with the understanding being that the student will continue meeting expected professional performance standards.
- h) Failure to comply with the requirements or evidence of further misconduct at any time during their training program through Wake Forest University will result in additional disciplinary action up to, and including, recommendation for dismissal from the program. The Department will follow the Graduate School's dismissal policies as outlined in the Graduate School of Arts and Sciences bulletin, available here: <https://graduate.wfu.edu/graduate-bulletin-archive/>.
- i) All documentation related to the review of a student's professional performance will be included in the student's internal departmental record.

Note: Students' dispositions and behaviors, at times, have consequences beyond the Department of Counseling and will, therefore, be subject to University action per other Graduate School or University policies. Plagiarism, an honor code violation, is one such case and may be immediately passed along to the Graduate School for review. In addition, sexual misconduct will be addressed in accordance with the Student Sexual Misconduct Policy.

Remediation and Dismissal Appeals

A student may appeal a remediation or dismissal decision by filing a written appeal with the Department Chair within ten working days of receipt of the decision.

If the student is dissatisfied with the Department Chair's decision, the student may file a written appeal with the Dean of the Graduate School within ten working days of receipt of the Department chair's decision. The decision of the Dean of the Graduate School is final. A student who is appealing a dismissal decision may remain in classes until any appeals have been completed.

Readmission/Candidacy Appeal

A student wishing to appeal the decision to not be allowed to be readmitted to the program or not being approved as a candidate for graduation must submit a letter detailing the basis for the appeal to the Department Chair by Monday of the week prior to the start of the subsequent semester. A student will then be afforded the opportunity to meet with the Department of Counseling Student Progress Committee to present their case for readmission to the program or approval as candidate for graduation. If the department upholds the withdrawal of admission or approval for candidacy, the student may appeal the decision to the Dean of the Graduate School. Although a student may attend classes during the appeals process, if the appeal is denied, the student will be required to withdraw from class(es) immediately and may not receive a full tuition refund.

Procedures for Part time Students who Stop Submitting Assignments

If an entire week passes without a part time student submitting assignments and/or not having contact with instructors, the following will occur:

- Lead/practitioner instructors or the Financial Aid Office will alert Department Officials that the student has stopped responding or submitting.
- The student services team will attempt to contact the student through email and telephone.
 - While the inactive student is being contacted, faculty and student support staff need to communicate, via email, with the student that, if they are not participating in class at the end of the two weeks, the Department will proceed with withdrawal procedures.
- If there is no activity after two weeks *and* there has been no communication from the student, an email will be sent notifying the student that an administrative withdrawal from the Counseling Program has been initiated. The student will be advised that their response to this email is time sensitive and must be received in the next 2 days.
 - If the student does not reply within that time span, the withdrawal procedure will begin.
 - If the student becomes active in the course, no withdrawal will be initiated.
- If the student responds to the lead and/or practitioner instructors after the two-week mark, and expresses their plans to continue in the course, the lead instructor will advise the student and the practitioner instructor about any deduction for late work and implications

for any missing assignments. The student would again be considered active and there would be no financial implications.

- If the student responds and decides to withdraw, withdrawal procedures will be initiated.

SIGNATURE:

By signing below, I agree to continue to adhere to the Wake Forest University Graduate Student Honor Code, the ACA Code of Ethics, the Ethical Guidelines for Field Experience students of Wake Forest University Department of Counseling, and all other guidelines applicable or specific to a particular setting where I am present, such as an agency, human services organization, or school. I will report any charge, complaint or conviction about a criminal, civil, state board or other professional disciplinary matter(s) to the Wake Forest University Department of Counseling within 10 days of occurrence.

Signature: _____ **Date:** _____

Professional Dispositions and Behaviors Form (PDBR)

Instructor Name:

Student's Name:

Course:

Semester:

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Score	Primary Counseling Dispositions and Behaviors	Specific Counseling Disposition & Behavior Descriptors	Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Demonstrates Competencies (3)	Below Expectations / Unacceptable (2)	Harmful (1)	Not Observed
	Professional Ethics	Adheres to the ethical guidelines of the ACA, ASCA, I AMFC, APA & NBCC; including practices within competencies	Demonstrates consistent & advanced (i.e. <i>exploration & deliberation</i>) ethical behavior & judgements.	Demonstrates consistent ethical behavior & judgements.	Demonstrates ethical behavior & judgments, but on a concrete level with a basic ethical decision-making process.	Demonstrates limited ethical behavior & judgment, and a limited ethical decision-making process.	Demonstrates poor ethical behavior & judgment, such as violating the ethical codes &/or makes poor decisions.	Ethical behavior & judgements not observed.
	Professional Behavior	Behaves in a professional manner toward supervisors, peers, & clients (e.g., emotional regulation). Is respectful and appreciative to the culture of colleagues and is able to effectively collaborate with others.	Demonstrates consistent & advanced respectfulness and thoughtfulness, & appropriate within <i>all</i> professional interactions.	Demonstrates consistent respectfulness and thoughtfulness, & appropriate within <i>all</i> professional interactions.	Demonstrates inconsistent respectfulness and thoughtfulness, & appropriate within professional interactions.	Demonstrates limited respectfulness and thoughtfulness & acts inappropriate within some professional interactions.	Demonstrates poor professional behavior, such as repeatedly being disrespectful of others &/or impedes the professional atmosphere of the counseling setting/course.	Professional behavior not observed.

