



**COUNSELING  
DEPARTMENT**

# *Student Handbook*

**VERSION 9.4.24**

*This Handbook and the policies contained herein do not in any way constitute and should not be construed as a contract between you and Marshall University. This Handbook and the rules, policies and procedures referenced herein are subject to change at any time.*

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## Introduction

Welcome to the Counseling Department at Marshall University, also known as the #CounselingHerd!

You are beginning your journey to become a Counselor, which affords you a tremendous privilege, responsibility, and opportunity to serve others as they pursue their mental health and well-being across the lifespan. The world needs counselors, and you have answered the call!

As faculty and future colleagues, we take the educational component of your journey very seriously. Our curriculum is designed to help you develop the knowledge, skills, and dispositions needed for entry-level practice to serve your schools and communities as ethical, competent, and culturally sensitive practitioners.

You bring with you a unique blend of personal and professional experiences that at times will aid you, and at other times might challenge you. Active self-reflection is often cited as one of the key predictors of a lengthy career free of burnout, but sometimes the insight that comes from this reflection does not feel good. Therefore, we encourage you to lean into what you know, be curious about what you do not know, create brave spaces of discomfort that promote growth, and use your resources and supports along the way.

This handbook is one of those resources and adds to Marshall University's Graduate Online Orientation (<https://www.marshall.edu/graduate/orientation/>) by including information specific to your journey through the counseling degree program. Please make sure this information is readily accessible to you during your matriculation.

You are responsible for knowing and abiding by the policies and processes contained in this handbook and entitled to a rich experience that is free from discrimination, harassment, and retaliation, so please know your rights and resources through Marshall University's Office of Student Conduct (<https://www.marshall.edu/student-conduct/>) and Title IX Office (<https://www.marshall.edu/titleix/>).

We urge you to discuss any questions you may have with your faculty adviser or any other trusted faculty member.

Welcome to the journey!

Sincerely,

Your Counseling Faculty

## History of the Counseling Department

Counselor Education at Marshall University can be traced back to approximately 1961 through the College of Graduate Studies (COGS) and later Marshall University, which merged in 1997. The first application for accreditation from the Council for Accreditation of Counseling and Related Programs (CACREP; <https://www.cacrep.org/>) was submitted in 1985, and our current accreditation cycle runs through 2025 (with reaffirmation planning already underway)!

Throughout our history, the counseling department has offered undergraduate and graduate degrees in several specialty fields to support the needs of graduates and the people they would eventually serve in their communities and schools. Since the early 2000s, the department has experimented with digital learning methods, and in 2017, the department received accreditation for a complete degree option that was delivered 100% remotely. This remote degree option enhanced access to counselor education in West Virginia (WV) and beyond. As the COVID-19 pandemic began in 2020, the department was well positioned to continue their digital delivery while continuing to innovate with a variety of instructional methods.

Given enrollment growth, the former “counseling program” was formally recognized as the “counseling department” in 2022, and we retired the on-ground delivery method in 2023. This pivot allowed the department to focus on elevating the digital delivery method while maintaining a rich and vibrant campus community for those that could relocate or travel to campus. Although our roots and many of our faculty and resources are in West Virginia, we are a national and international program; so, wherever you are, there too is Marshall!

## Description of the Department

### Mission Statement

The mission of the Marshall University Counseling Department is to prepare aspiring counselors to serve their schools and communities as ethical, competent, and culturally sensitive practitioners.

### Educational Pathways

The Counseling Department offers a 60-semester credit hour, CACREP-accredited, Master of Arts degree program in counseling with two specialty tracks (also known as areas of emphasis): clinical mental health counseling (CMHC) and school counseling (SC).

*Fun fact: if you complete the school counseling area of emphasis, you can complete the requirements to become a Certified School Counselor and Licensed Professional Counselor in West Virginia! If not in WV, check with your state rules and regulations to explore how our curriculum aligns with each credential.*

Additionally, the department facilitates one 18 credit hour graduate certificate program: Violence, Loss, and Trauma (VoLT) Counseling, which is available to students inside and outside of the program. During your program, you can take some VoLT courses as electives in your plan of study or take a few extra courses and complete the entire certificate program.

For more information, visit the graduate catalogue (<https://catalog.marshall.edu/graduate/programs-az/education-professional-development/violence-loss-trauma-counseling-graduate-certificate/>) and/or contact Dr. Carol Smith ([carol.smith@marshall.edu](mailto:carol.smith@marshall.edu)) who coordinates the VoLT certificate.

## **Counseling Program Objectives**

The Marshall University Counseling Department objectives reflect the professional identity, program area, and professional practice standards identified by the Council for Accreditation of Counseling and Related Educations Programs (CACREP) as the foundations for the preparation and ongoing development of professional counselors.

The Marshall University Counseling Department will:

1. Prepare students who represent the program and the profession in ethical practice, advocacy, and professional identity.
2. Provide instruction and opportunity to develop a sense of cultural awareness and sensitivity to underserved populations.
3. Prepare students who are skilled in attending, conceptualization, and providing interventions for individuals, groups, and families.
4. Prepare students to understand, utilize and potentially contribute to the body of research within the counseling profession.
5. Encourage student development and skill in using assessments, resources, and interventions for clients relative to mental health, academic, and career development needs.
6. Promote an understanding of human development and self-awareness, wellness, and resilience throughout the lifespan.

## **Where is the Campus?**

In remote educational programs, the idea of “campus” is much broader than the traditional idea of a campus bound to a physical location. Although our department operations are primarily housed on the South Charleston and Huntington campuses of Marshall University in West Virginia, our campus is wherever we come together to

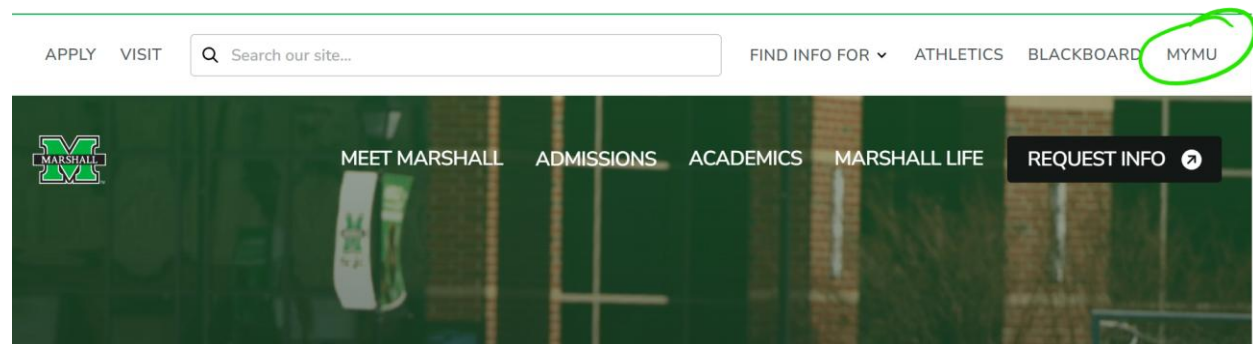
engage in the learning and discovery process. If you are able to relocate or want to visit either physical campus, please let us know so that we can properly welcome you!

Our primary places for meeting are the Blackboard learning management system (LMS) and Microsoft Teams. If you are unfamiliar with these platforms or have general technology questions, then please contact Marshall University IT (<https://www.marshall.edu/it/services/>) who will guide you through all things technology such as hardware suggestions, access to needed software, email, and other general inquiries.

