WAKE FOREST UNIVERSITY
DEPARTMENT OF COUNSELING

STUDENT HANDBOOK

Master of Arts in Counseling

Master of Arts in Human Services

Graduate Programs

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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 our mutual cooperation, collaboration and commitment will provide you with opportunities to build skills, obtain knowledge and develop attitudes leading to the finest practice within the counseling and human services fields.

While students are assigned an 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 a degree. Students are also expected to be familiar with information contained in the appropriate Field Experience Manual, in the Graduate Student Handbook, and in the degree plan. Review this manual periodically, and when questions arise, contact your advisor. Contact information for Department Staff and Program Directors is listed later in this handbook. Contact information for all faculty members is listed on the Department of Counseling website: http://college.wfu.edu/counseling/.

Introduction

This handbook serves as a guide in helping students to better understand the program, the degrees offered, policies and procedures, and student rights and responsibilities. The handbook is available at: http://college.wfu.edu/counseling/about-us/students/. It is "required reading" for all counseling and human services students and should be examined in its entirety upon admission to a Graduate Program with 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 the Wake Forest University Graduate Student Handbook at: http://graduate.wfu.edu/docs/academics/GradStudentHandbook_2013-2014pdf 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 on the end of this handbook and submit it during Program Orientation as directed.

Wake Forest University Facts

Wake Forest University is a private, coeducational institution dedicated to academic excellence in liberal arts, graduate and professional education. Founded in 1834, the University is ranked among the top thirty national universities. With 4,800 undergraduates and 2,600 graduate and professional students, the student-faculty ration 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 the motto *"pro humanitate*." For quick facts about the University, go to http://www.wfu.edu/visitors/quickfacts.html.

Wake Forest is located in Winston-Salem, North Carolina – part of the beautiful Piedmont Triad metropolitan region which has a population of more than 1.6 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 to 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 that reflect the multicultural society in which we live. We provide 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, age, race, sexual orientation, disability, or national origin.

Program Overview

The following are professional graduate programs at Wake Forest University:
Clinical Mental Health Counseling (CMHC) and School Counseling (SC).
Human Services (HS).
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 Professional Counselor 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 the clinical mental health counseling context.

It is imperative that Virtual Campus students check the requirements in their state for licensure. Some states do not accept coursework from online study.

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. This specialty is accredited by the National Council for Accreditation of Teacher Education, and 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.

It is imperative that Virtual Campus students check the requirements in their state for licensure. We have found that some states require obtaining the license in North Carolina and transferring the license to their home state. Again, it is imperative that students know their home state's requirements.

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 would be able 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 would also meet the educational requirements of licensure as professional counselors in North Carolina and in the 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, our 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. and

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

The Wake Forest University Department of Counseling prepares exemplary counselors and human services professionals to serve humanity – *pro humanitate.*

We provide a rigorous intellectual climate and a supportive atmosphere for personal and professional development to a diverse student body in order to prepare professionals who…

- Acquire knowledge and skills to practice effectively and ethically
- Value professional diligence and life-long learning
- Excel as community leaders, advocates and practitioners
- Possess a deep awareness of themselves and of their impact on others
- Commit to the compassionate service of humanity and foster the well-being of people at the local, state, national and international level

Overall Program Objectives

We provide a rigorous intellectual climate and a supportive atmosphere for personal and professional development to a diverse student body in order to prepare professionals who…

Acquire knowledge and skills to practice effectively and ethically:

1. Educate students to be highly skilled and competent helping professionals first and counseling and human services specialists second.
2. Ensure excellence in all curricular experiences by requiring students to demonstrate mastery of the knowledge and skill requirements applicable to the degree being sought and outlined by CACREP (Council on Accreditation of Counseling and Related Educational Programs) or by CSHSE (Council for Standards in Human Services Education)
3. Transmit currency and diversity in the presentation of theoretical approaches so that students might begin to develop personal models of counseling and consultation.
4. Provide knowledge and skills in information and technological literacy in order to prepare professionals who can effectively locate, evaluate, utilize and present information to improve services to clientele.
5. Seek to encourage habits of mind that ask "why," that evaluate evidence, that are open to new ideas, that attempt to understand and appreciate the perspectives of others, that accept complexity and grapple with it, that admit error, and that pursue truth.
6. Instill an understanding of ethical and legal issues in counseling and human services including the use of information management procedures that ensure confidentiality and a commitment to practicing within those parameters.
7. Prepare students to work effectively with diverse populations.

Value professional diligence and life-long learning:

1. Understand the necessity of practicing ethically, staying current, and using an evidence-based conceptual framework for work with clients.
2. Develop an awareness of the need for life-long learning and the value of continuing to seek opportunities for personal and professional growth.

Excel as community leaders, advocates and practitioners:

1. Encourage students to become actively involved in professional organizations such as American Counseling Association (ACA), NOHS (National Organization for Human Services) and Chi Sigma Iota (CSI).
2. Illustrate by faculty example the importance of leadership in professional organizations and settings and in crisis situations.

Possess a deep awareness of themselves and of their impact on others:

1. Function as a community of learners in a cohort environment with collegial relationships between faculty and students.
2. Enable students to develop their fullest potential through a transformation process that challenges the student intellectually, emotionally and professionally.
3. Promote personal growth by providing experiences that encourage self-examination and openness to the perspectives of others.
4. Emphasize the appreciation and celebration of the similarities and differences of others.

Commit to the compassionate service of humanity and foster the well-being of people at the local, state, national and international level:

1. Produce counselors and human services professionals who believe in the potential and worth of all human individuals and who are committed to removing barriers that impede those potentials.
2. Teach the importance of advocacy, social responsibility and the rejection of hatred and bigotry in any form.

Clinical Mental Health Counseling Program Objectives

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

1. 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.

2. Students will perform a wide range of therapeutic services among diverse client populations and in a variety of settings.

3. Students will acquire the knowledge and skills needed to assess, diagnose (when appropriate), form case conceptualizations, and develop treatment plans for diverse client populations.

4. 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.

5. Students will develop skills for working with clients dealing with substance abuse, suicidal ideation, crisis, disaster, and other trauma-causing events.

6. Students will collaborate with teams of other mental health and medical professionals so as to provide the best possible care for their clients.

7. Students will use measurable outcomes to evaluate work with clients and to evaluate clinical mental health programs.

8. 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 common program objectives outlined previously, students in the school counseling track will be expected to successfully complete the following…

1. Students will engage in a continuous process of monitoring their growth and development as school counselors through reflection and self-evaluation and will utilize opportunities to obtain feedback from peers and supervisors.

2. Students will develop the knowledge and skills to design, deliver and evaluate school counseling programs that integrate and support the school's overall mission.

3. 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. They will learn to assume appropriate leadership roles.

4. Students will acquire knowledge and skills required for the functions of a school counselor who advocates for children. Those include counseling, coordinating, collaborating, consulting, case management and design of a program that includes the guidance curriculum, individual planning, responsive services and system support.

5. Students will demonstrate the competency to collect, analyze, use and disseminate data and to make appropriate use of technology.

6. 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.

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:

1. 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.

2. 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.

3. 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.

4. 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.

5. 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 of the program varies, the program requirements and the coursework are the same.

- ***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. 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 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.

Both the School Counseling and Clinical Mental Health Counseling programs Reynolda Campus programs have been accredited since 1995. Both Reynolda Campus and Virtual Campus programs have been approved for accreditation through June 2018.