	Professional & Personal Boundaries	Maintains appropriate boundaries with supervisors, peers, & clients.	Demonstrates consistent & strong appropriate boundaries with supervisors, peers, & clients.	Demonstrates consistent appropriate boundaries with supervisors, peers, & clients.	Demonstrates appropriate boundaries inconsistently with supervisors, peers, & clients.	Demonstrates inappropriate boundaries with supervisors, peers, & clients.	Demonstrates poor boundaries with supervisors, peers, & clients; such as engaging in dual relationships.	Professional & personal boundaries not observed.
	Knowledge & Adherence to Site & Course Policies	Demonstrates an understanding & appreciation for all counseling site and course policies & procedures.	Demonstrates consistent adherence to all counseling site and course policies & procedures, including strong attendance and engagement.	Demonstrates adherence to most counseling site and course policies & procedures, including strong attendance and engagement.	Demonstrates inconsistent adherence to counseling site and course policies & procedures, including attendance and engagement.	Demonstrates limited adherence to counseling site and course policies & procedures, including attendance and engagement.	Demonstrates poor adherence to counseling site and course policies, such as failing to adhere to policies after discussing with supervisor/instructor.	Knowledge & adherence to site & course policies not observed.
	Record Keeping & Task Completion	Completes all weekly record keeping & tasks correctly & promptly (e.g., case notes, psychosocial reports, treatment plans,).	Completes all required record keeping, documentation, and assigned tasks in a thorough, timely, & comprehensive fashion.	Completes all required record keeping, documentation, and tasks in a competent and timely fashion.	Completes all required record keeping, documentation, and tasks, but in an inconsistent & questionable fashion.	Completes required record keeping, documentation, and tasks inconsistently & in a poor fashion.	Failure to complete paperwork &/or tasks by specified deadline.	Record keeping and task completion not observed.

	Multicultural Competence in Counseling Relationship	Demonstrates respect for culture (e.g., race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class, etc.) and awareness of and responsiveness to ways in which culture interacts with the counseling relationship.	Demonstrates consistent & advanced multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients.	Demonstrates multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients.	Demonstrates inconsistent multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients.	Demonstrates limited multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients.	Demonstrates poor multicultural competencies, such as being disrespectful, dismissive, and defensive regarding the significance of culture in the counseling relationship.	Multicultural competencies in counseling relationship not observed.
	Emotional Stability & Self-Control	Demonstrates self-awareness and emotional stability (e.g., congruence between mood and affect), & self-control (i.e., impulse control) in relationship with clients.	Demonstrates consistent emotional stability & appropriateness in interpersonal interactions with clients.	Demonstrates emotional stability & appropriateness in interpersonal interactions with clients.	Demonstrates inconsistent emotional stability & appropriateness in interpersonal interactions with clients.	Demonstrates limited emotional stability & appropriateness in interpersonal interactions with clients.	Demonstrates poor emotional stability & appropriateness in interpersonal interactions with clients, such as having high levels of emotional reactions with clients.	Emotional stability and self control not observed.
	Motivated to Learn & Grow / Initiative	Demonstrates engagement in learning & development of his or her counseling competencies.	Demonstrates consistent and strong engagement in promoting his or her professional and personal growth & development.	Demonstrates consistent engagement in promoting his or her professional and personal growth & development.	Demonstrates inconsistent engagement in promoting his or her professional and personal growth & development.	Demonstrates limited engagement in promoting his or her professional and personal growth & development.	Demonstrates poor engagement in promoting his or her professional and personal growth & development, such as expressing lack of appreciation for profession &/or apathy to learning.	Motivation to learn and grow / initiative not observed.

	Openness to Feedback	Responds non-defensively & alters behavior in accordance with supervisory &/or instructor feedback.	Demonstrates consistent and strong openness to supervisory &/or instructor feedback & implements suggested changes.	Demonstrates consistent openness to supervisory &/or instructor feedback & implements suggested changes.	Demonstrates openness to supervisory &/or instructor feedback; however, does <i>not</i> implement suggested changes.	Demonstrates a lack of openness to supervisory &/or instructor feedback & does <i>not</i> implement suggested changes.	Demonstrates <i>no</i> openness to supervisory &/or instructor feedback & is defensive &/or dismissive when given feedback	Openness to feedback not observed.
	Flexibility & Adaptability	Demonstrates ability to adapt to changing circumstances, unexpected events, & new situations.	Demonstrates consistent and strong ability to adapt & “reads-&-flexes” appropriately.	Demonstrates consistent ability to adapt & “reads-&-flexes” appropriately.	Demonstrated an inconsistent ability to adapt and flex to his or her clients’ diverse changing needs.	Demonstrates a limited ability to adapt & flex to his or her clients’ diverse changing needs.	Demonstrates a poor ability to adapt to his or her clients’ diverse changing needs, such as being rigid in work.	Flexibility and adaptability not observed.
	Congruence & Genuineness	Demonstrates ability to be present and “be true to oneself”	Demonstrates consistent and strong ability to be genuine & accepting of self and others.	Demonstrates consistent ability to be genuine & accepting of self and others.	Demonstrates an inconsistent ability to be genuine & accepting of self and others.	Demonstrates a limited ability to be genuine & accepting of self and others.	Demonstrates a poor ability to be genuine & accepting of self & others, such as being disingenuous.	Congruence and Genuineness not observed

COMMENTS

Liability Insurance

All counseling and human services graduate students are required to purchase and carry professional liability insurance throughout the entire program beginning with the semester they enroll in CNS 737: Basic Counseling Skills and Techniques. **Liability insurance needs to be renewed on an annual basis.** To ensure liability insurance is effective throughout the professional practice experiences, students will be charged a course fee at the appropriate time in their program to cover the cost of blanket liability insurance through the department. This charge will appear on the tuition bill as a line item labeled: Liability Insurance Premium.

Professional Organizations, Involvement, and Activities

Counseling and Human Services have been dynamic professions that are sensitive to the needs of society throughout their evolution. Counselors and Human Services Professionals are committed to being involved in their profession to support the mission of serving humanity. Therefore, counseling students are strongly encouraged to seek student membership in the American Counseling Association (ACA) and/or American School Counseling Association (ASCA). Students are also strongly urged to become involved in their appropriate state organizations, as well as the Pi Alpha Chapter of Chi Sigma Iota International (CSI). Human services students are strongly encouraged to seek student membership in the National Organization for Human Services (NOHS).

Individual faculty members model this commitment to professionalism through extensive involvement as members and leaders in international, national, regional, and state counseling associations. Most professional organizations offer reduced membership rates to students as well as the following benefits: receipt of professional publications (journals and newsletters); reduced registration fees for professional meetings (seminars, conventions, workshops) sponsored by the organization; eligibility for member services (e.g., library resource use, legal defense funds and services); involvement in activities and issues which are directly or indirectly pertinent to the profession (e.g., legislation and professional credentialing including licensure, certification, program accreditation); and affiliation with other professionals having interests and areas of expertise similar to one's own.