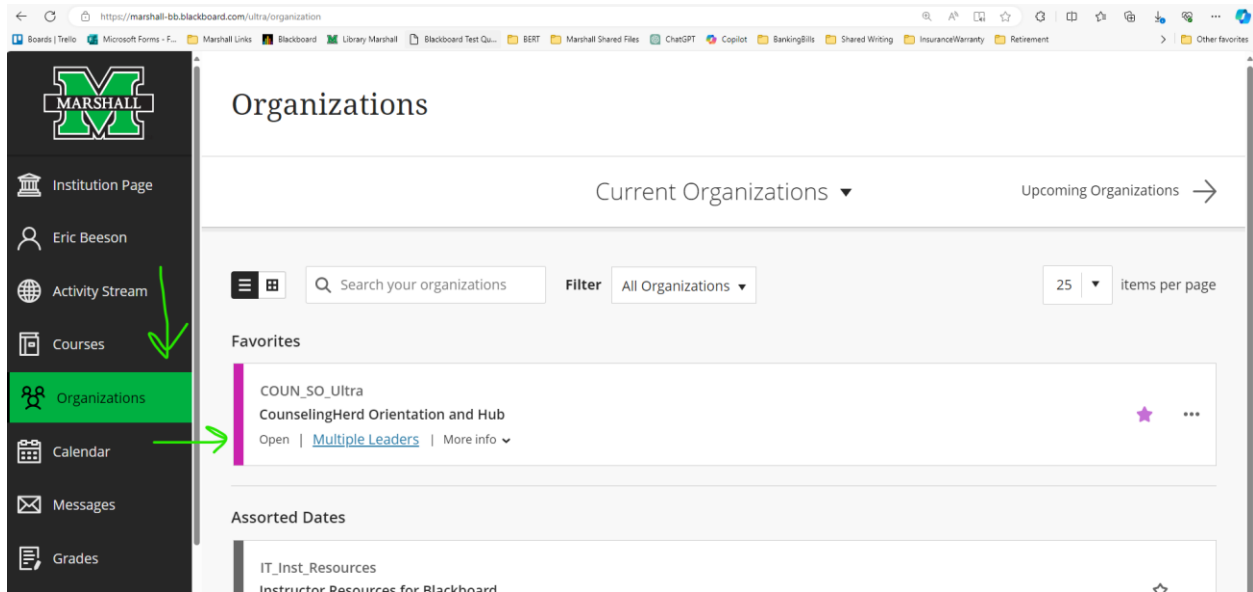
## Getting Started at MU

You have already started your journey after receiving your acceptance letter, so, let us recap the next steps to help you get the most out of your Marshall experience:

1. Connect with your faculty adviser, complete your plan of study, and be prepared to register for classes (if you are not already enrolled).
2. Log in, check, and use your MU email address regularly. Given the enhanced security of the MU email system, you will need to ensure all communication goes through your MU email address. Your MU email is required for all communication.
3. Check out MyMU, which you can access from [www.marshall.edu](http://www.marshall.edu) in the upper right corner of the page as displayed below:



4. Complete the Marshall Graduate Student Orientation here: <https://www.marshall.edu/graduate/orientation/>.
5. Once you have access to our virtual campus in Blackboard, access and complete the “CounselingHerd Orientation and Hub” by clicking on the “Organizations” tab on the left side of the screen.



6. Get your books and other resources ready for the start of classes!

## Building a Sense of Community

Many students wonder if and how they will connect with their peers and faculty when attending school at a distance. This is a valid concern, and one that requires a little more intentionality than if you attended on a physical campus.

For instance, there are no informal conversations while entering a building or waiting in the hall before class, but you also do not have to worry about traffic or inclement weather.

So, how do we make genuine and authentic connections in our virtual campus?

Here are some mechanisms to build connections to Marshall and the Counseling Department:

1. Connect with your faculty adviser again! Your adviser will be helpful as you plan the courses you will take, the sequence you will take them, and the pace that will set you up for success. They will also be helpful as you think about your plans after graduation like licensure, certification, doctoral studies, and much more.
2. Connect with Marshall Online (<https://www.marshall.edu/online-student-engagement/>). The Marshall Online Student Engagement team partners with the department to support your success, and you will be assigned an online student success adviser (different from your faculty adviser) to keep you informed about student programming and outreaches. They will also help you connect with other academic and student support services and resources. You can contact them at:



<https://www.marshall.edu/online-student-engagement/directory/online-student-engagement/>.

3. Join the Counseling Department Listserv. Upon acceptance into the program, your Marshall e-mail address was subscribed to the Counseling Student Listserv ([counselingstudents-request@lists.marshall.edu](mailto:counselingstudents-request@lists.marshall.edu)) for program-related e-mail messages, job announcements, trainings, conferences, licensing information, test preparation, and much more.
4. Connect with the #CounselingHerd on LinkedIn:  
<https://www.linkedin.com/company/marshall-university-counseling-department/?viewAsMember=true>
5. Review the experiences of our faculty (<https://www.marshall.edu/coepd/directory/counseling/>) and find people with similar interests, then email them to set up a meeting. We welcome it!
6. Build your personalized cohort! Since we do not use a forced cohort model, you might find it helpful to identify a group of peers with whom you can share ideas and support. You might even find yourselves coordinating your enrollments in the same sections or scheduling local meetups. Consider forming discussion groups, texting groups, or any other method of communication that meets your needs.
7. Join Chi Sigma Iota (CSI; <https://www.csi-net.org/>). CSI is an international honor society of counseling professionals and students dedicated to excellence in scholarship, research, and clinical practice. CSI's purpose is to promote and recognize exemplary achievement in the study and practice of counseling. Mu Epsilon is Marshall University's local chapter, dedicated to supporting our faculty and students and promoting the counseling profession through various activities. Students with qualifying grade point averages are invited to join. Contact the CSI Faculty Adviser, Dr. Jeff Garrett, to learn more: [garrett43@marshall.edu](mailto:garrett43@marshall.edu)

## Getting Connected to the Counseling Profession

So much of graduate school, especially those with professional degrees, is about getting connected to the global profession, which is often accomplished by joining and participating in professional associations. There are a few benefits to joining professional associations as a student:

1. Reduced membership rates.
2. Increased volunteer opportunities.
3. Reduced rates on conferences and continuing education programs.
4. Access to journals and magazines.
5. **Free liability insurance (if you join the American Counseling Association, American Mental health Counselors Association, or American School**

**Counselors Association), which you will need during practicum and internship.**

6. Access to member services (e.g., ethics consultations, legal defense fund, and library resource use).
7. Networking that could lead to practicum and internship sites and/or future employment.

Here are some links to the most common professional associations for your exploration:

- American Counseling Association: <http://www.counseling.org/>
- American Mental Health Counselors Association: <http://www.amhca.org/>
- American School Counselor Association: <http://www.schoolcounselor.org/>
- West Virginia Counseling Association: <http://www.wvcounseling.org/>
- West Virginia Licensed Professional Counselors Association: <http://www.wvlpca.org/>
- West Virginia School Counselors Association: <https://wvsca.wildapricot.org/>

We know money is tight, and it is hard to figure out how to fund your education on top of the needs of life and those you care about. If you must prioritize, consider one of the national associations that includes your liability insurance, which you will need during practicum and internship, and then if you can, your state/local branch or division of ACA, ASCA, or AMHCA.

