

# **Student Handbook for the Counselor Education Program**



## **The College of William & Mary**

**Student Handbook**

This handbook is a supplement to the School of Education Graduate Student Handbook (AVAILABLE IN JONES 100). It provides policies and information specific to the Counseling Program and should provide students with help in navigating a course to successful completion of the Master's and Doctoral Programs. Specifically, the handbook provides information on:

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## **I. PROGRAM OBJECTIVES**

**Goal:** The Goal of the Counseling Program at the College of William and Mary is to contribute to the profession of counseling and to the College by (1) providing quality training of counselors for community and school settings at the Master's level and by providing quality training of future leaders in the field of counseling at the Doctoral level, (2) providing leadership to the profession, (3) contributing to the knowledge base of counseling, and by (4) providing service to the College and to the community.

### **Objectives**

1. To facilitate the development of counselors who are skilled, ethical, and committed to the delivery of effective services to clients.
2. To prepare students at the Masters and Doctoral levels for professional counseling positions in community, school, university and business settings.
3. To prepare students at the Doctoral level for university faculty positions in counselor education
4. To prepare counselors who are self-reflective and who will continue to grow professionally.
5. To develop future leaders in the counseling profession.
6. To provide leadership to the counseling profession through faculty and student involvement.
6. To contribute to the knowledge base of the counseling profession through research and scholarly activity.
7. To provide service to the College.
8. To provide service to the community.

## **II. CACREP ACCREDITATION**

In 1999, the Community, School, and Doctoral programs in Counselor Education were accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Accreditation signifies that the curriculums and activities adhere to

a rigorous set of national standards for excellence. More and more doctoral programs and employers are giving preference to candidates graduating from CACREP accredited programs. Because the curriculum is governed by CACREP standards, some aspects of its content and sequence cannot be changed by the faculty. All changes to a Program of Study should have prior approval from the Academic Advisor to ensure that they adhere to CACREP graduation standards.

### **III. ACADEMIC ADVISOR**

Each student is assigned a program advisor when he or she is accepted for admission to the School of Education. Students are responsible for meeting with their advisor as soon as possible during their first semester to plan a course of study, and a “check-in” meeting each subsequent semester is recommended. Your academic advisor will remain the same throughout your degree program unless you specifically request a change.

### **IV. PROGRAM OF STUDY**

The Program of Study is a written schedule of your matriculation through the Counselor Education Program. You will work closely with your advisor to develop a sequence of course completion that is consistent with your personal and professional goals and consistent with CACREP standards. You should also make sure that the Program of Study satisfies the relevant requirements for certification or licensure. An approved Program of Study that indicates the specific courses the student will take as part of his or her masters or doctoral program must be filed in the Office of Admission and Student Services during the initial term of enrollment following admission. Program of Study forms are located outside the Office of Admission and Student Services in the metal kiosk.

### **V. PROFESSIONAL PERFORMANCE REVIEW PROCESS**

In addition to meeting the academic standards, students are expected to conduct themselves in an ethical, responsible and professional manner. They must be knowledgeable about the Code of Ethics of the American Counseling Association (ACA), the International Association of Marriage and Family Counselors, and Association for Specialists in Group Work (ASGW). These codes serve as guidelines for students and professionals in the field of counseling and therapy and shall be adhered to at all times, in all activities.

As counselor educators, the faculty expect prospective counselors to be concerned about other people, to be stable and psychologically well adjusted (personally and

professionally), to be effective in interpersonal relationships, and to be able to receive and give constructive feedback. Further, students are expected to behave generally in a manner that demonstrates fitness for a role in the counseling profession. 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. The faculty believes that it is ethically imperative that counselors and be willing to do in their own lives what they ask their clients to do in theirs.

For the reasons cited above, the faculty will regularly monitor not only students' academic progress but also those personal characteristics which will affect their performance in the field. The purpose of this monitoring process is to ensure that all graduates of the William & Mary Counseling Program possess those characteristics sufficiently that they do not interfere with their professionalism or helping capacity.