Benefits to students of CACREP accredited programs include:

- Students can become National Certified Counselors (NCC) eligible after passing the National Counselor Exam (NCE) without the two-year post master's experience.
- Students in CACREP accredited programs are eligible to take the NCE 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 Orientation and Ethical Practice:** Studies that provide an understanding of all of the following aspects of professional functioning.
- **Social and Cultural Diversity:** Studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society.
- **Human Growth and 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.
- **Helping Relationships:** Studies that provide an understanding of the counseling process in a multicultural society.
- **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:** 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 "Crimcheck" with directions on how to complete and pay for the required background check. The cost is $25.00 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 $1,222 per credit hour for the 2014-2015 academic year. Tuition bills will be sent by Student Financial Services and will also include the following University fees:
    - *Transcript Fee* – $50 (One-time fee for transcript requests)
    - *Graduation Fee* – $55 (Due in the last semester of the program)
  - 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 program for ordering textbooks
    - See http://www.wfu.edu/stores/store.textbooks.php
    - Students may log into the WIN system and select the "Virtual Campus" tab
    - Beneath the "Bookstore" heading click "Order Textbooks Online"
    - Instructions are provided on the webpage
  - Wake Forest's Bookstore Accepts: Cash (In-Store Only), Checks, Visa, Master Card, American Express, Discover, ATM, and Google Checkout.
  - Contact Information: ***Gay McCormick***, Manager
    - *Phone:* 336.758.3388
    - *Fax:* 336.758.4155
    - *Email:* mccormgm@wfu.edu
- **Ensure computer access and hardware meets requirements outlined in Computer System Requirements on page 16 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 Sakai as the platform for delivering online courses. This platform is also used by instructors to supplement their face-to-face courses. Sakai is a web-based application 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 in order to meet the minimal technical requirements for using Sakai:

- ***Operating System:*** Windows 2000 and up; Mac OS X 10.1 and up
- ***Hardware:*** Windows or Mac with at least 512MB of RAM
- ***High Speed Internet Connection:*** Internet Service Provider
- ***Specialty Hardware:*** Sound Card & Speakers, USB Microphone to record your speech and listen to playback, and USB Video Camera
- ***Browser & Software:***

Windows	Internet Explorer 7.0 and up (Internet Explorer 8 if using Compatibility View)	http://www.microsoft.com/windows/internet-explorer/features/easier.aspx (click compatibility view in the list on the left)
	Firefox 2.x to 3.6.16 and up	http://www.mozilla.com/eg-US/products/download.html?product=firefox-3.6.6&os=win&lang=en-US
	Windows Media Player	
Mac	Firefox 2.x to 3.6.16 and up	http://www.mozilla.com/en-US/products/download.html?product=firefox-3.6.6&os=osx&lang=en-US
	Safari not supported	
	Quicktime Player plus free Flip4Mac WMV plug-in	http://www.flip4mac.com.wmv

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.

Some applications may require that the following programs are installed on your computer system:

- Adobe Flash Player, Adobe Reader, or Adobe Shockwave Player
- Java
- Quicktime

Programs within Microsoft Office 2007 or 2010 are used in most online courses to complete assignments.

- All written documents must be submitted in Word 2007 or 2010 format.
- All spreadsheet files much be submitted in Excel 2008 or 2010 format.
- All slide presentations must be submitted in PowerPoint 2007 or 2010 format.

Program of Study

Students should visit the Department of Counseling website (http://college.wfu.edu/counseling/) 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 an 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.

Updated 4/27/2012

Course Requirements

Wake Forest University Master of Arts – Counseling

Virtual Campus and Reynolda Campus Students

A minimum of 60 semester hours is required for 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)

PROGRAM SPECIALTY COURSES: (9 semester hours)

School Counseling Program Specialty Courses

CNS 749: "School Guidance and Counseling" (3)
CNS 746: "Counseling Children" (3)
CNS 760: "Issues in School Counseling" (3)

OR

Clinical Mental Health Program Specialty Courses

CNS 771: "Clinical Mental Health Counseling" (3)
CNS 770: "Classification of Mental and Emotional Disorders" (3)
CNS 762: "Issues in Clinical Mental Health Counseling" (3)

APPROVED ELECTIVES (*Reynolda Campus Only*): (0-6 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)

Total 60-66 semester hours

Updated 4/30/2012

Course Requirements

Wake Forest University Master of Arts – Human Services

Virtual Campus Students

A minimum of 39 semester hours is required for 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)		
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 Issues in Clinical Mental Health Counseling (3)		
SUBTOTAL	3 courses	9 credits

ELECTIVES (*Reynolda Campus Only*)		**SEMESTER TO COMPLETE**
750: Vienna Theorists (3)		
770 (for School counseling students) (3)		
746 (for Clinical Mental Health counseling students) (3)		
764: Creative Arts in Counseling (3)		
SUBTOTAL	1-2 courses	3-6 credits
TOTAL COURSES AND CREDITS		**60-66 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**

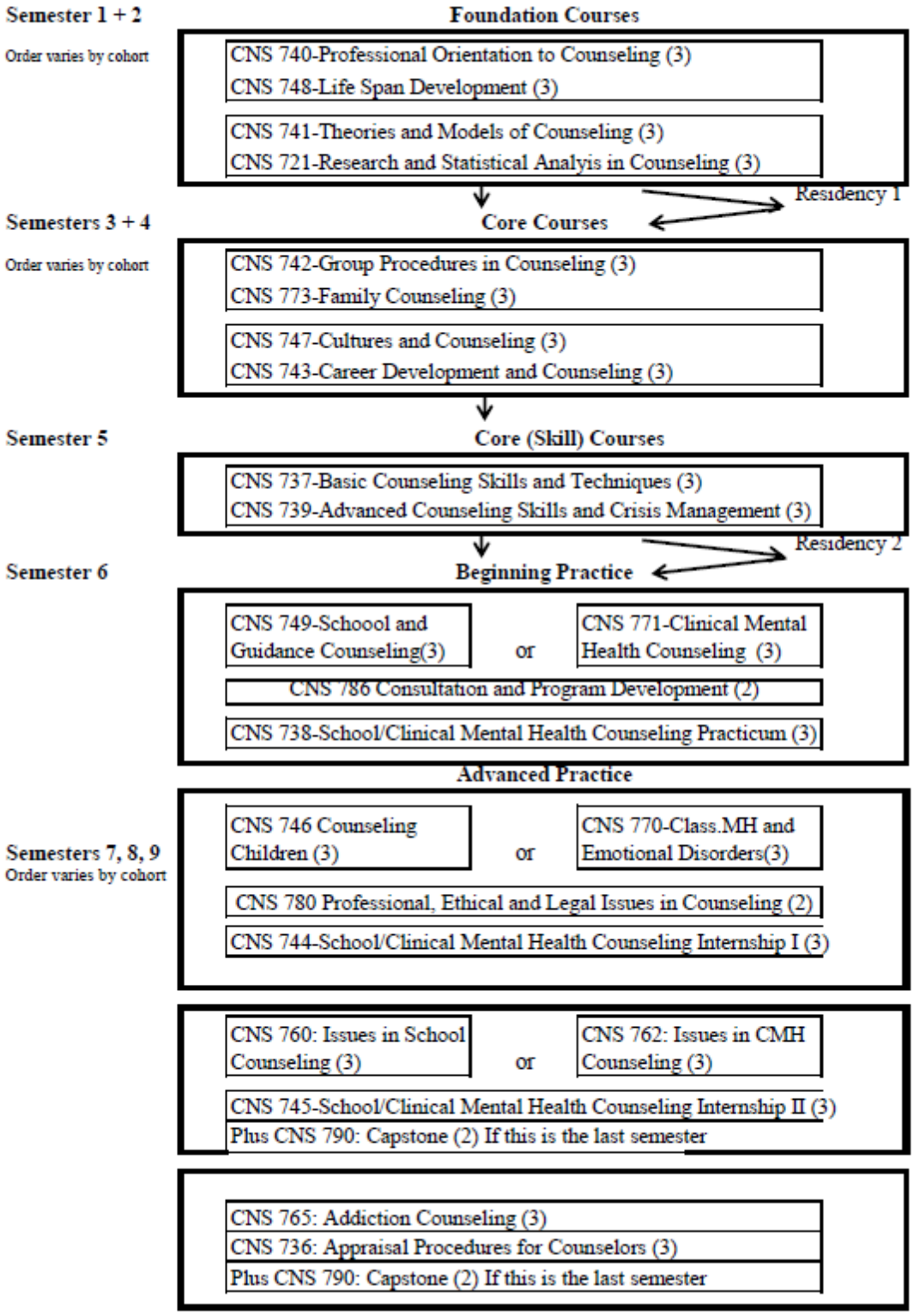
Sequence of Courses

Wake Forest University Master of Arts – Counseling
Reynolda Campus Students
Updated 11-28-11