## **Diversity, Equity, Inclusion, and Accessibility**

We strive to create a diverse and inclusive community of students and faculty. The process of developing an accessible, diverse, equitable, inclusive, and just learning community requires a strong commitment to self-reflection as individuals and as a community, continuous and systematic evaluation, and action. We ask you to join us in the process of continuous improvement as we aim to live into our values and elevate our mission in pursuit of the mental health and wellness of all people.

There are times we will get it right, and other times we will get it wrong. There will be times when the impact of something we do does not match our intentions. There will be times when we celebrate and other times when we are disappointed. In all things, we invite you to share information about your experiences in a manner that makes most sense to you. One place to share those experiences, both the celebrations and disappointments, is using this Real-Time Feedback link:

<https://forms.office.com/r/3DqH4QP6xi>

Although we strive to create safe learning communities, safety is not something that any program can guarantee. However, we hope that our collective commitment to the processes and policies outlined in this handbook will help us nurture our learning community and everyone in it, together.

If at any point you feel unsafe or experience discrimination, harassment, sexual harassment, sexual misconduct, domestic misconduct, stalking, or retaliation, please contact the Title IX Office immediately (<https://www.marshall.edu/titleix/>) verbally or in writing. Reports can be made at any time by phone, email ([titleix@marshall.edu](mailto:titleix@marshall.edu)), or by completing and submitting the [Incident Reporting Form](#). Marshall has policies that prohibit retaliation against an individual who files a complaint in response to conduct that they reasonably believe violates policies, or against an individual who participates or cooperates with an investigation. Confidentiality will be maintained to the extent possible to effectively respond to a reported incident of sexual harassment.

If you are a student with a disability or disabled student (depending on your preference for person vs. identity first language), you will likely benefit from the Office of Accessibility and Accommodations: <https://www.marshall.edu/disability/>. Documenting the need for reasonable accommodations protects you and your faculty as we strive to create the most inclusive learning environment possible to help you achieve your goals.

## Resources and Supports

Graduate school can be difficult. Life does not stop because you are in graduate school, so we want you to know about several resources that can support your matriculation. As a remote student, Marshall strives to provide you with the same supports as students on the physical campuses. If you run into any problems accessing supports, please let your faculty and student success advisers know, so that we can address them.

Here is a sampling of supports that you might find useful:

**Academic Supports:** <https://www.marshall.edu/online-student-engagement/marshall-online-student-support/#Academic-Resources>

1. Counseling Library Guide: <https://libguides.marshall.edu/counseling>
2. Information Technology: <https://www.marshall.edu/it/services/>
3. Tutoring Services: <https://www.marshall.edu/uc/tutoring-services/>
4. Writing Center: <https://www.marshall.edu/writingcenter/>
5. Office of Accessibility and Accommodations: <https://www.marshall.edu/disability/>
6. Research Portal: <https://livemarshall.sharepoint.com/sites/ResearchPortal>
7. Office of Student Research: <https://www.marshall.edu/student-research/>

**Student Supports:** <https://www.marshall.edu/online-student-engagement/marshall-online-student-support/#Student-Supports>

1. Career Services: <https://www.marshall.edu/careereducation/>
2. Counseling Center: <https://www.marshall.edu/counseling/>
3. Intercultural and Student Affairs: <https://www.marshall.edu/student-affairs/>

4. Wellness Center: <https://www.marshall.edu/wellness/>
5. Office of Student Conduct: <https://www.marshall.edu/student-conduct/>
6. Behavioral Intervention Team: <https://www.marshall.edu/bit/>
7. Military and Veterans Affairs: <https://www.marshall.edu/military/>
8. Office of Intercultural Affairs: <https://www.marshall.edu/intercultural/>
9. LGBTQ+ Office: <https://www.marshall.edu/lgbtq/>
10. Center for African American Students: <https://www.marshall.edu/caas/>
11. World Council: <https://www.marshall.edu/intercultural/world-council/>
12. Collegiate Recovery Community: <https://www.marshall.edu/collegiate-recovery-community/>
13. Office of Student Success: <https://www.marshall.edu/student-success/>
14. First-Generation Student Support: <https://www.marshall.edu/firstgen/>

We know that asking for help can be challenging, which is sometimes amplified in graduate school if we experience stigma from others, internalized stigma, or general fear that we might be judged, or it will be held against us.

Much like we do with those we serve as Counselors, we honor this resistance and seek to understand it. We encourage you to give us the opportunity to build trust and reach out for supports when needed.

Reach out early and often; the earlier you reach out, the more opportunities and potential solutions we have.

## **Personal Growth and Vicarious Exposure**

The foundational work of Skovholt and Ronnestad (1992) identified that the “...optimal therapeutic self consists of a unique personal blend of the developed professional and personal selves” (p. 507). Therefore, a graduate degree in counseling requires both personal and professional growth that differs from more technical degrees, which require more factual and procedural knowledge. You are not just learning theories and skills; you are becoming a Counselor.

This developmental process will require commitment to active self-reflection and exposure to various potential clinical scenarios. You may experience content in courses and your clinical placements that bring up undesirable responses. You may notice the vicarious exposure to the stories of others can lead to undesirable consequences. You will likely increase your awareness about your own developmental histories and experiences with mental health. Depending on your unique life experiences, you might be more/less susceptible to these undesirable responses.

According to the [ACA Code of Ethics](#) (2014; Section F.5.b):

“Students and supervisees monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when such impairment is likely to harm a client or

others. They notify their faculty and/or supervisors and seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work.” (p. 9)

Therefore, please monitor your own well-being, access your supports, and if this escalates to the point of safety concerns, please go to your local emergency room, call 988, and/or the Marshall University Crisis Hotline at 304-696-2550.

You might also find these resources useful:

- Mantra Health (virtual therapy provided free of charge to Marshall students): <https://app.mantrahealth.com/login>
- The Trevor Project: Text 678-678 or visit: <https://www.thetrevorproject.org/>
- Crisis Text Line: Text HOME to 741741 or visit <https://www.crisistextline.org/>
- Veterans Crisis Line: 988 then option 1 or visit <https://www.veteranscrisisline.net>

If your faculty or supervisors determine there is a significant risk to your safety, the safety of your peers, or those you serve, we may immediately limit, pause, or suspend your academic and/or clinical responsibilities until a plan can be developed.

## **Matriculation and Degree Requirements**

In this section we will highlight the matriculation and degree requirements that can serve as your road map to graduation at Marshall University.

Here are the steps in your matriculation:

1. Maintain standards of conduct and ethical practice.
2. Select an area of emphasis (clinical mental health counseling or school counseling).
3. Complete of an adviser-approved plan of study that includes a minimum of 60 semester credit hours within 7 years of the first term taking class (*Note: 66 hours are required for school counseling students without an existing teaching certificate*).
4. Register and complete the required courses and credits in your plan of study; courses not listed in your plan of study may not be eligible for financial aid or count towards your graduation.
5. Earn no more than three credits of Cs (or complete the required developmental alternatives as outlined in a retention and remediation plan).
6. Meet the threshold on all individual assessment points (or complete the required developmental alternatives as outlined in a retention and remediation plan).
7. If enrolled in the school counseling area of emphasis: Pass the Praxis II prior to internship.