Websites for Counseling and Human Services Professional Organizations

Counseling Websites:

- American Counseling Association (ACA): <https://www.counseling.org/>
- State Branches for Professional Counselors:
<https://www.counseling.org/about/divisions-regions-branches>
- American School Counseling Association (ASCA): <https://schoolcounselor.org/>
- North Carolina Counseling Association (NCCA): <https://www.n2ca.org/>
- North Carolina School Counselor Association (NCSCA):
<https://www.ncschoolcounselor.org/>
- Chi Sigma Iota International (CSI): <https://www.csi-net.org/>

Human Services Websites:

- National Organization for Human Services: <https://www.nationalhumanservices.org/>

Professional Development Activities

Chi Sigma Iota:

There are lots of professional development activities in which counseling students can be involved. One of the most tangible ways is to become a member and, possibly, a leader of the Pi Alpha Chapter of CSI. CSI is the international honor society for counseling students and professionals, and Pi Alpha is the name of Wake Forest University's CSI chapter. The requirements for student membership in CSI include the following:

1. Enrollment in a counseling program that leads to a graduate degree
2. Completion of the equivalent of one full academic term of counseling courses
3. Endorsement by the counseling faculty regarding ethical judgment and professional behavior
4. Cumulative GPA of 3.5 or higher

Each year, members of the Pi Alpha Chapter elect a chapter president, vice president, secretary, and treasurer from among their student members. CSI officers, with support from faculty advisors, manage the activities of the chapter, which includes a variety of activities, such as planning and conducting receptions, professional development activities, and CSI initiation ceremonies.

Conferences and Workshops:

The Department of Counseling encourages students to attend professional development events that complement and supplement the counseling curriculum. Students who are interested in attending a professional development event, such as a seminar or professional conference, should consider applying for the Pamela and Steve Karr Professional Development Fund. This fund can cover some of the registration or travel expenses associated with attendance at a professional development event. Contact Dr. Bob Nations, the Karr Professional Development Fund Chair, for more information. Below are a few examples of appropriate professional activities for students:

- Attending the American Counseling Association's annual conference and exposition. The conference is usually held in mid to late spring (March or April).
- Co-presenting with a faculty member at the American Counseling Association Conference.
- Attending the North Carolina Counseling Association Conference. The conference is usually held in February. Students who live outside of North Carolina may also consider attending their state's counseling association conferences.
- Presenting or co-presenting at a local or state counseling conference.
- Attending the Samuel T. Gladding Spring Seminar. This six-hour event is usually held in April. It is available in-person and streamed virtually. It is also free to current students.
- Becoming a member of counseling interest networks. A list of networks is available on the ACA website: <https://community.counseling.org/communities/interestnetworks>

Name and Address Changes

For a variety of reasons, it is important that the department be able to reach students. To facilitate correspondence, please report any change of physical address, personal email address, or phone number to the Department's Program Manager, Louisa Steffen at steffel@wfu.edu, 336-758-6259, as well as changing it through workday (<https://workday.wfu.edu/>)

General Communication

A Wake Forest University account and university email is created for each student upon their enrollment in the program. It is the student's responsibility to check messages regularly at this account and email address and to respond in a timely manner. A variety of informational items are communicated through these venues including book lists, registration information, upcoming deadlines, exam information, and other important items. Faculty at Wake Forest University will use students' WFU email addresses for communications.

Course Load

Graduate students must be enrolled in at least five semester hours to be eligible for any financial aid. Online counseling and human services students are typically enrolled in a minimum of 6 credits, and Reynolda campus students are typically enrolled in 15 credits. The number of credits per semester will vary depending on where the student is in their curriculum, and whether the student has opted to enroll in elective courses.

Grade Point Average

According to the *Bulletin of the Graduate School in Arts and Sciences*, the minimum grade point average required for graduation is 3.0 out of 4.0. The minimum grade point average required for continuance as a graduate student is 2.5 out of 4.0. A student whose cumulative grade point average falls below the 2.5 minimum will be placed on academic probation and will have one semester to bring their GPA to a 2.5 or greater. If, at the end of the probation semester, the student's GPA remains below 2.5, that student will be required to withdraw from the University. In addition, the Department of Counseling requires students to make a grade of B or better in each prerequisite counseling skills and clinical course to enroll in the next course.

The progression of counseling skills and clinical courses is as follows, with each course listed being the prerequisite for the next one:

- CNS 737: Basic Skills and Techniques
- CNS 739: Advanced Counseling Skills and Crisis Management
- CNS 738: Counseling Practicum
- CNS 744: Counseling Internship I
- CNS 745: Counseling Internship II

If a student gets a grade of B- or lower in one of the courses listed above, that course must be repeated. A Notice of Performance Concern(s) may be presented to the student including additional remedial requirements for completion before or during the time the course is repeated. If a second grade of B- or lower is made in the same course, the student will be dismissed from the program.

Program Planning Guide

Up-to-date course sequences are kept on file for each student by program staff.

Transfer Credits

Currently, due to the cohort nature of the counseling and human services programs, we have no provision to accept transfer students. Once a student is admitted to the program, they may petition the faculty to transfer up to six credit hours by submitting a copy of course syllabi to their advisor. A ruling will be made by the faculty within two weeks. It is unlikely that the student would be able to complete the rest of the program in less than the two years typical of the Reynolda Campus Counseling program, the nine semesters typical of the Virtual Campus Counseling program, or the seven semesters typical of the Virtual Campus Human Services program due to the fixed nature of the course offerings.

Incompletes

The Grade of I (Incomplete) may be assigned only when a student fails to complete the work of a course because of illness or some other emergency. If the work recorded as “I” is not completed within thirty days after the student enters their next semester, not counting the summer session, the grade automatically becomes an “F.” The instructor must report the final grade to the registrar within forty-five days after beginning of that semester. In no case is a graduate degree awarded to a student who has an “I” or “NR” (Not Reported) on record. Incomplete grade forms are available on the Graduate School website at:

<https://prod.wp.cdn.aws.wfu.edu/sites/275/2019/01/IncompleteGradePolicy.pdf>

Time Limit for Degree Completion

The maximum number of years to obtain the degree from the time of enrollment is six years. Students who fail to complete the program within the six-year period may be required to meet all conditions of the most recent version of the graduate bulletin. Students enrolled in and passing fewer than six credit hours in a calendar year may also be required to meet all the conditions of the most recent version of the graduate bulletin. Appeals should be made to the Chair of the Department of Counseling.