FIRST YEAR				SECOND YEAR	
FALL	***SPRING***	***SUMMER – 1ST***	***SUMMER – 2ND***	***FALL***	***SPRING***
CNS 741 Theories and Models of Counseling (3)	**CNS 738** Counseling Practicum (3)	**CNS 749** School Guidance and Counseling (3)	**CNS 750** The Vienna Theorists (3) *(Elective for all)*	**CNS 744** Counseling Internship I (3)	**CNS 745** Counseling Internship II (3)
		and			
CNS 748 Life Span Development (3)	**CNS 773** Family Counseling (3)	**CNS 760** Issues in School Counseling (3)		**CNS 736** Appraisal Procedures (3)	**CNS 790** Professional Identity Capstone Course (2)
		OR			
CNS 740 Professional Orientation (3)	**CNS 747** Cultures & Counseling (3)	**CNS 771** Clinical Mental Health Counseling (3)		**CNS 746** Counseling Children (3) *(Elective for CMH track)*	**CNS 780** Legal & Ethical Issues (2)
		and		and / or	
CNS 721 Research Analysis And Statistics (3)	**CNS 743** Career Development and Counseling (3)	**CNS 762** Issues in Clinical Mental Health Counseling (3)		**CNS 770** Classification of Mental and Emotional Disorders (3) *(Elective for SC track)*	**CNS 765** Addiction Counseling (3)
CNS 737 Counseling Skills & Techniques (3)	**CNS 742** Group Procedures in Counseling (3)			**CNS 739** Advanced Skills & Crisis Management (3)	**CNS 786** Consultation & Program Planning (2)
Required: 15	15	6		12	12 = 60 Hours
Electives:			3	3	6 = 0-6 Hours
					Total: 60 – 66 Hours

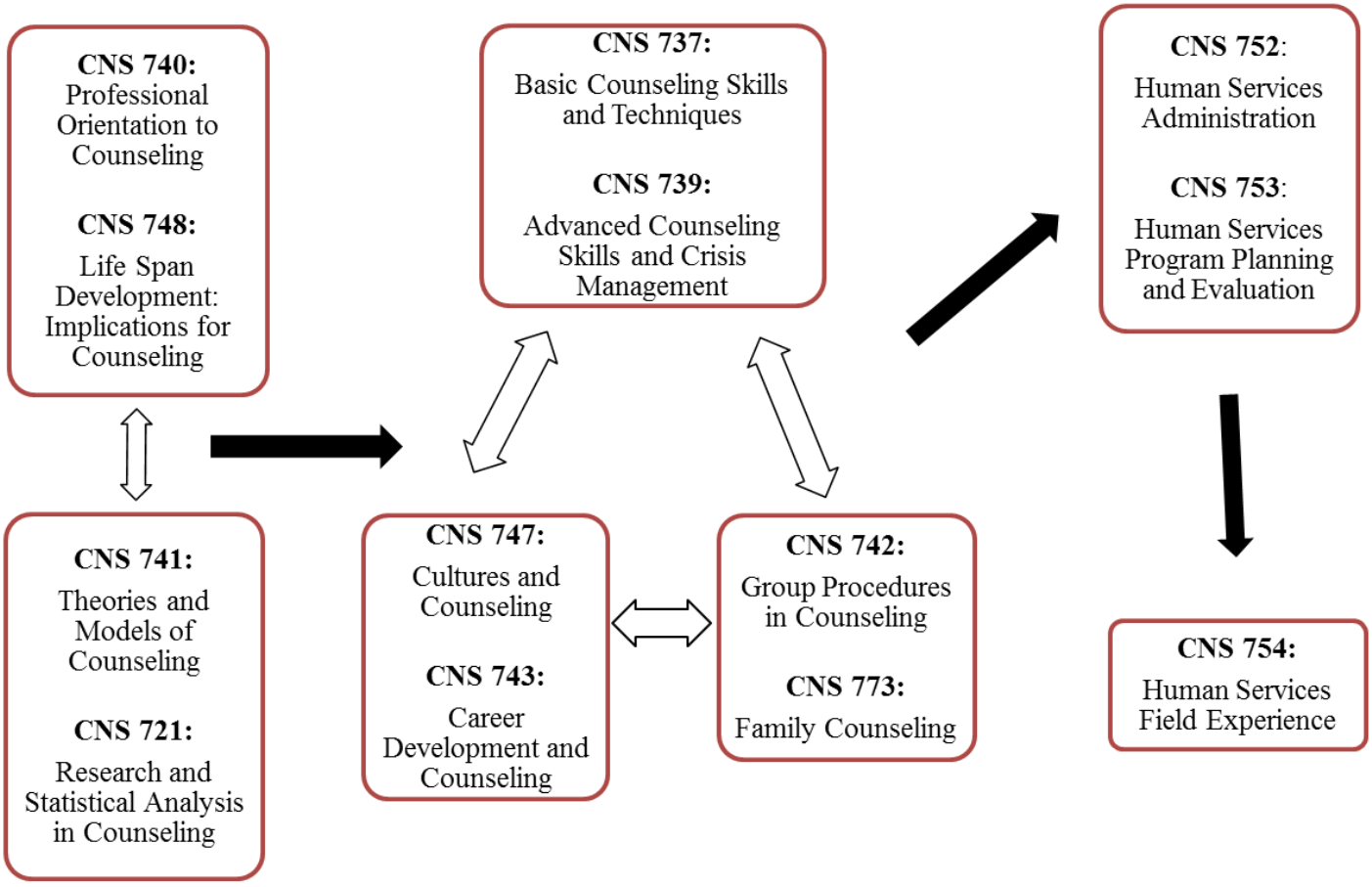
Sequence of Courses
Wake Forest University Master of Arts – Counseling
Virtual Campus Students

Online Campus MAC Sequence of Courses - 4/15/14



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 will allow faculty to engage in competency and readiness evaluations as well as to plan and evaluate practicum and internship arrangements. Students will also complete the experiential group requirements at this time. Dates will be announced six months in advance. You will get to know your instructors and the students you have previously only met online. Classes will be held on campus.

Residency	When	Time	Purpose
First	Between end of foundation and start of core courses.	Intensive Weekend: Thursday, Friday, Saturday, and half-day Sunday.	• Early program matriculation gate keeping function. • Complete competency project of foundational didactive 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.	• Finalize any outstanding field experience approvals. • Complete competency project of core courses – knowledge and skills. • Complete required group counseling experiences with program faculty.
Third (MAC)	Anytime during beginning practice and advance practice semesters.	On an as-needed basis per student outcome assessment.	• Complete remediation intensive practice with program faculty per program faculty, facilitators and clinical preceptor evaluations.

The following dates are available now:

For Students Entering	Residency One	Residency Two
Spring 2013	August 8 – 11, 2013	August 14-17,2014
Summer 2013	December 12-15, 2013	December 4-7, 2014
Fall 2013	May 1-4, 2014	May 2015, Dates TBA
Spring 2014	August 14-17, 2014	August 2015, Dates TBA
Summer 2014	December 4-7, 2014	December 2015, Dates TBA
Fall 2014	May 1-4, 2014	May 2015, Dates TBA

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 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 face-to-face with a supervisor to review the recording and focus on developing skills, understanding clients and growing as a professional.

Additionally, students are required to complete 200 hours, with 165 hours at a practice 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 30 – 41 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 the 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, in an attempt 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 developed enhanced understanding of the people they are helping.