8. Apply for practicum and internship the semester before you plan to start.
9. Obtain student malpractice insurance by joining a professional association that offers it as a member benefit.
10. Connect with Tevera, your clinical training software, and log all approved hours needed for clinical training.
11. Earn credit in practicum and internship (or complete the required developmental alternatives as outlined in a retention and remediation plan).
12. Maintain a 3.0 graduate point average.
13. Complete the comprehensive exam.
14. Apply for graduation.
15. Graduate and celebrate!

## **Core Curriculum**

The Master of Arts degree program in Counseling is a 60-hour planned program of study, which contains 45 hours of core courses and 15 hours of electives (*Note*. School counseling students without a valid West Virginia teaching certificate will need to take six additional credit hours).

Although our curriculum is built on the educational requirements of WV licensure and certification, there is some flexibility if your state requires a different course or specific elective. Please download your licensure applications and consult your faculty adviser about any potential changes needed to your plan of study. We cannot guarantee that our curriculum will meet each individual state licensure requirements, so you are responsible to review your state licensure requirements to best plan your educational goals.

You can find your state licensure board by performing a web search of “counseling and licensure board” as well as reviewing Marshall’s licensure disclosures:

<https://www.marshall.edu/licensure/>

Our curriculum is offered 100% remotely, meaning you can access our curriculum and complete your degree from wherever you are located; there are no mandatory on-campus requirements. You can choose to stay where you are, travel the world (at least until your practicum and internship), and/or relocate to the enriching physical campuses in South Charleston, WV and Huntington, WV.

All core courses and most electives are offered three terms per year, in the Fall, Spring, and Summer semesters.

Many courses have pre-requisites that set up a smooth developmental arc throughout the curriculum. Be sure to collaborate with your faculty adviser to ensure you are taking courses in the correct sequence.

You can pick your pace through the program.

On average, graduates complete the program in 6.4 terms. You can take 3-12 hours per term, depending on your adviser-approved plan of study; be sure to consult with financial aid regarding the number of credit hours needed to obtain the amount of financial aid required, which changes during the summer term.

If you wish to take more than 12 hours, you will need to request this and have it approved by your adviser, the department chair, and dean.

### **Time Limit for Program Completion**

All work offered for the Master of Arts degree in Counseling, including accepted transfer credit, must be completed within seven years from the date that your earliest course applied toward the degree was completed. If you exceed this time limit, revalidation of expired coursework may be made, at the discretion of the relevant instructors and the student's faculty advisor, via examination, independent study, repetition of the expired coursework, additional coursework, or portfolio.

### **Praxis Exam for School Counseling Students**

If you are seeking certification as a school counselor (pre K-adult) in West Virginia, you must take and pass the PRAXIS II #5422 (School Counselor) exam prior to enrolling in COUN 698, which is your internship course.

The exam can be taken at either of the approved testing sites:

#### **Charleston – 5224**

Prometric Testing Center  
2 Players Club Drive, Suite 104  
Charleston, West Virginia 25311  
(304) 344-8094

#### **Huntington - 7522**

Marshall University  
1 John Marshall Drive  
G45 Morrow Library (Testing Center)  
Huntington, West Virginia 25755

[Marshall Testing Center Website](#)

(304) 696-2604

If your state does not require the PRAXIS for credentialing, then please consult with your faculty adviser and the Clinical Placement Coordinator, Dr. Jerry Dooley ([dooley24@marshall.edu](mailto:dooley24@marshall.edu)) to discuss options. Alterations to the plan of study are evaluated on a case-by-case basis and are not guaranteed.

### **Clinical Placement**

The clinical placement component of the curriculum is the culminating experience of your graduate training. It consists of two major components: practicum and internship. You are responsible for finding your clinical placement sites, but our Clinical Placement Coordinator (Dr. Jerry Dooley) will share resources to help identify potential sites.

During practicum and internship, your responsibilities may extend beyond the university calendar. You are responsible for knowing and following the schedule and holiday calendar for the placement site, which may differ from the university calendar. Maintaining an active presence at your site and performing appropriate closure activities is an important ethical imperative given the need to maintain continuity of care for the people you serve.

Application must be made before the semester in which you intend to start practicum or internship. The application should be fully approved 3 weeks prior to the semester starting. Please review the [Practicum and Internship Handbooks](#) for more information and steps for planning for Practicum and Internship.

A mandatory Practicum and Internship Orientation is held each semester (Fall, Spring, and Summer) to guide you through the planning and placement application process for the subsequent semester. The Orientation is announced by direct e-mail to all currently enrolled students and in individual courses.

In Practicum, the primary focus is becoming oriented and integrated into a clinical setting as well as demonstrating individual counseling skills. You complete a supervised site-based practicum that totals a minimum of 100 clock hours, including a minimum of 40 direct service clock hours. The experience promotes competence with basic counseling skills under the close supervision of a faculty member and the site supervisor, an opportunity to perform some of the activities that a regularly employed staff member in the field setting would be expected to perform, and a chance to become familiar with professional activities other than direct service work. This is completed at one site.

During Internship, the focus shifts to the actual practice of the role of the Counselor as an entry-level practitioner. After successful completion of Practicum, you will complete a supervised internship for a minimum total of 600 clock hours, including a minimum of 240 direct service clock hours. The Internship provides: 1) an opportunity for the student to perform all the activities that a regularly employed staff member in the field setting would be expected to perform; 2) familiarity with professional activities other than direct service work; and 3) supervised experience in the use of professional resources.

Practicum and Internship are challenging and time consuming. You should plan accordingly.

Here are some other considerations:

- You are responsible for finding and arranging appropriate clinical field placements.
- You are responsible for your own transportation to and from clinical assignments.
- You must provide proof of independent Professional Liability Insurance which is uploaded to the Tevera application. Information on obtaining Professional Liability Insurance is provided in the Practicum and Internship Handbooks.
- You can anticipate paying for your Criminal Background Checks (CBC) at most schools and agencies as part of consideration for field placement or employment, particularly if the work involves children or vulnerable populations.



Enrollment space is limited in Practicum and Internship courses. Application must be completed and approved through the Tevera portal, which you will purchase an access code for through the MU bookstore or directly from Tevera during COUN 600. Please contact the Clinical Placement Coordinator: Dr. Jerry Dooley [dooley24@marshall.edu](mailto:dooley24@marshall.edu) for more information.

## **Comprehensive Exam**

All students will take the Counselor Preparation Comprehensive Examination (CPCE) prior to graduation. You are responsible for the cost of the exam, which is due when signing up for the exam. You should plan to take the exam one semester prior to your expected final semester. Detailed information regarding this will be distributed each semester. Information about the CPCE can be found here: <https://nbcc.cce-global.org/assessmentsandexams/cpce>.

To be eligible for the comprehensive examination, you must have completed your coursework and be a student in good standing. You must make known your intention to take the exam via an online application that will be posted in Internships I and II. The Assessment coordinator will provide instructions in the courses to complete the sign-up process for the CPCE. All information regarding the CPCE will be provided during the sign-up process. You will take the CPCE on your personal computer.