Academic Expectations

Faculty expectations of students’ academic, professional, and personal development are explicit in admission and grade point policies, course syllabi, and clinical evaluations. Additionally, deadlines are expected to be met, knowledge of departmental policy is expected, and periodic contact with the advisor is expected.

Ethical Standards

The Department of Counseling expects students to follow the ACA Code of Ethics and Standards of Practice and the NOHS Ethical Standards for Human Services Professionals. The Codes were developed to protect clients, the helping professional, and students. Ethical practices such as informed consent, confidentiality, and dual relationships will be introduced in the students’

beginning coursework and impressed upon students throughout the program. Practicing unethically, such as breaking confidentiality, will be cause for dismissal from the program.

It is critical that students obtain a copy of the ethical standards, free of charge by visiting the following websites:

Counseling: <https://www.counseling.org/resources/ethics>

Human Services: <http://www.nationalhumanservices.org/ethical-standards-for-hs-professionals>

Academic Integrity

Every student is required to practice and adhere to the principle of academic integrity while undertaking studies with Wake Forest University. Maintaining academic integrity is considered an essential academic standard of every graduate course and program. The University does not tolerate academic dishonesty. The graduate faculty at Wake Forest has adopted a formal honor code to provide guidance for student conduct with respect to academic pursuits. This policy may be accessed on the Graduate School website at:

<https://prod.wp.cdn.aws.wfu.edu/sites/275/2018/01/HonorCode-Policy.pdf>

Academic dishonesty may be an academic issue, a disciplinary issue, or both, depending on its pervasiveness and/or severity. Any student engaged in academic dishonesty may face reprimand, disciplinary warning, a lowered or failing grade(s), and/or probation or suspension from the course, academic program, or University; or expulsion from the University.

The list that follows includes examples, although not all-inclusive, of academic dishonesty:

- Purchase of term papers turned in as one's own or writing the term paper(s) for another student
- Submission of same term paper to another class without permission
- Providing another student answers during an exam
- Use of notes or book during exam when prohibited
- Collaboration on homework or take-home exams when instruction called for independent work
- Providing test question(s) to student(s) in another section of the class
- Falsifying records or the fabrication of information and/or citation in an academic exercise
- Violation of computer policies
- **Plagiarism:** appropriating or passing off as one's work the writings, ideas, etc. of another (e.g., copying without giving credit, forgery, literary theft, and expropriation of some other's work). Plagiarism also includes electronic information of all types.
- Assisting someone in doing any of the above

Tips for Avoiding Plagiarism

“One particular type of academic dishonesty – plagiarism – occurs when a writer uses sources, whether through quoting, paraphrasing, or summarizing, without clearly or sufficiently

acknowledging the debt. Thus, to avoid plagiarizing, you must cite the source of any expressions, ideas, or observations not your own, whether they come from a primary source, a secondary source, an electronic source, a textbook, a class discussion, a lab manual, or any other source of information” ([Honesty in Academic Work](#), Grinnell College, n. d.)

A quick review of what is, and is not, plagiarism is contained in this excellent tutorial available on the Z. Smith Reynolds library site, here: <http://zsr.wfu.edu/tutorials/plagiarism/> It is well worth your time to click on this link!

“Whether you quote, paraphrase, summarize, or use an idea from a source, you must acknowledge that source through some system of citation” (Grinnell College, n. d.). The exact system varies by discipline; counseling and human services fields typically prefer APA style.

When Avoiding Plagiarism, Remember:

- **“Common Knowledge”:** If you had to look it up on Wikipedia, it is not common knowledge.
- **Double Dip:** If you want to submit one paper for two different courses, ask permission of **both** professors before submitting the paper.
- **Keep a Record:** Write down bibliographic information and the source of notes as you work.
- **No Peeking:** Write paraphrases or summaries **without looking at the original text**, then go back and compare your version to the original version.
- **Use Your Resources:**
 - Ask your professor to read a draft
 - Check the APA Manual
 - Ask our WFU Librarians at <https://zsr.wfu.edu/help/>
 - Check ZSR Website at: <https://zsr.wfu.edu/research/guides/citation/>
 - Check the English Department Webpage at: <https://english.wfu.edu/student-resources/writing-resources/>

The Use of Artificial Intelligence Tools

The use of generative artificial intelligence (AI) tools (e.g., ChatGPT) **is permitted** for the following activities:

- Brainstorming and refining your ideas
- Drafting an outline to organize your thoughts
- Checking grammar and style

The use of generative AI tools **is not permitted** for the following activities:

- Generating sources for a writing assignment
- Writing a draft of a writing assignment
- Writing entire sentences, paragraphs, or papers to complete class assignments

Using AI in a way that is not permitted is a violation of the Honor Code. If you are uncertain about whether you can use AI in any other instance, please ask your instructor.

Online Etiquette (Netiquette):

Civil conversation may occur in many settings. At Wake Forest University we acknowledge that guidelines for being polite in a virtual environment may not be as explicit as those standards in face-to-face interactions. In fact, a key distinguishing feature of an online course is that communication occurs most often by the written word. Thus, body language, voice tone, and instantaneous listener feedback are all absent. These facts need to be taken into consideration both when contributing messages to a discussion and when reading them. All students in the WFU Department of Counseling will be expected to take care in all their communications so we are providing the following thoughts on ways to accomplish sensitive, effective discussions.