CNS 744: Counseling Internship I and CNS 745: Counseling Internship II

The purpose of the internship course is for students to integrate the skills and knowledge of the counseling experience through placement at a program-appropriate internship site. Students will 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 will carry out the counseling and professional duties appropriate to the site. The student will meet face-to-face with the site supervisor on a weekly basis to review skill, professional, 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). 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 30 – 41 of this handbook.

Students in internship will be expected to perform the duties of the practitioners at their site. As in practicum, students will 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 will be expected to become a viable part of the setting in which they are completing 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 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 insuring that Site Supervisors have CACREP or CSHSE mandated 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 the student's interests and developmental needs.

State Requirements

Each student should become familiar with the requirements for counseling licensure in his or her state. For example, some states require that a percentage of hours be spent diagnosing or conducting group work during practicum or internship experiences. Licensure requirements may change without notice. It is the student's responsibility to stay current with requirements.

Choosing Your Specialty Track

Currently, the Department of Counseling offers three Specialty Tracks within its two degree programs: Counseling and Human Services. Students are admitted to a specific degree program. Occasionally, a student admitted to one degree program may desire, or be recommended, to change to the other degree program. Such decisions are made under the direction of the student's faculty advisor. In the Counseling degree program, students must select a track: Clinical Mental Health Counseling (CMHC) or School Counseling (SC). Both Counseling tracks are CACREP accredited for the Reynolda Campus and Virtual Campus delivery methods. It is not possible for students to graduate with degrees in both Human Services and Counseling or with degrees in both Clinical Mental Health and School Counseling tracks.

Students who are unsure of which track to pursue should:

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

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:

The American Mental Health Counselors Association (AMHCA) and the American School Counseling Association (ASCA) are divisions of the American Counseling Association (ACA):
http://www.counseling.org/

For more information on clinical mental health counseling, refer to the AMHCA's webpage:
http://www.amhca.org/about/facts.aspx

For more information on professional school counseling, refer to ASCA's webpage:
http://www.schoolcounselor.org/content.asp?pl=133&sl=240&contentid=240

For counseling state licensing information from ACA, refer to this webpage:
http://www.counseling.org/Counselors/LicensureAndCert.aspx

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/

For information on the Human Services-Board Certified Practitioner (HS-BCP) Credential, refer to this webpage: http://www.cce-global.org/HSBCP

Counseling and Human Service Specialties Compared

Clinical Mental Health Counselors…	Professional School Counselors…	Human Services Professionals…
Work in a variety of settings, including mental health centers, hospitals, residential treatment centers, substance abuse 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 an 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.

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 at: http://graduate.wfu.edu/docs/academics/GradStudentHandbook_2013-2014.pdf for general information about University policies.

Evaluation & Continuation Policy *(Revised June 2012)*

RATIONALE

In addition to meeting the academic standards set forth by the Graduate School in Arts and Sciences and by the Counseling Department, 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), 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 (e.g., American Mental Health Counselors Association (AMHCA), American School Counselor Association (ASCA), the International Association of Marriage and Family Counselors (IAMFT), Association for Specialists in Group Work (ASGW), and NOHS (National Organization for Human Services). The general and specific ACA standards for ethical practice of counseling are listed on the ACA website at http://www.counseling.org. The general and specific NOHS standards for ethical practice 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. These codes were developed to protect the client, the counselor, and the student. Ethical practices such as informed consent, confidentiality, and dual relationships will be introduced in the students' beginning coursework and impressed upon students throughout the programs. 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, the faculty expects students to be concerned about other people, to be stable and psychologically well adjusted (personally and professionally), to be capable of effective interpersonal relationships, to be able to receive and apply feedback willingly, and to give 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 that commitment through self-reflection and responsiveness to supervision in all activities related to their degree program.

For all the reasons cited above, the faculty will regularly monitor not only students' academic progress through coursework and scholarship, but also selected personal dispositions that will affect their performance in the field. The assessment of these dispositions and skills necessarily involves subjective judgment by the faculty. When a student's academic or professional progress does not meet program standards, faculty will undertake procedures for remediation to support retention or dismissal from the program, if in the professional judgment of the faculty it is warranted. *The purpose of this monitoring process is to ensure that all graduates of the Wake Forest University Department of Counseling Programs sufficiently possess those characteristics so that they do not interfere with their professionalism or helping capacity.*

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 help develop 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 any problems arise, we make provisions for additional support and training as possible 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 progress through the student's course of study. This evaluation includes consideration of scholastic, clinical, intrapersonal and interpersonal functioning. Students are assessed after the completion of 12-15 semester hours on these components and a consensus about his or her readiness to proceed to the next level of training is reached.

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. The department faculty also expects that students will read the Student Handbook, the Field Experience Manual applicable to their program, and other documents important to the student's success.

Students are expected to abstain from unethical, unprofessional and/or illegal conduct such as but not limited to substance abuse, inappropriate relationships with clients, failure to protect a client, presenting themselves in a way other than as in-training. Students will also be subject to disciplinary action for unprofessional conduct such as excessive absences from classes or field site, failure to contact 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. A student whose cumulative grade point average falls below the 2.5 (or below a program/department GPA standard) may be placed on academic probation. The student will have one semester to bring his/her GPA to 2.5 or greater: otherwise, the student may be dismissed from the Graduate School by the Dean.

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. In the event that a student makes a grade of B- or lower in one of the below 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- or lower is made in the same course, the student will be recommended for dismissal 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	

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 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 is located on the Wake Forest University website at: http://graduate.wfu.edu/docs/academics/GradStudentHandbook_2013-14.pdfThe Honor Code covers lying, cheating, stealing, vandalism, and research misconduct. The guidelines also require 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.

PROFESSIONAL, PERSONAL AND INTERPERSONAL PERFORMANCE REVIEW

Students are evaluated throughout their enrollment in the program using criteria of student achievement and limitations that have been set to measure students' professional development as it relates to their professional competence as well as interpersonal and intrapersonal functioning.

These criteria are defined as the following ten professional performance standards:

1. Attention to ethical and legal considerations
2. Cooperativeness with others
3. Awareness of own impact on others
4. Ability to deal with conflict
5. Openness to new ideas
6. Flexibility
7. Willingness to accept and use feedback
8. Ability to accept personal responsibility
9. Ability to express feelings effectively and appropriately
10. Initiative and motivation

Faculty is constantly monitoring and evaluating student progress and suitability for the field of counseling. Faculty make judgments as to students' progress based on the benchmarks listed in the student evaluation section of this handbook, and on the students' adherence to the ACA Code of Ethics and licensure

standards. These standards will be reflected in the grades assigned by faculty, periodic scheduled evaluations (benchmark points), evaluation forms completed as part of field experience supervision, faculty and supervisor, completion of the *Professional Performance Evaluation* form, and *Notice of Professional Performance Concern(s)* form, if necessary.

Faculty may complete a Notice of *Professional Performance Concern* form as part of a periodic evaluation or whenever a faculty member becomes aware that a student is not demonstrating appropriate professional behavior or progress.