Listed below are study and preparation materials. Please note, the **Counseling Department does not endorse any one set of preparation materials.**

1. The Association for Advanced Training in the Behavioral Sciences (AATBS) provides preparation materials for the CPCE. Note that AATBS also provides more comprehensive preparation materials for the NCE, which will be more than adequate preparation for the CPCE. For more information, see: <https://aatbs.com/counseling>. Check with them about our Marshall discount!
2. Erford, B. T., Hays, D. & Crockett, S. (2014). *Mastering the National Counselor Examination (NCE) and the counselor preparation comprehensive examination (CPCE)* (2<sup>nd</sup> ed.) New York: Pearson.

## **Application for Graduation (yes, you will have to apply to graduate)**

There can be many stressors as you approach graduation. You will finish your internship, plan for life after graduation, and apply for graduation.

The application for graduation typically takes place very early in the term of graduation, or in the case of August graduation, early in the term before graduation. You will still need to complete all degree requirements before your degree can be conferred.

Please follow the graduation deadline dates as published in the University Calendar (<https://www.marshall.edu/academic-calendar/>).

All information to apply for graduation can be found here:  
<https://www.marshall.edu/registrar/forms/>

## **Hooding Ceremony**

Each Fall and Spring semester, the College of Education and Professional Development hosts a *Hooding Ceremony* to honor our graduates with their master's degree stole (hood), recognize their accomplishments, and attend a reception. This is the perfect time to invite family and friends to celebrate your significant accomplishment. Information on the date and location of the *Hooding Ceremony* is distributed by e-mail to each graduation applicant who has successfully completed the degree requirements.

## **Obtaining endorsements for credentialing, licensure, employment, and future academic/training programs**

In alignment with the *ACA Code of Ethics* (2014), faculty and supervisors will consider endorsement for "...certification, licensure, employment, or completion of an academic or training program only when they believe that supervisees are qualified for the endorsement. Regardless of qualifications, supervisors do not endorse supervisees whom they believe to be impaired in any way that would interfere with the performance of the duties associated with the endorsement" (F.6.d., p. 14).

You should request a meeting to discuss your endorsement needs with your supervisor or faculty well in advance of the need for endorsement, which normally takes the form of a letter of recommendation. Requesting an endorsement does not guarantee that one will be given, so please plan accordingly.

Additionally, you can contact Dr. Thomas Cooper ([thomas.cooper@marshall.edu](mailto:thomas.cooper@marshall.edu)) during your matriculation and after you graduate to get assistance with required documents from the university for your credential applications.

## **Adding a Certificate to your Plan of Study**

The Counseling Department offers an 18-hour Certificate of Advanced Studies in Violence, Loss, and Trauma, (VoLT; <https://catalog.marshall.edu/graduate/programs-az/education-professional-development/violence-loss-trauma-counseling-graduate-certificate/>). The VoLT Certificate, eligible for federal financial aid, offers both foundational and in-depth understanding of how violence, loss, and trauma affect people's lives and prepares them for expressive, integrated treatment planning to foster resilience and a well-lived life. You can take some VoLT courses as electives and/or add the additional courses beyond those required for your MA in Counseling degree plan of study.

## Making Changes During Your Program

Life happens, and we understand that your needs, interests, passions, etc. might change throughout the program. For instance, you might want to work with a specific faculty and request a new adviser. You might decide to switch from the clinical mental health to school counseling specialty. In all things, please consult with your faculty adviser first.

***Please note that registering for courses outside of your plan of study will risk your financial aid and progression in the degree program.***

For your reference, most forms that will be needed to facilitate these changes can be found here: <https://www.marshall.edu/graduate/current-students/forms-and-information/>

## Individual Student Assessment, Retention, Remediation, and Dismissal

Our goal is to help you develop the knowledge, skills, conduct, and dispositions necessary for entry level practice as a counselor while completing all degree and matriculation requirements. Your development will be assessed in an ongoing and systematic manner in accordance with our comprehensive assessment plan (CAP). If concerns to your matriculation emerge, then you will be asked to participate in the retention and remediation processes that are outlined in the flowchart found in [Appendix A.](#), which outlines the process for responding if a threshold on the following assessments is not met.

You will be assessed across seven dimensions: cumulative GPA, course grades, clinical course grades, KPI assessments, CSDA assessments, standards of conduct and ethical practice, and academic integrity, which are described below.

### **Cumulative GPA**

You are expected to maintain a 3.0 cumulative GPA.

### **Course Grades**

You are expected to earn a B in each course, but you can use no more than three credits (not three courses) of C towards the completion of your degree.

### **Clinical Course Grades**

You will need to earn a grade of “credit” in each of your clinical training courses. A grade of “no credit” will not be accepted towards graduation.

## KPI Assessments

You are expected to meet the department threshold for each method of assessment of 22 key performance indicators (KPI), and if not, participate in the retention and remediation process.

Each KPI is evaluated using a combination of two or more methods (grades on a signature assignment; CSDA; Site Supervisor Evaluation; and/or National Testing) over two or more points of time.

Our program developed 22 KPIs that are linked to each core curricular area of *2016 CACREP Standards* as well as our program objectives (in parentheses), which include a blend of knowledge, skills, and dispositions:

- KPI 1.1 Students will demonstrate the ability to identify key components of a strong professional identity (2.F.1., PO1, PO3, PO6)
- KPI 1.2 Students will demonstrate ethical reasoning skills. (2.F.1., PO1, PO3, PO6)
- KPI 2.1 Students will demonstrate understanding of the impact diversity has on the counseling process. (2.F.2., PO2)
- KPI 2.2 Demonstrate the ability to incorporate multicultural competencies in counseling skills. (2.F.2., PO2)
- KPI 3.1 Students will demonstrate understanding of developmental theories regarding personality development, learning, and social functioning. (2.F.3., PO4, PO6)
- KPI 3.2 Students will demonstrate skills in identifying developmental barriers that affect client behavior and experience. (2.F.3., PO4, PO6)
- KPI 4.1 Students will demonstrate knowledge and skill in applying career development theories, strategies, and techniques to specific career decision-making situations (2.F.4., PO4, PO5)
- KPI 4.2 Students will demonstrate an ability to utilize career assessment instruments and techniques relevant to career planning and decision making (2.F.4., PO4, PO5)
- KPI 5.1 Students will demonstrate an understanding of the structure of the counseling process and how this structure helps determine counseling practices from various theoretical perspectives (2.F.5., PO1, PO2, PO3, PO5)
- KPI 5.2 Students will demonstrate a developing approach to counseling, assessment, diagnosis, supervision, and client advocacy with a clear understanding of counselor functions (2.F.5., PO1, PO2, PO3, PO5)
- KPI 6.1 Students will evaluate the principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work. (2.F.6., PO3)
- KPI 6.2 Students will demonstrate skills in planning and implementing an appropriate group intervention/program. (2.F.6., PO3)