Keep in mind the following points:

1. **Respect others and their opinions:** People are different with various backgrounds and experiences. The counseling and human services professions are based on the belief in the dignity of each human and the need to respect each person's opinions and feelings.
2. **Moderate your language:** Given the absence of face-to-face clues, written text can easily be misinterpreted. Do not use offensive language, tone down strong language, and avoid the excessive use of exclamation points. If you feel particularly strongly about a point, before posting it, it may be best to write it first as a draft, and then review it to remove any language that may offend or be misinterpreted.
3. **Pick a professional and respectful tone:** Since we depend on the written word in online learning, it is especially important to choose respectful and professional words to get your meaning across. For example, sarcasm is harder to detect when you read the words rather than hearing them.
4. **Keep a straight face:** In general, avoid humor and sarcasm. These frequently depend either on facial or tone of voice cues absent in text communication or on familiarity with the reader.
5. **Consider others' privacy:** Ask for permission if you want to forward someone's email messages to third parties. Keep in mind that all private emails are considered copyrighted by the original author.
6. **Avoid inappropriate material.**
7. **Be forgiving:** If someone states something that you find offensive, mention this directly to the instructor. Remember that the person contributing to the discussion might be new to this form of communication. What you find offensive may quite possibly have been unintended and can best be cleared up by the instructor.
8. **Think before you hit the send button:** Think carefully about the content of your message before sharing it. Once sent to the group, there is no taking it back. Grammar and spelling errors reflect on you, and your audience might not be able to decode misspelled words or poorly constructed sentences. **Test for Clarity:** Messages may often appear perfectly clear to you as you compose them, but turn out to be perfectly obtuse to your reader. One way to test for clarity is to read your message aloud to see if it flows smoothly. If you can read it to another person before posting it, even better.
9. **Brevity is best:** Be as concise as possible when contributing to a discussion. Your points might be missed if hidden in a flood of text.
10. **Stick to the point:** Contributions to a discussion should stick to the subject. Don't waste others' time by going off on irrelevant tangents.

11. **Frivolous email:** Don't forward jokes, "chain letters," or unimportant email to other students without their permission. Not only does it fill up their inboxes, it may offend people who do not share the same sense of humor or who are tired of these types of email.
12. **Read first, write later:** Don't add your comments to a discussion before reading the comments of other students unless the assignment specifically asks you to. Doing so is tantamount to ignoring your fellow students, and may be considered disrespectful. Comments related to the content of previous messages should be posted under them to keep related topics organized, and you should specify the person and the particular point you are following up on.
13. **Netspeak:** Although electronic communication is still young, many conventions have already been established. **DO NOT TYPE IN ALL CAPS.** This is regarded as shouting and is out of place in a classroom. Acronyms and emoticons (arrangements of symbols to express emotions) are popular, but excessive use of them can make your message difficult to read.

Some common acronyms and emoticons include:

Acronym	Emoticon
FYI = for your information	:-) = smiley face: happiness, pleasure
B/C = because	:-(= frowning face: displeasure
W/ = with	;-) = wink
BTW = by the way	:-0 = shock, surprise
F2F = face to face	:-/ = skepticism, unease, apologetic
FAQ = frequently asked questions	

Citations and Other Etiquette Sources:

Many of the points made here were taken from *The Core Rules of Netiquette*, excerpted from the book *Netiquette*, by Virginia Shea. The Core Rules of Netiquette can be accessed at:

<http://www.albion.com/netiquette/corerules.html>.

<https://www.rasmussen.edu/student-experience/college-life/netiquette-guidelines-every-online-student-needs-to-know/>

Department of Counseling Social Media Guidelines

INTRODUCTION

Social media is a dynamic tool of communication that impacts relationships in both positive and negative ways. It can be used to enhance learning, build community, and serve as an effective outlet for the expression of thoughts and feelings. However, social media can also blur boundaries between client and intern, faculty and student, and the professional in a manner that can cause confusion and create ethical issues. Given this, the Wake Forest University Department of Counseling has developed social media guidelines to protect the reputation and integrity of its students, faculty, staff, and the community it serves.

SOCIAL MEDIA DEFINED

Social media is broadly defined as any online service that facilitates communication, including social networking sites like LinkedIn and Facebook, social bookmarking sites like Del.icio.us, social news sites like Digg, X, YouTube, Tumblr and other sites that are centered on user interaction. Social media content may take the form of blogs, social networks, social news, wikis, videos, and podcasts.

GUIDELINES

The following guidelines are designed to protect Wake Forest University Department of Counseling and its graduate programs. Their purpose is to clarify boundaries and support a thriving academic environment. These guidelines are strongly recommended by the Department of Counseling and, violation of these strategies regarding the proper and professional use of social media, may result in an Individual Remediation Plan (IRP) and possible expulsion from the program, depending on the severity of the violation. The severity of the violation will be determined by the faculty in the Department of Counseling.

Department of Counseling faculty, staff, and students must recognize that *everything is public*. There is no such thing as a “private” social media site. Search engines can pull up posts years later; as such, do not post anything today that may haunt you in the future.

Department of Counseling faculty, staff, and students must also recognize that while they may have professional social media use and personal social media use, *both forms are public. Nothing is private; under the United States laws of slander and libel, anything published or posted in any form is by law public.*

It is strongly recommended that students enrolled in the Department of Counseling follow these guidelines whether participating in social networks personally or professionally, or using personal or university-owned computing equipment when doing so.

The following additional strategies are structured around a *Pro Humanitate* framework that guides the Department of Counseling and Wake Forest University:

- **Accountability:** Officially recognized Wake Forest University Department of Counseling media accounts and web pages must be approved through the Department of Counseling. Each account will have an administrator assigned who is responsible for maintaining the account and monitoring the appropriateness of communications.
- **Respect:** Faculty should not connect with students via social media outlets, including becoming “friends” on Facebook, following one another on X (formerly Twitter), or connecting via LinkedIn. Connecting on University-affiliated social media outlets (e.g., the Department of Counseling Alumni LinkedIn page] is acceptable.
- **Honor:** To maintain confidentiality and a high level of ethical and professional conduct, interns should not post any information related to clients, even if identifying information is not disclosed. Interns should also avoid looking up information related to their clients online without a clear therapeutic purpose and the client’s permission. Any level of communication between interns/practicum students and clients via social media outlets is prohibited (e.g., becoming “friends” on Facebook or connecting via LinkedIn).