Students are reviewed at the conclusion of each semester\*\* by all Counseling faculty according to their compliance with the following Professional Performance Standards:

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

Each standard is rated on a 1 (poor) to 5 (excellent) scale. Students receiving a rating of 2 or below on any of the Non-academic Professional Performance standards will be considered deficient in Professional Performance and subject to the following procedure:

1. The student will be presented with a copy of the Professional Performance Review form(s) on which are listed the deficient rating(s), the respective professor's explanation for the ratings, and any remedial actions recommended by the faculty. The student and the professor will meet to discuss the Professional Performance concern(s) and to implement recommended remedial actions. A copy of the completed Professional Performance Review form(s) will be given to the student and his/her advisor.
2. If a student receives more than one deficient Professional Performance Review form during his/her Program of Study or otherwise fails to show reasonable progress in correcting deficiencies previously cited, the faculty may recommend either his/her discontinuation in the Program or further remedial action. In either

event, the student will be required to meet with his or her advisor and the faculty member(s) issuing the forms to discuss the Professional Performance concerns and the recommended responsive actions to be taken. A copy of the completed Professional Performance Review form(s) will be given to the student and his/her advisor.

3. \*\*Faculty may conduct a Professional Performance Review 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, the faculty may recommend either discontinuation in the Program or remedial action for the student. In either event, the student will be required to meet with his or her advisor and the faculty member(s) issuing the forms to discuss the Professional Performance concerns and the recommended responsive actions to be taken. A copy of the completed Professional Performance Review form(s) will be given to the student and his/her advisor.

All Faculty recommendations for denial of a student's continuance in the Counseling Program will be forwarded to (and will be the ultimate decision of) the Dean of the School of Education.

## **VI. LICENSURE (Community, Community & Addictions, Marriage and Family)**

Currently, VA licensure as a Professional Counselor requires 60 hours of graduate course work. Inasmuch as the Counselor Education Program requires 51 hours for graduation, students pursuing licensure will need to complete the additional 9 hours before or after graduation. Be aware that some course work for licensure as a Marriage & Family Therapist must be completed during the course of study leading to graduation—additional courses taken after graduation may not count toward that license. All courses needed for licensure as Professional Counselor, Marriage & Family Counselor, or Substance Abuse Treatment Practitioner are available at William & Mary. Licensure standards, requirements, and application materials can be downloaded online at:

[http://www.dhp.state.va.us/counseling/counseling\\_laws\\_regs.htm](http://www.dhp.state.va.us/counseling/counseling_laws_regs.htm)

Students interested in licensure should consider the specific course requirements as they develop their Program of Study.

## **VII. ENDORSEMENT (School)**

The Counselor Education program and the School of Education provides endorsement for School Counselor Certification only for those students who complete their degree at William and Mary. Endorsement is provided by the Associate Dean for Professional Support Services. Program endorsement is not required for state licensure or national certification.

## **VIII. STUDENT SUPERVISORS**

Doctoral-level student responsibilities regularly include the provision of clinical supervision and instruction to students in the masters-level practicum and internship courses and, on occasion (e.g., when they possess appropriate licensure and experience), to other doctoral students. Students assigned to those responsibilities shall hereafter be referred to as “student supervisors”. The following standards shall apply to all student supervisors:

1. All students assigned as student supervisors shall have previously completed clinical instruction experiences that are equivalent to those experiences that they are assigned to supervise.
2. All students assigned as student supervisors shall have previously completed ED639, Theory and Practice of Counseling Supervision. The faculty supervisor may authorize some students who are currently licensed as a Professional Counselor or who have appropriate prior training and experience in counselor supervision to take the ED639 course and serve as a student supervisor concurrently.
3. Student supervisors shall have supervisory responsibility for no more than five (5) supervisees at any given time.
4. All students assigned as student supervisors shall be expected to participate in a weekly scheduled supervision with the faculty supervisor. The ratio of faculty supervision to student supervisors shall at no time exceed that of one (1) faculty member to each five (5) student supervisors.

## **IX. PERSONAL SUPPORT**

The faculty believe that participating as client in individual or group therapy can be both a growth experience for the graduate student and a significant educational aspect of a program to prepare mental health professionals. Therefore, experience as a client in personal therapy is supported for students in the program. As a result of the student monitoring process, the faculty may require personal counseling for a student as a

condition of his/her continuation in the program. In such cases, the student has the right to choose an appropriately credentialed therapist. Counseling services are available at no cost to students through the William & Mary Counseling Center.