- KPI 7.1 Students will demonstrate an understanding of the purpose and process of assessment in counseling. (2.F.7., PO4, PO5)
- KPI 7.2 Students will demonstrate skills in conducting, interpreting, and reporting results for select assessment instruments. (2.F.7., PO4, PO5)
- KPI 8.1 Students will demonstrate the skills necessary to obtain, analyze, and review current literature on a chosen topic. (2.F.8., PO4)
- KPI 8.2 Students will demonstrate skills in basic statistical analysis of data. (2.F.8., PO4)
- KPI 9.1 Students will demonstrate knowledge of the numerous roles and responsibilities of the PK-12 school counselor with regard to assessment, intervention, planning, and implementation of comprehensive school counseling and guidance programs as it relates to the ASCA National Model to address all student's academic, career and personal/social needs while following the ASCA Ethical Standards, applicable WVDE Policies, and appropriate legal statutes. (5.G.)
- KPI 9.2 Students will demonstrate skills in planning, delivering, and evaluating comprehensive school counseling and guidance programs for PK-12 students following the ASCA National Model, ASCA Ethical Standards, applicable WVDE Policies, and appropriate legal statutes (5.G.)
- KPI 9.3 Students will illustrate the impact of technology in the numerous roles and responsibilities of the PK-12 school counselor about assessment, intervention, planning, and implementation of comprehensive school counseling and guidance programs.
- KPI 10.1 Students will demonstrate skills in intake, assessment, diagnosis, treatment planning, and implementation of evidence-based practice in counseling. (5.C.)
- KPI 10.2 Students will demonstrate understanding of the duties, roles, and expectations in clinical, agency, hospital, and private practice environments (5.C.)
- KPI 11 Students will demonstrate self-awareness, integrity, and professionalism in relation to peers, faculty, staff, and supervisors. (4.G.)

### **Counseling Student Developmental Assessment and Professional Dispositions (CSDAs)**

The CSDA is our primary tool to operationalize professional dispositions and is included as an assessment of many components related to our KPIs. It is an 11-item scale which measures the key dispositions of a professional counselor: professionalism, therapeutic aptitude, maturity/integrity, and multicultural competence. The items are scored on a scale of 0 (no information available) to 4 (exceeds expectations).

## **Standards of Conduct and Ethical Practice**

Students, staff, faculty, and supervisors are expected to maintain the standards of:

1. Marshall University (<https://www.marshall.edu/student-conduct/>)
2. Complete MU Catalog (<https://catalog.marshall.edu/>)
3. Title IX (<https://www.marshall.edu/titleix/>)
4. Marshall Office of Academic Affairs (<https://www.marshall.edu/academic-affairs/policies/#ProbationGrad>)
5. The College of Education and Professional Development
6. The Counseling Department
7. The ethical codes of the American Counseling Association, American School Counseling Association, American Mental Health Counselors Association, and National Board of Certified Counselors
8. State board policies regulating the practice of counseling in West Virginia and the state where the student resides.
9. The legal statutes governing practice of counselors in WV and the state where you reside.

These are assessed on an ongoing basis, and any concerns will be responded to in accordance with our retention and remediation process.

## **Academic Integrity**

All policies related to academic integrity can be found here:

<https://www.marshall.edu/academic-affairs/policies/>. This is assessed on an ongoing basis, and any concerns will be responded to in accordance with our retention and remediation process.

## **The Retention, Remediation, and Dismissal Process**

The purpose of the Counseling Department Student Development, Retention, Remediation, and Dismissal Process (DRRD) is to support and retain of a diverse student body that is prepared to serve their schools and communities as ethical, competent, and culturally sensitive practitioners.

The Counseling Department Comprehensive Assessment Plan (CAP) outlines the various points of individual student assessment. Throughout this process, concerns about your development could emerge, which is expected as you learn the professional dispositions necessary to be a counselor.

The DRRD process ensures the process of individual student assessment is clear, transparent, and equitably applied.

The DRRD is a three-level process with distinct interventions that progress from the instructor or person reporting the concern to the adviser to the program director and department chair and concludes with university officials if dismissal is recommended.

Whenever a concern arises, you will be notified via Marshall University email and meet with the relevant parties to discuss the concern and developmental steps to aid in your successful matriculation.

Example interventions include, but are not limited to:

1. Retaking a course.
2. Referral to university supports.
3. Referral to university offices and officials.
4. Referral to appropriate community officials.
5. Finding a new placement site.
6. Adding a supplemental training site.
7. Extra supervision.
8. Additional educational exercises to address specific deficits.
9. Referral for personal counseling.
10. Participating in rupture/repair practices.
11. Writing an apology.
12. Withdrawal from a class.
13. Leave of absence.
14. Withdrawal from the program.
15. Recommendation for dismissal.

Refusal to participate in developmental plans and review processes could result in dismissal from the program.

### **Potential Reasons for Dismissal**

All matriculation threats are complex and will be reviewed individually. A failure to progress through the tiers of intervention may result in dismissal from the program. Immediate recommendation for dismissal could be made if the concern is particularly flagrant or where there are other aggravating circumstances, especially those related to the health and safety of self and others.

### **Due Process**

You may dispute the existence of concerns pursuant to MU policy as outlined here: <https://www.marshall.edu/graduate/graduate-student-appeals/>. You should first notify the Department Chair via email and, if not resolved at the department-level, proceed through the MU appeals process.

You may not withdraw from the course until all appeals are complete. You should continue to attend class and complete all assignments during the appeals process.

However, some concerns could be determined so severe that they will skip lower levels of interventions and jump immediately to a Level 3 intervention. Some examples include, but are not limited to, dismissal from a practicum/internship site, risk of harming self or others, verbal or physical harassment or assault. In these cases, you will be immediately disallowed from visiting your placement site or attending classes until a review by the Clinical Training Director and Department Chair or Program Director is made. This review will determine the severity of the concern and the appropriate level of intervention. As with all decisions, you maintain the right to follow the same appeals process.

If you are concerned with a Title IX infraction, then immediately follow the University Title IX reporting process here: <https://www.marshall.edu/titleix/>. Reports can be made at any time by phone, email ([titleix@marshall.edu](mailto:titleix@marshall.edu)), or by completing and submitting the [Incident Reporting Form](#).

### **Student Appeal Policy**

Marshall policy creates a pathway for graduate students to appeal charges of academic dishonesty, dismissal from a program, final grades, and other matters. The specific procedures depend on the specific kind of appeal. For assistance, or for any questions about the appeals process, please contact the Graduate Studies office: <https://www.marshall.edu/graduate/graduate-student-appeals/>

## **Providing Feedback to Promote Continuous Improvement**

As a member of the Counseling Department, we all play a role in the creation of a vibrant, diverse, and inclusive learning community. To assist in our continuous improvement efforts, we ask that you join us by sharing your experiences as you matriculate.

There are several formal mechanisms for sharing feedback such as end of term course evaluations, evaluations of supervisors, and an annual enrolled student survey. However, there are times when you might want to share your feedback immediately. These could be affirmations, suggestions, concerns, etc. with other students, faculty, supervisors, Marshall, or any other party related to your matriculation.

In those cases, you can share here using the following link:  
<https://forms.office.com/r/3DqH4QP6xi>

As with all manners of feedback, we encourage you to lean into a relational approach to feedback that encourages ongoing reflection, action, and improvement.

If you have concerns about submitting something using this mechanism, then please contact your faculty adviser, program director, or department chair to discuss.



## Preparing for Licensure and Certification

Marshall University cannot guarantee licensure or certification; each state has a unique process, and you are responsible for consulting with your state credentialing boards to ensure you are meeting the requirements. Your state might refer to the license or certification with a slightly different title, such as licensed mental health counselor, licensed clinical professional counselor, certified school counselor, among others, but there are some common pathways, which are reviewed below.