- **Candid:** Faculty, students, and all Department of Counseling personnel are encouraged to hold to the same level of respect, collegiality, and professionalism online as in face-to-face interactions. Everyone in the program represents the Department, University, and Counseling and Human Services professions and are encouraged to behave accordingly.
- **Professionalism:** Interns/practicum students and clients should not connect via social media outlets, such as becoming “friends” on Facebook, following one another on Twitter, or connecting via LinkedIn, in addition to maintaining all ACA or NOHS ethical codes.
- **Honesty:** Interns are strongly encouraged to seek supervision when a client attempts to connect via a social media outlet or outside of a professional clinical context.
Also, avoid posting anything that is copyrighted without following all applicable State and Federal laws.
- **Community:** Department of Counseling Faculty or Staff may look up profiles on social networking sites and may use the information in informal or formal proceedings without providing notice to the individuals involved. The same standards apply to social networking as to any other ethical or professional breach, up to and including, dismissal from the school or termination of employment for any personal or professional communication that undermines the integrity of the Wake Forest University and Department of Counseling community. This includes postings that are determined to be in violation of Departmental or University policies.

BEST PRACTICES

The purpose of these guidelines is to direct students and faculty in the appropriate use of personal and professional social media. The following represent best practices related to social media.

- **Think Twice Before Posting:** Know that whatever picture or comment you post online is no longer in your control and can be accessed well into the future. At the end of the day, your reputation as a person will also be your reputation as a counselor or human services professional. Before posting, consider whether you would want the picture or comment to be viewed five or ten years from now.
- **Have a Plan and Purpose:** In posting on Department-related sites, have a clear academic plan related to your goals, audience, and purpose in posting.
- **Protect Your Information:** Use caution in posting personal information others could misuse, including social security numbers and bank account information. Also, take necessary steps to protect your social media site’s username and password, including establishing a password that is sufficiently complex.
- **Terms of Service:** Obey the terms of service of the social networking sites you are using.
 - **Facebook Privacy Policy** – <https://www.facebook.com/about/privacy>
 - **X (formerly Twitter) Privacy Policy** – <https://x.com/en/privacy>
 - **LinkedIn Privacy Policy** – <https://www.linkedin.com/legal/privacy-policy>
- **Use Analytics:** To gauge the impact and participation of your site, use evaluation and tracking tools accessible through each social media outlet.
- **Keep Controversial Topics off University Sites:** While one of the purposes of the educational process is to discuss controversial topics that enhance critical thinking skills, such conversations must be carefully conducted in virtual sites where the potential for misunderstanding is great. If a discussion of controversial topics is required as part of a course, be courteous, factual, and professional when explaining your side of the issue. If

these hot button topics are not part of a course assignment, do not engage in the conversation through Department sites.

- **Do Not Waste Time:** A tremendous amount of time can be wasted on social media sites and on the Internet in general. Be aware of where your energy and time are going regarding your life priorities.
- **Protect Your Photos:** Consider adding a watermark to photos you create to decrease the chances that they will be copied and used without your permission.
- **Polish Your Site:** Use high quality photographs, correct grammar/punctuation, and user-friendly fonts, colors, and formatting to make your personal and University or Department-affiliated sites polished and inviting.
- **Protect the Institutional Voice:** University faculty, staff, and students should not suggest that their site represents the University, Department of Counseling, or a graduate program as a whole without express written permission.
- **Post Wake Forest University Links:** Positing Wake Forest Department of Counseling-related links on your personal and professional sites helps increase web traffic to the University's website which, in turn, helps the University and the Department of Counseling gain recognition.
- **When in Doubt, Ask:** If you are unsure of whether to post a comment or picture, ask a faculty member, trusted colleague, or supervisor.

SUMMARY

Regardless of whether students, faculty, or staff are conducting official school or personal business, they are ambassadors for the school as well as the counseling and human services professions. In online social networks, the lines between public and private, as well as personal and professional, are blurred. Just by identifying oneself as a member of the Wake Forest University community, one portrays an impression of the institution for those who have access to their social network profiles or blogs. Members of the Department of Counseling community should ensure that all content that they are associated with is consistent with their position at the school and with the values and professional standards of the Department.

RESOURCES CONSULTED

Pfeiffer University, Marriage & Family Therapy Program
Wright State University, Boonshoft School of Medicine

Counseling Services for Students

Students are encouraged to grow personally by obtaining individual or group counseling experiences. Faculty members do not counsel students.

The following locations offer Counseling Services, sometimes free of charge or at reduced rates:

Reynolda Campus Students:

Wake Forest University Counseling Center (Reynolda 118): 336.758.5273,
<https://counselingcenter.wfu.edu>

Private Practitioners: *ask advisor or Wake Forest University Counseling Center for a list of referrals*

Virtual Campus Students:

Students across the country can visit the following websites to look for counselors in their area:

<https://www.nbcc.org/search/counselorfind>

<http://www.goodtherapy.org>

<https://www.psychologytoday.com/us/therapists>

Exit Requirements

Candidacy and Statement of Intent to Receive a Master's Degree:

The practice of requiring admission to candidacy is followed by virtually all graduate schools. As the *Graduate Bulletin* states, "admission or graduate standing does not necessarily commit the student or the University to a program of study leading to a graduate degree." The idea or principle of having students apply for candidacy is that the student needs a period of time in which to prove themselves academically, to determine if a course of study is appropriate personally, and to ascertain whether their knowledge and skills are adequate for continuance to a degree.

The "Application for Candidacy and Statement of Intent to Receive a Master's Degree" form must be filed with the Graduate School Office at least ten weeks before graduation. Students must have been recommended to candidacy during the end of the semester review that occurs at the end of the semester before they intend to graduate. See the "Student Evaluation and Continuation Policy."

The "Application for Candidacy and Statement of Intent to Receive a Master's Degree" must be completed and forwarded by email attachment to the student's advisor to be signed by that advisor and by the graduate program director (Reynolda Campus students) or online program director (Virtual Campus students). The applications are then forwarded to the Graduate School for approval by the Dean.

All on campus students graduate in May. Online students may graduate in August, December, or May, depending upon when they entered the program. A formal graduation ceremony is held on campus in May. August and December graduates can elect to participate in the May ceremonies that immediately follow their official graduation date. They may also attend the department's graduation hooding ceremony in December or August. More information regarding the academic calendar, including dates for exit requirements, can be found at the Graduate School website: <http://graduate.wfu.edu/>.



APPLICATION FOR CANDIDACY & STATEMENT OF INTENT
MASTER'S DEGREE NON-THESIS OPTION

Please print this form and mail it to: Graduate School Office, 124 Reynolda Hall, Reynolda Campus. Must be filed with the Graduate School Office by the deadline listed on the academic calendar.