## **X. PROFESSIONAL ORGANIZATIONS**

Students at both the masters and doctoral levels are highly encouraged to join and participate in the activities of national, state, and local professional counseling organizations. Participation can include general membership, conference attendance, conference presentation, board membership, and elected office. Student membership fees make membership reasonable affordable for current students. Two central organizations include the American Counseling Association and the Virginia Counselors Association and their respective divisions or specialty groups.

### **National-level: The American Counseling Association**

The American Counseling Association is a not-for-profit, professional and educational organization that is dedicated to the growth and enhancement of the counseling profession. Founded in 1952, ACA is the world's largest association exclusively representing professional counselors in various practice settings. Members may affiliate with one or more of the following divisions:

- Association for Assessment in Counseling (AAC)
- Association for Adult Development and Aging (AADA)
- American College Counseling Association (ACCA)
- Association for Counselors and Educators in Government (ACEG)
- Association for Counselor Education and Supervision (ACES)
- Association for Gay, Lesbian and Bisexual Issues in Counseling (AGLBIC)
- Association for Humanistic Education and Development (AHEAD)
- Association for Multicultural Counseling and Development (AMCD)
- American Mental Health Counselors Association (AMHCA)
- American Rehabilitation Counseling Association (ARCA)
- American School Counselor Association (ASCA)
- Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC)
- Association for Specialists in Group Work (ASGW)
- International Association of Addiction and Offender Counselors (IAAOC)
- International Association of Marriage and Family Counselors (IAMFC)
- National Career Development Association (NCDA)
- National Employment Counseling Association (NECA)

### **State-level: Virginia Counselors Association (VCA)**

The Virginia Counselors Association is the state division of the American Counselors Association. Membership in VCA supports the legislative and advocacy efforts in Virginia which are crucial to furthering the goals of counselors in this state.

Members also receive the *Virginia Counselor*, the journal of VCA, quarterly newsletters, and the opportunity to attend the annual convention of the Virginia Counselors Association. Its divisions include:

- (Virginia) Association of Clinical Counselors (VACC)
- Association of Counselor Educators and Supervisors (VACES)
- Counseling Graduate Student Association (VCGSA)
- Association of Multicultural Counseling and Development (VAMCD)
- School Counselor Association (VSCA)
- Association of Specialists in Group Work (VASGW)
- Career Development Association (VCDA)
- Association of Spiritual, Ethical, and Religious Values in Counseling (VA-ASERVIC)
- Association of Marriage and Family Counselors (VAMFC)

For information and applications to join these organizations, go to their respective web sites:

American Counseling Association: <http://www.counseling.org>

Virginia Counselors Association: <http://www.vcacounselors.org>

#### **Local-level: Peninsula Counselors Association (PCA)**

The Peninsula Counselors Association is the local branch of VCA. PCA provides area counselors with the opportunity to interact with and provide support to other community and school counselors in Williamsburg, Hampton, York, and Newport News. PCA meets four times during the year, providing presentations and an opportunity to discuss matters of importance to counselors. Contact Dr. Gressard for more information on PCA

## **XI. SCHOOL OF EDUCATION ORGANIZATIONS**

Students should be aware of several service and honorary organizations that they are or can become a member of:

#### **Chi Sigma Iota**

The Omega Mu chapter of Chi Sigma Iota was founded at William and Mary in 1998. Chi Sigma Iota is a counseling honorary society that is open to students who have maintained a 3.5 average or better in their graduate program. Chi Sigma Iota chapters are active in providing opportunities for professional and social gatherings as well as engaging in activities that promote professionalism among counselors. Members of Chi Sigma Iota also have the opportunity to be involved in society activities at the national level. Dr. Rick Gressard (221-2352) is the faculty advisor.

### **Graduate Education Organization**

The Graduate Education Association strives to disseminate information regarding different programs in the School of Education and in other units of the College; promotes better communication among graduate students, faculty, and administration of the School of Education; represents the graduate students of the School of Education at official functions; and on committees of The College of William & Mary; assists graduate students with such matters as the provision of a limited number of mini-grants which provide reimbursements to cover transportation, lodging, and conference registration fees; provides for an exchange of ideas among scholars of various fields; promotes social activities for its members; and adjudicates student honor code infractions. All graduate students in the School of Education who have been admitted to a program and/or are enrolled in one or more classes are members.