### Professional Counselor Pathway

In general, the licensure pathway in most states will include some constellation of the following:

1. **Education:** You will need to complete your graduate level degree in counseling with required coursework including a practicum and internship experience. Your degree from Marshall will set you up well for many states, but it is your responsibility to make sure you have all the necessary courses for your specific state's education requirements.
2. **Exams:** You will likely need to complete a recognized exam. Your state will determine the specific exam and the timing for when you need to complete the exam. Typically accepted exams include: the National Counselor Exam (NCE) and the National Clinical Mental Health Counselors Exam (NCMHCE).
3. **Supervised Practice:** After completing your degree and the requirements by your state credentialing board, you will begin to complete a required number of hours of supervised clinical practice, typically over the course of two years (although this varies by state). This is sometimes referred to as a provisional license.
4. **Independent Practice:** After completing your post-grad supervised clinical practice, you will be eligible to apply for independent practice licensure. Depending on your state, this could include the completion of another exam.
5. **Supervisory Practice:** After a few years of independent practice experience, you might be eligible to apply for supervisory distinction, which is available in some, but not all states. This often requires some combination of graduate level coursework and/or continuing education related to supervision.

Students are responsible for consulting with their state licensure governing bodies to evaluate their educational requirements. Our curriculum is built to prepare students to complete the requirements for licensure as a professional counselor (e.g., licensed professional counselor) and certification as a school counselor in WV as well as national certification as a National Certified Counselor, Certified Clinical Mental Health Counselor, and National Certified School Counselor through the National Board for Certified Counselors (<https://nbcc.org/>).

Some state licensure boards offer streamlined processes for graduates of CACREP-accredited programs like Marshall's Counseling Department offers. Many states also offer endorsement or reciprocity options for people already licensed in other states for a designated period. Additionally, once the Counseling Compact (<https://counselingcompact.org/>), of which WV is a participant, is fully operational, it will be easier for people licensed in one state to gain practice privileges in another.

Although our curriculum is built on the requirements for licensure and certification in WV, we will work our best to provide flexibility and elective offerings to meet the needs of your professional goals, so please consult with your faculty adviser while developing your plan of study. It is best to download your application for licensure or certification and use it as a checklist throughout your matriculation at Marshall in consultation with your faculty adviser. You can view Marshall University's licensure disclosures at <https://www.marshall.edu/licensure/> or perform an internet search like "counseling licensure and [Your State]."

### **School Counselor Pathways**

School counselors are credentialed by the state where they are employed. Typically, credentials require documented school counseling education and coursework from an accredited college/university, completion of practicum and internship in a K-12 school, and passage of a state or national comprehensive test (e.g., Praxis II). Requirements vary by state, so it is important to consider criteria when you are seeking new employment or moving to a position in a different state.

In general, the certification pathway in most states will include some constellation of the following:

1. Education: You will need to complete your graduate level degree in counseling with a specialization in school counseling with required coursework including a practicum and internship experience. Your degree from Marshall will set you up well for many states, but it is your responsibility to make sure you have all the necessary courses for your specific state's education requirements.
2. Exams: You will more than likely need to complete a recognized exam. Your state will determine the specific exam and the timing for when you need to complete the exam. West Virginia requires students to take and pass the PRAXIS II Exam prior to taking an internship. Some states require the same exam or a complimentary exam that must be taken prior to attaining certification. In other states, for example, Ohio requires the Ohio Assessment for Educators (OAE) School Counselor Test #040. Kentucky does not require a specific exam. In addition, some states have reciprocity with West Virginia which means that if you are certified in West Virginia as a School Counselor you can transfer (normally with a fee) that certification to another state. The American School Counselor Association has the certification requirements for each state listed. However, it is still the responsibility of each student to investigate their state's requirements.

Our curriculum is built to prepare students to complete the requirements for licensure as a professional counselor (e.g., licensed professional counselor) and certification as a school counselor in WV as well as national certification as a National Certified Counselor, Certified Clinical Mental Health Counselor, and National Certified School Counselor through the National Board for Certified Counselors (<https://nbcc.org/>).

Although our curriculum is built on the requirements for licensure and certification in WV, we will try our best to provide flexibility and elective offerings to meet the needs of your professional goals, so please consult with your faculty adviser while developing your plan of study. It is best to download your application for licensure or certification and use it as a checklist throughout your matriculation at Marshall in consultation with your faculty adviser. You can view Marshall University's licensure disclosures at <https://www.marshall.edu/licensure/> or perform an internet search like "counseling licensure and [Your State]."

## **The National Counselor Examination and National Clinical Mental Health Counseling Examination**

Two of the most common tests required for licensure are the National Counselor Exam (NCE) and the National Clinical Mental Health Counselor Exam (NCMHCE), which are administered by NBCC (<https://www.nbcc.org/exams>). You can take these exams while a student at Marshall or after you graduate depending on your state licensure requirements.

### ***Signing Up at Marshall***

You can sign up to take the NCE/NCMHCE during Internship I and II. The Testing Lead, Dr. Andrew Burck ([burck@marshall.edu](mailto:burck@marshall.edu)), will provide information and sign-up instructions during these courses. All information regarding the NCE/NCMHCE will be provided during the sign-up process.

### ***After Graduation***

You can sign up to take the NCE/NCMHCE after completion of your degree at Marshall. Please contact your state counseling board for specific steps to take the NCE and the NCMHCE.

If in WV, scores from the exam taken at Marshall can be sent to the West Virginia Board of Examiners in Counseling (WVBEC; <https://wvbec.org/>) as part of the professional licensure application process. If in another state, please consult with your state licensure board to ensure the appropriate timing of the exam.

The administration of the NCE/ NCMHCE can coincide with your application to become a Nationally Certified Counselor (NCC; <https://www.nbcc.org/certification/ncc>). If you choose this option, you will be scheduled in Spring and Fall semesters and between NBCC and the student. If you pass the NCE/NCMHCE, then upon graduation and verification of your final transcript by NBCC, you will be awarded the credential of NCC. Passing or failing the exam will have no impact on your graduation; it is only used for program evaluation and your future credentialing pursuits.

There are several study guides and preparation organizations that you might find helpful, many of which provide a discount to students and members of professional associations.

### References

Skovholt, T. H., & Ronnestad, M. H. (1992). Themes in therapist and counselor development. *Journal of Counseling & Development, 70*, 505-515.

## **Appendix A: Counseling Department Student Development, Retention, Remediation, and Dismissal Process**

The purpose of the Counseling Department Student Development, Retention, Remediation, and Dismissal Process (DRRD) is to support and retain of a diverse student body that is prepared to serve their schools and communities as ethical, competent, and culturally sensitive practitioners.

The Counseling Department Comprehensive Assessment Plan (CAP) outlines the various points of individual student assessment. Throughout this process, concerns about student development could emerge, which is expected as students learn the professional dispositions necessary to be a counselor.

The DRRD process ensures the process of individual student assessment is clear, transparent, and equitably applied.

The DRRD is a three-level process with distinct interventions that progress from the instructor or person reporting the concern to the adviser to the program director and department chair and concludes with university officials if dismissal is recommended (unless MU policy directs quicker notification, like in the cause of academic integrity concerns).