Your Name: _____

Student ID: _____ Department: _____

I fully expect to complete all of the requirements for the master's degree in time for it to be awarded on _____ (date).

_____ Date Signature of Candidate

Local Address: _____

Phone number: _____ Email: _____

_____ Print your name as you want it to appear on your diploma _____ Print your hometown as you want it to appear in the Commencement Program

Please mail the bound dissertation and/or the diploma to me at the following street address (NO POST OFFICE BOX). Allow 12 weeks for delivery.

AWARDS: Please list any awards which you would like listed in the Hooding & Awards Program. Include the following information: name of award, name of organization and year of award.

Regalia Information: Height _____ Approx. Weight _____

DEPARTMENTAL ACTION ON CANDIDACY

_____ Date of Approval _____ Date of Denial _____ Signature of Advisor

_____ Date of Approval _____ Date of Denial _____ Signature of Program Director

FOR GRADUATE SCHOOL OFFICE USE ONLY
GRADUATE SCHOOL ACTION ON CANDIDACY

_____ Date of Approval _____ Approval Signature

Endorsement, Licensure, and Certification

Endorsement of Graduates Policy:

The policy of the Department of Counseling at Wake Forest University is that graduates are recommended by faculty for employment only for positions consistent with the specialty areas in which they have had internships or field experience and completed the required courses.

Counseling

School Counseling Licensure

To meet the academic requirements for licensure as a school counselor in North Carolina, one must successfully complete the school-counseling track of Wake Forest University's Department of Counseling program. The degree must be awarded before a license can be issued.

To be eligible for the North Carolina K-12 School Counselor License, one must have:

- Completed an approved program for counselor licensure as a school counselor.
- Passed the exam(s) currently required by the North Carolina State Board of Education and any other requirements mandated by the state. Consult the NC State Board of Education website for the latest requirements:
<https://www.dpi.nc.gov/educators/specialized-instructional-support/school-counseling/professional-standards-and-evaluation#Licensure>
- Send the NC State Board of Education required paperwork to:
 - Wake Forest University
 - c/o Awan Neelam
Department of Education
P.O. Box 7266406
Winston-Salem, NC 27109

For specific information about how the school counseling program curriculum meets school counseling licensure requirements in other states, please review the Department of Counseling's [School Counseling State Licensure Disclosure Statement](#).

Licensed Clinical Mental Health Counselor (LCMHC)

Graduate Programs offered by the Department of Counseling meet the academic requirements specified by the North Carolina Board of Licensed Clinical Mental Health Counselors. The Board also requires post-masters supervised experience. Consult the website of the North Carolina Board of Licensed Clinical Mental Health Counselors for the latest requirements (<https://www.ncblcmhc.org/>).

As a CACREP-accredited program, the program of study through the Department of Counseling **generally** meets the licensure requirements for other states. However, certain states may have other requirements. For example, Florida requires a course in Human Sexuality. For specific information about how the CMHC program curriculum meets professional counseling licensure

requirements in other states, please review the Department of Counseling's [Professional Counseling State Licensure Disclosure Statement](#).

State licensing information can be accessed through the American Counseling Association (ACA) or the National Board for Certified Counselors (NBCC):

ACA: <https://www.counseling.org/knowledge-center/licensure-requirements>

NBCC: <https://nbcc.org/search/stateboarddirectory>

Students enrolled in either the Addiction, Clinical Mental Health, or School Counseling track should consult their state licensing boards to be sure that the Wake Forest University program meets the requirements for licensure in their state. Students also should consult the Department's state licensure disclosure forms on the Department website:

[Professional Counseling State Licensure Disclosure](#)

[Professional School Counseling State Licensure Disclosure](#)

****To ensure that Virtual Campus students are aware of the state requirements, students must sign the additional line in the Acknowledgement of Student Responsibilities form in this handbook and submit it as instructed during the Orientation course.***

National Certified Counselor (NCC):

Graduates of the Clinical Mental Health Counseling or School Counseling Programs are eligible to apply for the National Certified Counselor credential before they graduate from the program. This voluntary, national certification process recognizes counselors who have met training program and experience standards established by the National Board for Certified Counselors.

The requirements to apply to be a NCC are:

- A master's degree in counseling with a minimum of 48 semester hours of coursework in nine identified areas;
- Two academic terms of supervised field experience in a counseling setting;
- Two years of post-master's counseling experience (3000 hours) with 100 hours of face-to-face supervision by an NCC or equivalent (waived for graduates of CACREP accredited programs);
- Passage of the National Counselor Exam (NCE).

Students in CACREP accredited programs are eligible to take the NCE in their last or next to last semester of the program and earn the NCC credential immediately upon successful completion of the program, the NCE, and the required paperwork. Specialty endorsements are also available in clinical mental health counseling, school counseling, and addictions counseling. For more information on testing dates and sites in your state, visit: <https://nbcc.org/certification/schedule> While national certification furthers the professional identity of beginning counselors, it is not the same as state licensure. For further information, visit <https://www.nbcc.org>.

Student Feedback

Course Evaluations

Students are encouraged to evaluate faculty members through the University’s course evaluation process at the end of each semester. This affords the student the opportunity to provide feedback regarding the teaching effectiveness of faculty members. The course evaluations are compiled and posted for faculty to review. All evaluations are anonymous. The course evaluations are reviewed carefully when faculty are considered for reappointment, promotion, and/or tenure.

Alumni and Employer Surveys

Every two years, the department conducts a follow-up study of program graduates and their employers. The department is interested in the perceptions of the graduate’s preparedness to work as counselors in school and clinical mental health settings.

Site Supervisor Survey

Every two years, the department conducts a study of students’ preparation for and performance in practicum and internship courses by surveying site supervisors.