The Professional Performance Evaluation and Notice of Professional Performance Concern(s) forms

Each Professional Performance Standard is rated on a scale of 1 (poor) to 5 (excellent) on the *Professional Evaluation Form.* The *Professional Performance Evaluation* form and its grading rubric along with the *Notice of Professional Performance Concern(s)* form are appended at end of this policy. A rating of a 3 or above is considered a minimum standard of competence. If a student receives a rating or 3 or below on one or more of the Professional Performance Standards he or she will be considered deficient in professional performance and subject to the following procedure:

1. The student will discuss the Professional Performance Concern(s) with his/her faculty advisor and the Department Chair. The student will be presented with a *Notice of Professional Performance Concern form*, on which will be listed the deficient rating(s), the issuing faculty's explanation for the ratings, and descriptions of remedial actions that will be required with a specific time period involved. Remedial requirements are developed by the Department of Counseling faculty as a whole and are designed to give additional support and training to help the student overcome personal and/or professional limitations likely to impede their ability to perform as competent counselors. At this time, the student will be given an opportunity to respond and/or to request a follow-up meeting with the issuing committee. Signatures of the issuing faculty committee and the student will verify their understanding of the concerns, the required remedial actions, and the schedule for completing them. Both the student and faculty advisor will retain copies of the signed *Notice of Professional Performance Concern(s)* form, and a copy shall be included in the student's department file.
2. At the end of the allotted time, the entire Department of Counseling faculty will review the student's progress. If the student has shown sufficient progress, he or she will be allowed to continue normal training.
3. If a student receives more than one *Notification of Professional Performance Concern(s)* form during his/her program of study or fails to show reasonable progress in remediation of deficiencies previously cited, he/she will be required to meet with the issuing faculty and his or her academic advisor in accordance with the procedure described in #1 above. Depending on the nature of the new performance concerns and/or the reasons for the student's failure to comply with previously determined remedial action plans, the faculty advisor will consult the full Department of Counseling faculty regarding the development of alternative remedial strategies and/or evaluation of the student's fitness for continuation in the program. The issuing faculty, the student, and the faculty advisor will retain a signed copy of any revision made to the *Notification of Professional Performance Concern(s)* form. If the student does not agree with the recommendation reached in this step, he or she can choose to initiate the appeals and grievance process in place at the Graduate School.
4. Faculty will initiate the Professional Performance Review protocol at any time for students who knowingly engage in illegal or unethical activities or for students whose professional performance is deemed to present an immediate threat to the well-being of others. In such cases and depending upon

the level of perceived threat, the combined faculty may recommend discontinuation in the program without opportunity for student remediation.

5. **Note:** All faculty recommendations for denial of a student's continuance in a Department of Counseling program will be forwarded to, and will be the ultimate decision of, the Dean of the Graduate School in Arts and Sciences.

STUDENT EVALUATION TIMELINE: Master of Arts in Counseling

Benchmark 1: Completion of CNS 737: Basic Counseling Skills and Techniques Course. 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 first experiential course, CNS 737: Basic Counseling Skills and Techniques. All professors of academic courses the student has taken complete the *Professional Performance Evaluation* forms. This measurement of the student's development incorporates the end of course forms completed by Skills and Techniques instructors and the critiques of tapes submitted as a part of course requirements. Feedback is provided to all students.

Benchmark 2: Completion of CNS 738: Counseling Practicum. 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 Practicum field experience. All professors of courses taken by a student between date of Benchmark 1 and the end of the student's practicum experience complete the *Professional Performance Evaluation* forms. This measurement of the student's development incorporates the

- **Final Practicum Evaluations** – Completed by the site supervisor and university supervisor.
- **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 practicum course using the Practicum Final Evaluation form.
  Feedback is provided to all students.

Benchmark 3 – Completion of CNS 744: Counseling Internship I/Admittance to Candidacy. 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 CNS 744: Counseling Internship I. *Professional Performance Evaluation* forms are completed by the Internship I instructor. Other instructors have the opportunity to submit a *Professional Performance Evaluation* form if the professor deems necessary. This measurement of the student's development to determine a faculty recommendation for or against "admittance to candidacy" is aided by:

- **Final Internship I Evaluations** – Completed by site supervisor and faculty supervisor.
- **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 Internship I course using the Internship I Final Evaluation form.
  Feedback is provided to students with identified developmental needs.

Besides these formal assessment points, faculty and advisors meet informally with students who are in need of guidance or remediation. If these attempts are ineffective, the student will be asked to work with

faculty to develop a more formal remediation plan as outlined in the Professional, Personal and Interpersonal Performance Review section of this document.

STUDENT EVALUATION TIMELINE: Master of Arts in Human Services

Benchmark 1: Completion of CNS 737: Basic Counseling Skills and Techniques Course. 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 first experiential course, CNS 737: Basic Counseling Skills and Techniques. All professors of academic courses the student has taken complete the *Professional Performance Evaluation* forms. This measurement of the student's development incorporates the end of course forms completed by Skills and Techniques instructors and the critiques of tapes submitted as a part of course requirements. Feedback is provided to all students.

Benchmark 2: Completion of Core Courses.

- **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 during Residency Two.

Feedback is provided to all students.

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.

Feedback is provided to students with identified developmental needs.

APPEALS PROCESSES

Grade Appeal Process

1. In the initial response stage, a student in the Department of Counseling Programs who wishes to have an assigned grade reviewed should talk with the faculty member who assigned the grade within two weeks of the student's awareness of the grade.
2. If the student and faculty member cannot resolve the matter, the student should immediately consult the Chair of the Department of Counseling in order to initiate the program's internal grievance procedure. In the event the Chair is the faculty member who assigned the contested grade, the student should contact his or her Faculty Advisor.
3. Upon written request from the student, the Chair appoints a committee composed of two current faculty members (excluding the faculty member who assigned the grade) to investigate the situation.
4. The committee reviews pertinent materials (such as the syllabus and the student's work) and interviews both the student and the faculty member.
5. The committee presents written recommendations for action to the Faculty Advisor or to the Chair as indicated by #2 above.
6. The Advisor or Chair 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 presents this decision, in writing, to the Chair and to the student.
8. If the student is not satisfied with the decision made by the faculty member who assigned the grade, he or she can choose to initiate the Graduate Student Academic Grievance Procedure as outlined in the Graduate Student Handbook within three months after failure to reach resolution within the Program's internal Grievance procedure.

Unethical, Unprofessional or Illegal Conduct Appeals Process:
Note: Faculty will initiate the Professional Performance Review protocol at any time for students who knowingly engage in illegal or unethical activities or for students whose professional performance is deemed to present an immediate threat to the well-being of others. Students are required to notify faculty within 24 hours of awareness of involvement in potential or charged illegal or unethical activities. In such cases and depending upon the level of perceived threat, the combined faculty may recommend discontinuation in the program without opportunity for student remediation. The procedures below apply in less egregious cases.

In the event faculty members have reasonable cause to suspect a student has been engaged in unethical, unprofessional or illegal conduct, a student's right to due process is respected when the faculty members follow these procedures.

1. A "retention committee" of two faculty members (excluding any faculty member who initiated the procedure) is appointed by the Department Chair and conducts a preliminary investigation prior to confronting the individual suspected of the unacceptable conduct. Witnesses are interviewed and asked to sign statements. The Dean of the Graduate School is given informal notice of the proceedings at this point.
2. The retention committee delivers its report to the faculty and the faculty makes a decision to pursue or drop the line of inquiry.
3. If the faculty decides to pursue the line of inquiry, the student is immediately informed by the retention committee of the nature of the charges against him or her and is given a chance to respond.
4. The retention committee conducts further investigation and presents its report along with recommendations and/or requirements to the department faculty. When the faculty members have acted upon the committee's report, the Department Chair and the committee members meet with the student to convey verbally and in writing the department's decision and/or recommendations which in extreme cases may be a recommendation to the student to withdraw or to the Dean of the Graduate School for dismissal.
5. If the student is not satisfied with the recommendation of the faculty, he or she can choose to initiate the appeals and grievance process at the Graduate School.
6. The committee will subsequently monitor the student's progress in carrying out the program's requirements, if any.
7. Failure to comply with the requirements or evidence of further misconduct will result in additional disciplinary action up to, and including, recommendation for dismissal.

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 Associate Provost 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 appealing a dismissal decision may remain in classes until any appeals have been completed.

Candidacy Appeal

A student wishing to appeal the decision to withdraw admission 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 a department committee to present his/her case for readmission. If the department upholds the withdrawal of admission to 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 immediately and may not receive a full refund.