Example interventions include, but are not limited to:

1. Retaking a course.
2. Referrals to university supports.
3. Referral to university offices and officials.
4. Referral to appropriate community officials.
5. Finding a new placement site.
6. Adding a supplemental training site.
7. Extra supervision.
8. Additional educational exercises to address specific deficits.
9. Referral for personal counseling.
10. Participating in rupture/repair practices.
11. Writing an apology.
12. Withdrawal from a class.
13. Leave of absence.
14. Withdrawal from the program.

*This Handbook and the policies contained herein do not in any way constitute and should not be construed as a contract between you and Marshall University. This Handbook and the rules, policies and procedures referenced herein are subject to change at any time.*

## 15. Recommendation for dismissal.

Refusal to participate in developmental plans and review processes could result in dismissal from the program.

### **Potential Reasons for Dismissal**

All matriculation threats are complex and will be reviewed individually. A failure to progress through the tiers of intervention may result in dismissal from the program. Immediate recommendation for dismissal could be recommended if the concern is particularly flagrant or where there are other aggravating circumstances, especially those related to the health and safety of self and others.

### **Due Process**

Students may dispute the existence of concerns pursuant to MU policy as outlined here: <https://www.marshall.edu/graduate/graduate-student-appeals/>. Students should first notify their faculty adviser or Department Chair via email and, if not resolved at the department-level, proceed through the MU appeals process.

Students may not withdraw from the course until all appeals are complete. The student should continue to attend class and complete all assignments during the appeals process. However, some concerns could be determined so severe that they will skip lower levels of interventions and jump immediately to a Level 3 intervention. Some examples include, but are not limited to, dismissal from a practicum/internship site, risk of harming self or others, and verbal or physical harassment or assault. In these cases, the student will be immediately disallowed from visiting their placement site or attending classes until a review by the Clinical Training Director and Department Chair or Program Director is made. This review will determine the severity of the concern and the appropriate level of intervention. As with all decisions, the student maintains the right to follow the same appeals process.

Any student concerned with a Title IX infraction is encouraged to immediately follow the MU Title IX reporting process here: <https://www.marshall.edu/titleix/>. Reports can be made at any time by phone, email ([titleix@marshall.edu](mailto:titleix@marshall.edu)), or by completing and submitting the [Incident Reporting Form](#).

	<b>1<sup>st</sup> Concern</b>	<b>2<sup>nd</sup> Concern</b>	<b>3<sup>rd</sup> Concern</b>
<b>Academic Course Grades</b>	<p>Student earns first C/D/F/NC/U.</p> <p>Instructor meets with student (and adviser if needed) to discuss developmental needs and prepare an informal plan to prevent another C.</p> <p>Below C grades can be retaken and counted in overall GPA.</p>	<p>Student earns second C/D/F/NC/U.</p> <p>Adviser meets with student to discuss developmental needs and prepare plan to prevent another C.</p> <p>Below C grades can be retaken and counted in overall GPA.</p>	<p>Student earns third C/D/F/NC/U.</p> <p>Department Chair or Program director meets with student to discuss developmental needs, and may recommend to the academic dean for dismissal.</p>
<b>Cumulative GPA Under 3.0</b>	<p>First time below 3.0: Placed on academic probation. Students will be counseled by their advisor. During this session, the student will be advised of their deficiencies and the requirements for removing the deficiencies within the next nine semester hours of enrollment. D/F grades can be</p>	<p>If probationary status is not removed, the academic dean in consultation with the graduate department will determine if the student is to be retained or recommended for dismissal and what counseling or remediation steps will be required of the student as a condition of retention.</p>	<p>If probationary status is not removed, the academic dean in consultation with the graduate department may recommend for dismissal.</p>

	<b>1<sup>st</sup> Concern</b>	<b>2<sup>nd</sup> Concern</b>	<b>3<sup>rd</sup> Concern</b>
	repeated, and the new grade used to calculate new GPA. Regardless of GPA, no more than six hours of C can be used for graduation. A Dean's hold will be placed on registration. Students will meet with adviser during the subsequent term to evaluate progress.	Regardless of GPA, no more than six hours of C can be used for graduation.	
<b>KPI Assessments</b>	First time below threshold on any KPI Assessment. Meet with the evaluator (and adviser if needed) to discuss the CSDA and discuss strategies to promote continued development	Second time below threshold on any KPI Assessment. Meet with advisor to discuss the KPI and discuss strategies to promote continued development	Third time below threshold on any KPI Assessment. Meet with the Department Chair or Program Director to discuss the KPI and discuss strategies to promote continued development. May be recommended to academic dean for dismissal.
<b>CSDAs</b>	First time below threshold on any CSDA item. Meet with the evaluator (and	Second time below threshold on any CSDA item. Meet with advisor to discuss the	Third time below threshold on any CSDA item. Meet with the Department Chair



	<b>1<sup>st</sup> Concern</b>	<b>2<sup>nd</sup> Concern</b>	<b>3<sup>rd</sup> Concern</b>
	adviser if needed) to discuss the CSDA and discuss strategies to promote continued development	CSDA and discuss strategies to promote continued development	or Program Director to discuss the CSDA and discuss strategies to promote continued development. May be recommended to the academic dean for dismissal.
<b>Clinical Course Grades</b>	First no credit: Meet with instructor, advisor, and Director of Clinical Training to discuss strategies to promote continued development. Retake the course and cannot register for next clinical training course.	Second no credit: Meet with advisor and Director of Clinical Training to discuss strategies to promote continued development. Retake the course and cannot register for next clinical training course.	Third no credit: Meet with the Department Chair or Program Director and Director of Clinical Training to discuss strategies to promote continued development. May be recommended to the academic dean for dismissal.
<b>Ad-Hoc Reviews for concerns of Standards of Conduct and Ethical Practice (e.g., Codes of Ethics, Code of Conduct, impairment, personal concerns, Title IX, licensure rules, etc.)</b>	First concern: Meet with instructor (and adviser if needed) to discuss developmental needs and prepare plan to prevent another concern. May report to the Office of Student Conduct or Title IX Office.	Second concern: Meet with adviser to discuss developmental needs and prepare plan to prevent another concern. May report to the Office of Student Conduct or Title IX Office.	Third concern: Meet with Department Chair or Program director to discuss developmental needs to prevent another concern. May report to the Office of Student Conduct or Title IX Office and recommend for dismissal. May be recommended to the

	<b>1<sup>st</sup> Concern</b>	<b>2<sup>nd</sup> Concern</b>	<b>3<sup>rd</sup> Concern</b>
			academic dean for dismissal.
<b>Academic Integrity (Sanctions for academic dishonesty may be imposed by the instructor of the course, the department chairperson, the Academic Dean, or the Associate Provost, on a case-by-case basis)</b>	Any accusation: Notification of student, Course Lead, and Office of Academic Affairs within 5 instructional days. Submission of Academic Dishonesty Form. Sanctions could include: no credit for assignment, reduction in final course grade, failure of course, and temporary prohibition of retaking the class.	First confirmed case: Sanctions could include: no credit for assignment, reduction in final course grade, failure of course, and temporary prohibition of retaking the class.	Second confirmed case: The Office of Academic Affairs will impose a sanction of expulsion for confirmed second offenses of academic dishonesty charges after consultation with the appropriate department chairs and academic deans.

*This Handbook and the policies contained herein do not in any way constitute and should not be construed as a contract between you and Marshall University. This Handbook and the rules, policies and procedures referenced herein are subject to change at any time.*