Student Resource Contact Information		
Department of Counseling	336.758.2317	https://counseling.graduate.wfu.edu/
Graduate School of Arts & Sciences Reynolda Campus	1.800.257.3166	gradschl@wfu.edu http://graduate.wfu.edu/
Current Student Resources: General (Graduate School of Arts & Sciences)	1.800.257.3166	https://graduate.wfu.edu
Current Student Resources: Housing (Graduate School of Arts & Sciences)	1.800.257.3166	http://graduate.wfu.edu/housing.html
Information Systems Help Desk	336.758.4357	http://help.wfu.edu/
Registrar’s Office	336.758.5888	https://registrar.wfu.edu/
Financial Aid Office	336.758.5154	http://www.wfu.edu/finaid/
Z. Smith Reynolds Library	336.758.5475	http://zsr.wfu.edu/
Campus Book Store	336.758.5145	https://www.bkstr.com/wakeforeststore/home
Parking Management	336.758.4255	http://facilities.wfu.edu/transport/parking-and-transportation/
Center for Learning, Access and Student Success (CLASS)	336.758.5929	http://class.wfu.edu
Office of Career & Professional Development	336.758.5902	http://career.opcd.wfu.edu/
University Counseling Center	336.758.5273 <i>(Call Student Health if after hours)</i>	http://counselingcenter.wfu.edu/
Benson Copy Center	336.758.5251	copies@wfu.edu

		http://www.wfu.edu/benson/copy_center.php
Writing Center	336.758.5768	https://writingcenter.wfu.edu/
Student Health	336.758.5218	https://shs.wfu.edu/
University Police	<i>Emergency:</i> 336.758.5911 <i>Non-Emergency:</i> 336.758.5591	https://police.wfu.edu/
Reynolda Campus Directory Assistance	336.758.5000	n/a
Hotels (Please identify yourself as a Wake Forest guest when making a reservation):		
Graylyn International Conference Center	1.800.472.9596 336.758.2428	1900 Reynolda Road http://www.graylyn.com/
Residence Inn by Marriott	1.800.331.3131 336.759.0777	7835 North Point Boulevard
Brookstown Inn	1.800.845.4262 336.725.1120	200 Brookstown Avenue
Embassy Suites	1.800.445.8667 336.724.2300	460 North Cherry Street
Hawthorne Inn	1.877.777.3099 336.777.3000	420 High Street at Business 40
Wingate Inn	1.800.228.1000 336.714.2800	125 South Main Street at Business 40
Winston-Salem Marriott	1.877.888.9762 336.725.3500	425 North Cherry Street
Additional Area Hotels and Information: http://www.wfu.edu/visitors/hotels/		

Websites of Professional Counseling Organizations and Resources	
American Counseling Association (ACA)	www.counseling.org
American Mental Health Counselors Association (AMHCA)	www.amhca.org
American School Counselor Association (ASCA)	www.schoolcounselor.org
International Association for Addictions and Offender Counselors (IAAOC)	https://www.iaaoc.org/
Council for Accreditation of Counseling and Related Educational Programs (CACREP)	https://www.cacrep.org/
National Board of Certified Counselors (NBCC)	www.nbcc.org
Center for Credentialing & Education (CCE): Information Regarding NCE and NCMHCE Examinations	https://www.cce-global.org/ https://nbcc.org/licensure
North Carolina Counseling Association (NCCA)	https://www.n2ca.org/
North Carolina Board of Licensed Professional Counselors (NBLPC)	www.ncblpc.org

Websites of Professional Human Services Organizations and Resources	
National Organization for Human Services (NOHS)	http://www.nationalhumanservices.org/
U.S. Department of Health and Human Services	http://www.hhs.gov/about/

Contact Information

Department of Counseling	
Box 7406 Reynolda Station Winston-Salem, NC 27109 Phone: 336.758.2317	
<p style="text-align: center;"><i>Department Chair</i> Dr. Nathaniel Ivers 336.758.3319 iversnn@wfu.edu</p>	<p style="text-align: center;"><i>Associate Department Chair</i> Dr. David Johnson 336.758.5673 johnsoda@wfu.edu</p>
<p style="text-align: center;"><i>Graduate Program Directors</i></p> <p>Dr. Erin Binkley Dr. Jamie Crockett 336.758.8623 336.758.1961 binkleee@wfu.edu crockeje@wfu.edu</p>	<p style="text-align: center;"><i>Online Program Director</i></p> <p>Dr. Bob Nations 336.758.8625 nationjr@wfu.edu</p>
<p style="text-align: center;"><i>Associate Online Programs Directors</i></p> <p>Dr. Allison Forti Dr. Seth Hayden 336.758.2506 336.758.8624 fortiam@wfu.edu haydensc@wfu.edu</p>	<p style="text-align: center;"><i>Program Manager</i></p> <p>Louisa Steffen 336.758.6259 steffel@wfu.edu</p>
<p style="text-align: center;"><i>Admissions and Student Support Manager</i></p> <p>Tim Silva 336.758.4226 silvate@wfu.edu</p>	<p style="text-align: center;"><i>Academic Coordinator</i></p> <p>Meredith Parker 336.758.2317 parkeme@wfu.edu</p>
<p style="text-align: center;"><i>Clinical Program Manager</i></p> <p>Dr. Carla Emerson 336.758.3370 emersoch@wfu.edu</p>	<p style="text-align: center;"><i>Assistant Clinical Program Manager</i></p> <p>Brittany Hall 336.758.4233 hallb@wfu.edu</p>

Acknowledgment of Student Responsibilities

I, _____,
(FULL NAME – Please Print)

have read the Wake Forest University Department of Counseling Student Handbook. I understand that my enrollment status in the Department of Counseling is based on my ability to continue to satisfy all academic program requirements, including but not limited to adequate grades, professional and personal development and dispositions, and skill development during my entire graduate enrollment. I understand I may be dismissed at any time if I do not satisfy these requirements and adhere to these policies.

I understand I will be continually evaluated regarding my appropriateness for the field of counseling. I further understand that the University may modify the policies and procedures as stated in the Graduate Student Handbook, the Graduate Student Bulletin, and the Department of Counseling Student Handbook at any time. If modifications do occur, I will be notified via my WFU email.

(SIGNATURE)

(DATE)

Virtual Campus Students

In addition, I have read and understand the requirements for licensure in the state in which I reside and/or plan to seek licensure. Additional requirements not met by the WFU Department of Counseling graduate program are listed below.

(SIGNATURE)

(DATE)

Additional Requirements:

- _____
- _____
- _____
- _____
- _____