Procedures for Student who Stop Submitting Assignments

If there is either one week of not submitting assignments or having contact with instructors and/or no assignment submitted per the activity report reviewed by the Financial Aid Office then:

- Lead/practitioner instructors or Financial Aid Office alert Department Officials that the student has stopped responding or submitting.
- Student services team at Pearson Embanet will attempt to contact student through email and telephone.
    - While the inactive students are being contacted, students need to be told that if they are not participating at the end of the two weeks, that we will proceed with the withdrawal procedures.

If the week two mark hits with no activity *and* there has been no communication from the student, an email will be sent notifying the student of our administrative withdrawal from the Counseling Program, for lack of activity.

- If the student responds to lead and/or practitioner instructions that he/she plans to continue, the academic department will determine a plan for the student to catch up with past assignments. Lead instructors will advise the student and the PI about any deduction for late work and implications for any missing assignments. The student would be considered active and there would be no financial implications.

- If the student responds and decides to withdraw, withdrawal procedures will be initiated. 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 begins.
    - If the student becomes active in the course, no withdrawal is 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 30 days of occurrence.

Signature: _____ **Date**: _____

Professional Performance Evaluation Form

Student: _____ Semester/Year: _____

Reviewer: _____ Date: _____

Professional Performance Standards	1	2	3	4	5	Comments
Professional Behaviors						
1. Attention to Ethical and Legal Considerations						
Interpersonal Indicators						
2. Cooperativeness with Others						
3. Awareness of Own Impact on Others						
4. Ability to Deal with Conflict						
Personal Dispositions						
5. Openness to New Ideas						
6. Flexibility						
7. Willingness to Accept and Use Feedback						
8. Ability to Accept Personal Responsibility						
9. Ability to Express Feelings Effectively and Appropriately						
10. Initiative and Motivation						

Rubric for Rating the Professional Performance Standards

Professional Behaviors

1. Attention to Ethical & Legal Considerations.
Rated from Inattentive (1) to Attentive (5)

1	2	3	4	5
Engaged in dual relationships with clients		Was responsive to supervision for occasional personal-professional boundary confusion in verbal interactions with clients		Maintained clear personal-professional boundaries with clients
Acted with prejudice toward those of different race, culture, gender or sexual orientation or other diversity than self		Was responsive to supervision for occasional insensitivity to diversity in professional interactions		Demonstrated consistent sensitivity to diversity
Endangered the safety and the well-being of clients		Used judgment that could have put client safety and well-being at risk		Satisfactorily ensured client safety and well-being
Breached established rules for protecting client confidentiality including safeguards in technology used		Used judgment that could have put client confidentiality at risk including not used safeguards for any technology utilized		Appropriately safeguarded the confidentiality of clients including any technology used
Demonstrated insensitivity to role differences and power dynamics that may exist in relationships and settings, and does not manage them appropriately		Sometimes maintained sensitivity to role differences and power dynamics that may exist in relationships and settings, and manages them appropriately		Always maintained sensitivity to role differences and power dynamics that may exist in relationships and settings, and manages them appropriately

Interpersonal

2. Cooperativeness with Others.
Rated from Uncooperative (1) to Cooperative (5)

1	2	3	4	5
Demonstrated little or no engagement in collaborative activities		Engaged in collaborative activities but with minimum input		Worked actively toward reaching consensus in collaborative activities
Demonstrated unwillingness to compromise in collaborative activities		Accepted but rarely initiated compromise in collaborative activities		Demonstrated willingness to initiate compromise in order to reach group consensus
Undermined goal achievement in collaborative activities		Was concerned mainly with own part in collaborative activities		Showed concern for group as well as individual goals in collaborative activities

3. Awareness of Impact on Others. Rated from Unaware (1) to Aware (5)				
1	**2**	**3**	**4**	**5**
Words and actions reflected little or no concern for how others were impacted by them		Effort to determine how own words and actions impacted others was evident but sometimes inaccurate		Effort toward recognition of how own words and actions impacted others was accurate
Ignored supervisory feedback about how words and actions were negatively impacting others		Responded as necessary to feedback regarding negative impact of words and actions but at times, with resentment		Initiated feedback from others regarding impact of own words and behaviors; regularly incorporated feedback to effect positive change

4. Ability to Deal with Conflict. Rated from Unable (1) to Able (5)				
1	**2**	**3**	**4**	**5**
Was unable or unwilling to consider others' points of view		Attempted but sometimes had difficulty grasping conflicting points of view		Demonstrated willingness and ability to consider others' points of view
Did not demonstrated willingness to examine own role in a conflict		Examined own role in a conflict only when directed to do so		Displayed willingness to examine own role in conflict consistently
Ignored supervisory advisement if not in agreement with own position		Was responsive to supervision in a conflict if it was offered		Was consistently open to supervisory critique about own role in a conflict
Did not show any effort at problem solving		Participated in problem solving when directed		Initiated problem solving efforts in conflicts
Displayed hostility when conflicts were addressed				Actively participated in problem solving efforts

Personal Dispositions				
5. Openness to New Ideas. Rated from Closed (1) to Open (5)				
1	**2**	**3**	**4**	**5**
Was dogmatic about own perspective and ideas		Was amenable to discussion of perspectives other than own		Solicited others' opinions and perspectives about own work
Ignored or was defensive about constructive feedback		Accepted constructive feedback without defensiveness		Invited constructive feedback and demonstrated interest in others' perspectives
Showed little or no evidence of incorporating constructive feedback received to change own behavior		Demonstrated some evidence of effort to incorporate relevant feedback received to change own behavior		Demonstrated strong evidence of incorporation of feedback received to change own behavior

6. Flexibility. Rated from Inflexible (1) to Flexible (5)				
1	**2**	**3**	**4**	**5**
Showed little or no effort to recognize changing demands in the professional and interpersonal environment		Made some effort to recognize changing demands in the professional and interpersonal environment but was sometimes inaccurate		Showed accurate effort to recognize changing demands in the professional and interpersonal environment
Showed little or no effort to flex own response to changing environmental demands		Effort to flex own response to new environmental demands was evident but sometimes inaccurate		Demonstrated accurate effort to flex own response to changing environmental demands as needed
Refused to flex own response to changing environmental demands despite knowledge of the need for change		Flexed own response to changing environmental demands when directed to do so		Independently monitored the environment for changing demands and flexed own response accordingly
Was intolerant of unforeseeable or necessary changes in established schedule or protocol		Accepted necessary changes in established schedule or protocol, but without effort to understand the reason for them		Accepted necessary changes in established schedule and attempted to understand needs for them

7. Willingness to Accept and Use Feedback. Rated from Unwilling (1) to Willing (5)				
1	**2**	**3**	**4**	**5**
Discouraged feedback from others through defensiveness and anger		Was generally receptive to supervisory feedback		Invited feedback by direct request and positive acknowledgement when received
Showed little or no evidence of incorporating supervisory feedback received		Showed some evidence of incorporating supervisory feedback into own views and behaviors		Showed evidence of active incorporation of supervisory feedback received into own views and behaviors
Perceived feedback contrary to his/her own position as a personal affront		Showed some defensiveness to critique through "over-explanation" of actions but without anger		Openly accepted constructive feedback as an opportunity to grow and become a better service provider
Demonstrated greater willingness to give feedback than to receive it		Demonstrated greater willingness to receive feedback than to give it		Demonstrated a balanced willingness to give and receive supervisory feedback

8. Ability to Accept Personal Responsibility. Rated from Unable (1) to Able (5)				
1	**2**	**3**	**4**	**5**
Refused to admit mistakes or examine own contribution to problems		Was willing to examine own role in problems when informed of the need to do so		Monitored own level of responsibility in professional performance
Lied, minimized or embellished the truth to extricate self from problems		Was accurate and honest in describing own and others roles in problems		Invited constructive critique from others and applied it toward professional growth
Consistently blamed others for problems without self-examination		Potential to blame others initially, but later was open to self-examination about own role in problems		Accepted own mistakes and responded to them as opportunity for self-improvement; Avoided blame in favor of self-examination