### **Kappa Delta Pi**

Kappa Delta Pi, an international honor society in education, was first organized in 1911, and the Alpha Xi Chapter at The College of William & Mary was chartered in 1927. The purpose of Kappa Delta Pi is to encourage high professional intellectual and personal standards and to recognize graduates of the College for their outstanding contributions to education. To this end, the organization invites to membership persons who exhibit commendable personal qualities, worthy educational ideals, and sound scholarship.

The organization endeavors to maintain a high degree of professional fellowship among its members and to quicken professional growth by honoring achievement in educational work. Both men and women are eligible for membership. Invitation to the honor society is based on completion and /or enrollment in at least 12 semester credit hours in education and a minimum cumulative grade point average of 3.75.

The Alpha Xi Chapter of Kappa Delta Pi annually offers grants and various types of scholarships and research grants to graduate student members in the School of Education who demonstrate both scholarship and outstanding professional qualities. Inquires about the honor society should be forwarded to the Chapter Counselor, Dr. Michael DiPaola ((757) 221-2344).

## **XI. 2002-2003 ACADEMIC CALENDAR**

### **Fall 2002 - Spring 2003 Graduate Academic Calendar\***

#### **FALL SEMESTER 2002**

#### **August 2002**

Aug 2

Deadline for registration for Sept. 12-13 Doctoral Comprehensive Exams

Aug 26

General Graduate Registration (Jones Hall 100)

Aug 27  
Graduate Student Orientation

Aug 28  
Graduate and Undergraduate classes begin  
First Day of Add/Drop

### **September**

Sept 2  
Labor Day Graduate & Undergraduate classes will be held but administrative offices will be closed

Sept 6  
Deadline for application for December 2002 graduation

Sept 11  
Last Day of Add/Drop

Sept 12-13  
Written Comprehensive Examinations

### **October**

Oct 1  
Deadline for applying to Graduate programs

Oct 12-15  
Fall break. Graduate and Undergraduate classes will not be held, but administrative offices will be open.

### **November**

November  
Oral Comprehensive Examinations begin for doctoral students

Nov 11-Dec 6  
Pre-registration for Spring Graduate Classes (tentative date)

Nov 15  
Deadline for application for May 2003 and August 2003 graduation

Nov 27-Dec 1  
Thanksgiving Holiday. No classes, but administrative offices may be open November 27

### **December**

Dec 13  
Deadline for registration for January 23-24 Doctoral Comprehensive Exams

Dec 16-17  
Last week of Graduate classes

Dec 23  
Graduation conferral date for December graduates

**SPRING SEMESTER 2003****January**

- Jan 13  
General Graduate registration (Jones Hall 100)
- Jan 15  
Graduate and Undergraduate classes begin  
First Day of Add/Drop
- Jan 20  
College closed for Martin Luther King, Jr. Day (no classes; offices closed)
- Jan 23-24  
Written Comprehensive Examinations for Doctoral Programs
- Jan 29  
Last Day of Add/Drop

**February**

- Feb 1  
Deadline for applying to graduate programs and for graduate assistantships

**March**

- Mar 1-9  
Spring Break (No Graduate or Undergraduate classes)
- Mar 15  
Deadline for applying for student loans for summer and next academic year (Contact the Office of Student Financial Aid in Blow Hall 218)

**April**

- April 9  
Oral Comprehensive Examinations begin for Doctoral Students
- April 21-May 9  
Pre-registration for Summer Session and Fall 2002 Session (tentative dates)

**May**

- May 5-6  
Last Week of Graduate Classes
- May 11  
Commencement
- May 12  
Summer Session begins
- May 26  
Memorial Day (College closed. No classes will be held.)
- May 30  
Make-up day for classes that would have been held on Memorial Day

**July**

- July 4

Holiday (College closed. Graduate classes will not be held.)

### **August**

Aug 1

Deadline for Registration for Sept. 11-12, 2003 Doctoral Comprehensive Exams

Aug 4

Graduate conferral date for August graduates

## **XII. PERSONAL LIABILITY INSURANCE**

The faculty recommends that all students in the Masters or Doctoral Program in Counseling secure their own professional liability coverage in addition to that which they are afforded by the University. Very affordable professional liability coverage for clinical activities conducted as a part of degree responsibilities is available to counseling students through the ACA Insurance Trust at a current annual premium of \$28.00 for \$5,000,000 of insurance (\$2,000,000.00 per individual incident). Information and applications can be obtained online from the ACA Insurance Trust at: <http://www.acait.com>