9. Ability to Express Feelings Effectively and Appropriately. Rated from Unable (1) to Able (5)				
1	**2**	**3**	**4**	**5**
Showed no evidence of willingness and ability to articulate own feelings		Showed some evidence of willingness and ability to articulate own feelings, but with limited range		Was consistently willing and able to articulate the full range of own feelings
Showed no evidence of willingness and ability to recognize & acknowledge the feelings of other		Showed some evidence of willingness and ability to acknowledge others' feelings – sometimes inaccurate		Showed evidence of willingness and accurate ability to acknowledge others' feelings
Acted out negative feelings (through negative behaviors) rather than articulating them				
Expressions of feeling were inappropriate to the setting		Expressions of feelings usually appropriate to the setting and was responsive to supervision when not		Expression of own feelings was consistently appropriate to the setting
Was resistant to discussion of own personal feelings in supervision		Willing to discuss own feelings in supervision when directed		Initiated discussion of own feelings in supervision

10. Initiative and Motivation. Rated from Poor (1) to Good (5)				
1	**2**	**3**	**4**	**5**
Often missed deadlines and classes		Missed the maximum allowable classes and deadlines		Met all attendance requirements and deadlines
Rarely participated in class activities		Usually participated in class activities		Regularly participated in class activities
Often failed to meet minimal expectations in assignments		Met only the minimal expectations in assigned work		Met or exceeded expectations in assigned work
Displayed little or no initiative and creativity in assignments		Showed some initiative and creativity in assignments		Consistently displayed initiative and creativity in assigned work

Notice of Professional Concerns Form

Student: _____ Semester/Year: _____

Completed by: _____ Date Submitted to Dept. Chair: _____

In the space provided below, write a brief narrative of the professional concerns regarding this student, including academic grades, professional skill development, professional characteristics, and overall appropriateness for the field of counseling. Attach a separate sheet if needed.

Liability Insurance (Counseling Students Only)

All counseling graduate students are required to carry professional liability insurance throughout the entire program beginning with the semester they enroll in CNS 737: Basic Skills and Techniques. **Liability insurance needs to be renewed on an annual basis.** To ensure liability insurance is effective throughout the professional practice experiences, Reynolda Campus students should obtain this insurance every August and Virtual Campus students should obtain this insurance in their first semester of enrollment. You will receive an email on how to enroll in the Departmental policy. Employee insurance does not cover professional practice experiences.

Professional Organizations and Involvement

Counseling and Human Services have been dynamic professions sensitive to the needs of society throughout its evolution. Counselors and Human Services Professionals are committed to being involved in their profession in order 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. 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 national, international, 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 (library resource use, legal defense funds and services, eetc); involvement in activities and issues which are directly or indirectly pertinent to the profession (legislation and professional credentialing including licensure, certification, and 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:

American Counseling Association (ACA): http://www.counseling.org
State Branches for Professional Counselors:
http://www.counseling.org/AboutUs/DivisionsBranchesAndRegions/TP/Branches/CT2.aspx
American School Counseling Association (ASCA): http://schoolcounselor.org
North Carolina Counseling Association (NCCA): https://nccounseling.org/
North Carolina School Counselor Association (NCSCA): http://www.ncschoolcounselor.org/

Human Services:

National Organization for Human Services: http://www.nationalhumanservices.org/

Name and Address Changes

For a variety of reasons, it is important that the department be able to reach students. In order to facilitate correspondence, please report any change of physical address, personal email address, or phone number to the Department's Program and Admissions Associate, Louise Schatz at schatzla@wfu.edu, 336-758-6502, as well as changing it through Wake Information Network (found at: https://win.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 regularly check messages 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 three 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.

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 is required to withdraw from the Graduate School at the end of the semester in which this condition occurs.

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.
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

In the event that a student makes a grade of C 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 C or lower is made in the same course, the student will be recommended for dismissal from the program.

Program Planning Guide

A program planning guide is completed after twelve semester hours of courses and will be kept on file by their Faculty Advisor.

Transfer Credits

At this time, 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, he or she may petition the faculty to transfer up to six credits 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 for his or her next semester, not counting the summer session, the grade automatically becomes "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: http://graduate.wfu.edu/Forms/Faculty/IncompleteGradePolicy_0609.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 the client, the helping professional, and the student. 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:
Counseling: http://www.counseling.org
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: http://graduate.wfu.edu/docs/academics/HonorCode.pdf.

Academic dishonesty may be an academic issue or 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, i.e.: copying without giving credit due, 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:

(*Source*: http://www.grinnell.edu/offices/studentaffairs/shb/academicpolicies/academichonesty/avoidingplagiarism)

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.

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. The exact system varies by discipline; counseling and human services fields typically prefer the APA style.

If you are found to have misused sources, you may be found responsible for plagiarism even when you have made no conscious effort to deceive. Therefore, you should cite your sources in a clear and consistent way; if you have any doubts about how to cite sources, ask your professor.

Generally, you should comply with the following requirements for acknowledging sources:

- ***Quote Sparingly & Precisely:*** Brief quotations, included within your own clear analyses or interpretations, are far more effective than long, unanalyzed ones.
- ***Indicate Quotations:*** Place quotation marks around any quotation you use in your manuscript, even those consisting of only a phrase. For long quotations, set them off by indenting. In addition, cite the precise source of the quotation in a footnote, endnote, or in-text citation. You must use quotation marks around the directly-quoted parts and cite the source even if you have rearranged the order of the sentences or have interspersed some of your own words and ideas.
- ***Paraphrase Carefully:*** When you paraphrase – that is, when you put what a source says into your own words – you must not merely rearrange a few words from the source, but must recast the passage or sentence completely. In addition, you must specifically cite the source of any material that you have paraphrased or summarized, even when you have substantially reordered or rearranged it. It is not acceptable to explain similarities between your work and that of others by claiming that you read the source or sources long ago and have confused the phrases and ideas of the other author or authors with your own. **Rule of thumb: When in doubt, cite.**
- ***Cite Ideas and Data:*** You are also obliged to acknowledge, whether in an in-text citation or a footnote, any idea you have borrowed from another person or source. Scholars, researchers, and writers often engage in intense discussions, with each speaker confirming or modifying some aspect of another's thought. Given these circumstances, it's often difficult to credit the source for any given idea. However, such acknowledgment is part of how we honor each other's words and work. Even though, at times, you may feel as if the distinction between your ideas and the ideas of others is unclear, you must make that distinction as clear as possible. This requirement to acknowledge the ideas of others applies whether the source is a faculty member, another student, a guest lecturer, or an off-campus friend or relative.

- ***List of Sources:*** Include a list of collaborators, people consulted, references, works cited, and/or bibliography at the end of your essay, research paper, or presentation. That is, in addition to using footnotes or parenthetical references to cite sources in the body of your essay, you must provide at the end of your project a clearly structured record of all your sources.

When Avoiding Plagiarism, Remember:

(Source: http://turnitin.wfu.edu/tips.html)

- ***"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, IM them at askzsrlive
    - Check ZSR Website at: http://zsr.wfu.edu/citation/
    - Check the English Department Webpage at: http://www.wfu.edu/english/major/academicwriting.html#Plagiarism

Online Etiquette (Netiquette):

(*Source*: http://matcmadison.edu/online-etiquette-guide)

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. Our profession is 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, it may be best to write it first as a draft and then to review it, before posting it, in order to remove any language that may offend or be misinterpreted.
3. **Pick the right tone:** Since we depend on the written word in online learning, it is especially important to choose the right words to get your meaning across. For example, sarcasm is harder to detect when you read the words rather than hearing them. You may also want to check the tone of your email by

using the free program ToneCheck, available at tonecheck.com. This program will flag items in your email that could potentially offend your recipient.

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 email mail is 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 contributing 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 letter's" or unimportant email to other students without their permission. Not only does it fill up their mailboxes but 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 is rude. 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.

Further information was taken from Arlene H. Rinaldi's *The Net: User Guidelines and Netiquette*, which can be found at http://courses.cs.vt.edu/~cs3604/lib/Netiquette/Rinaldi/.

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, Twitter, YouTube, Tumbler 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 proper, 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.

Department of Counseling faculty, staff, and students must recognize that *everything is public*. There is no such thing as "private" social media site. Search engines can pull up your posts years later; don't post anything today that may haunt you later.

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 and students should not connect via social media outlets, including becoming "friends" on Facebook, following one another on Twitter, or connecting via LinkedIn. Connecting on University-affiliated social media outlets (e.g., the Department of Counseling Alumni LinkedIn page] is acceptable.
- **Honor:** In order 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 Intern-Client communication via social media outlets is strongly discouraged, including becoming "friends" on Facebook or connecting via LinkedIn.
- **Good Stewardship:** Inappropriate content related to a student or any employee or Wake Forest University should not be posted, including negative views toward faculty, staff, administrators, students, any Department of Counseling program, or the University in general on University or Department-related social media outlets (e.g., Department of Counseling Alumni LinkedIn page).
- **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. Every individual in the program represents the Department, University, and Counseling and Human Services professions and are encouraged to behave accordingly.
- **Professionalism:** Interns and clients should not connect via social media outlets, including 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 the professional clinical context.

  *Also, avoid posting anything that is copyrighted without following all applicable State and Federal law*s.

- **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 inappropriate postings about faculty, students, the Department of Counseling, and /or the University on personal or professional social media outlets, including, but not limited to, personal Facebook pages, Twitter postings, YouTube videos, etc.

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 or not you would want the picture or comment to be viewed five or ten years from now.
- **Have a Plan & 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 –** http://www.facebook.com/about/privacy
    - **Twitter Privacy Policy –** http://twitter.com/privacy
    - **LinkedIn Privacy Policy –** http://www.linkedin.com/static?key=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 non-emotional 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.
- **Don't 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 is going and your life priorities.
- **Protect Your Photos:** Consider adding a watermark to photos you create in order to decrease the chances that they'll 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, as 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, 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. Each member of the Department of Counseling community should ensure that all content he or she is associated with is consistent with his or her 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
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:
http://www.nbcc.org/counselorfind
http://www.samhsa.gov/treatment/index.aspx
http://www.healthline.com
http://www.goodtherapy.org

Exit Requirements

Candidacy & 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 himself/herself academically, to determine if a course of study is appropriate personally, and to ascertain whether his or her 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 Chairperson of Department of Counseling. 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 enter. A formal graduation ceremony is held on campus in May. August and December graduates can elect to participate in that event on campus in May.

More information regarding the academic calendar, including dates for exit requirements, can be found at the Graduate School website: http://graduate.wfu.edu/.

WAKE FOREST UNIVERSITY
GRADUATE SCHOOL of ARTS & SCIENCES

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

RC_StIntentMastersNTO | revised 07.07.11

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 (http://www.ncpublicschools.org/studentsupport/coun seling/)
- Send the NC State Board of Education required paperwork to:
    - Wake Forest University
      Department of Counseling
      P.O. Box 7406
      Winston-Salem, NC 27109

For school licensure in other states, visit the appropriate state's department of education to find the correct paperwork. Send the completed paperwork to the same address above.

Licensed Professional Counselor (LPC):

Graduate Programs offered by the Department of Counseling meet the academic requirements specified by the North Carolina Board of Licensed Professional Counselors. The Board also requires post-masters supervised experience. Consult the website of NC Board of Licensed Professional Counselors for the latest requirements (http://www.ncblpc.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. It is the responsibility of the student to check with their state licensing boards to determine what requirements are necessary and to plan for meeting those requirements, if any.

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

ACA: http://www.counseling.org/Counselors/LicensureAndCert.aspx
NBCC: http://www.nbcc.org/Directory

Virtual Campus Students:

Virtual Campus students enrolled in either the 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.

You may find the state licensure requirements by visiting:
http://www.counseling.org/Counselors/LicensureAndCert.aspx or http://www.nbcc.org/Directory

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. 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 semester of the program, and earn the credential immediately upon successful completion of the program, the NCE, and the required paperwork. Specialty endorsements are also available in clinical supervision, clinical mental health counseling, school counseling, and addictions counseling. For more information on testing dates and sites in your state, visit: http://www.nbcc.org/Assets/Exam/sitelist.pdf.

While national certification furthers the professional identity of beginning counselors, it is not the same as state licensure. For further information, visit http://www.nbcc.org .

Human Services:

Human Services-Board Certified Practitioner (HS-BCP):

Students in the Human Services program are eligible for the Human Services-Board Certified Practitioner credential. This voluntary, national certification process recognizes human services professionals who have met training program and experience standards established by the National Organization for Human Services (NOHS) in collaboration with the Council for Standards for Human Service Education (CSHSE) and the Center for Credentialing & Education (CCE).

The requirements to apply to be a HS-BCP are:

- Enrollment in degree or certificate program that holds accreditation or member status with the Council for Standards for Human Service Education (CSHSE);
- One year, including a minimum of 1,500 hours, of post-degree experience required for individuals with a Master's Degree (waived for graduates of CSHSE accredited programs);
- Passage of the HS-BCP Examination (HS-BCPE).

Students are eligible to apply for the HS-BCP credential when they will have completed the majority of the academic requirements by the time they sit for the required examination. This application option is available to individuals enrolled in degree and certificate programs that hold accreditation or member status with the Council for Standards for Human Services Education (CSHSE). Wake Forest University Department of Counseling anticipates becoming a member of CSHSE effective July 1, 2012.

For more information regarding the HS-BCP credential, visit http://www.cce-global.org/HSBCP.

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 retention, promotion, or tenure.

Alumni Survey:

Every three 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.

Student Resource Contact Information		
Department of Counseling	336.758.5835	http://college.wfu.edu/counseling/
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	http://graduate.wfu.edu/students/
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	http://www.wfu.edu/registrar/
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	http://stores.wfu.edu/
Parking Management	336.758.4255	http://facilities.wfu.edu/transport/parking-and-transportation/
Learning Assistance Center	336.758.5929	http://lac.wfu.edu/
Office of Career & Professional Development	336.758.5902	http://career.opcd.wfu.edu/
University Counseling Center	336.758.5273 *(Call Student Health if after hours)*	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	n/a
Student Health	336.758.5218	http://www.wfu.edu/shs/
University Police	*Emergency:* 336.758.5911 *Non-Emergency:* 336.758.5591	http://www.wfu.edu/police/
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
Council for Accreditation of Counseling and Related Educational Programs (CACREP)	www.counseling.org/CACREP
National Board of Certified Counselors (NBCC)	www.nbcc.org
Center for Credentialing & Education (CCE): Information Regarding NCE and NCMHCE Examinations	http://www.nbcc.org/NCE http://www.nbcc.org/NCMHCE
North Carolina Counseling Association (NCCA)	www.nccounseling.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/
Center for Credentialing & Education (CCE): Information Regarding HS-BCPE Examination	http://www.cce-global.org/HSBCP/Exam

Contact Information

Department of Counseling	
Box 7406 Reynolda Station Winston-Salem, NC 27109 ***Phone:*** 336.758.2317	
Department Chair, Program Director & Professor **Donna Henderson** henderda@wfu.edu	***Associate Department Chair & Professor*** ***Nathaniel Ivers*** ***336-758-3319*** ***iversnn@wfu.edu***
Program & Admissions Manager **Pamela Karr** 336.758.4932 karrpr@wfu.edu	***Program & Admissions Associate*** **Louise Schatz** 336.758.6502 schatzla@wfu.edu
Administrative Assistant **Tom Quinn** 336.758.2317 quinntk@wfu.edu	***Other Faculty Members*** See Department Website for email addresses: www.wfu.edu/counseling

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)