

Student Handbook for the Counselor Education Program



**WILLIAM
& MARY**

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This handbook is a supplement to the [University Student Handbook](#) (available from the Dean of Students office). It provides information specific to the Masters and Doctoral Programs in Counselor Education, and is to be read and understood by all students. Specifically, the Student Handbook provides information on:

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I. PROGRAM MISSION AND GOALS

Counselor Education Program Mission Statement:

The Counselor Education Program at William & Mary prepares professional counselors and counselor educators who represent diverse identities; serve local, national, and global communities; advocate for social justice and antiracist policies; and demonstrate exemplary practices.

The goals of the Counseling Program at William & Mary are:

1. To facilitate the development of counselors who are clinically skilled, ethical, and committed to the delivery of effective services to clients.
2. To prepare students at the Masters-level for professional counseling positions.
3. To prepare students at the Doctoral level for university faculty positions in counselor education through an individualized course sequence with advanced clinical and administration leadership experiences.
4. To provide opportunities for Doctoral-level researcher skill development, publishing presentations, and funding.
5. To advance to the scope of knowledge and practice within the counseling profession through research and scholarly activity.
6. To provide mentorship and community building experiences within and outside of the classroom.
7. To prepare professional counselors and counselor educators who exemplify a cultural orientation that includes culturally humility and culturally responsiveness.
8. To prepare professional counselors who are social justice advocates and promote antiracist policies and practices.
9. To train students in ethical and effective use of technology within the counseling profession.
10. To respond to societal and professional shifts in training and counseling needs.
11. To promote professional self-care and a wellness orientation.
12. To prepare counselors who are self-reflective and who are committed to continued personal and professional growth.
13. To provide leadership to the counseling profession through faculty and student involvement.
14. To develop future leaders in the counseling profession.

15. To provide service to the local, national, and global community.
16. To promote the mission of William & Mary.

II. RACIAL JUSTICE STANCE

The W&M Counselor Education program takes a strong and immutable stance on Racial Justice, and passionately endorses anti-racism as an attitude, a mindset, and as part of our commitment to justice. This position is not only in [keeping with the values, mission, and vision of the American Counseling Association](#) and our accreditation standards, it is also foundational to the practice of professional counseling. Professional counselors are dedicated to honoring, protecting, and promoting the human dignity of all people. Thus, we cannot, and will not, stand idly by as individuals in this country are marginalized, oppressed, and disenfranchised. In the United States racism and racial injustice continues to be a significant plague on the wellbeing of our society. Black, Brown, and Indigenous peoples have been unfairly marginalized and oppressed. As a program, we hold our students and faculty to this anti-racism commitment and expect them to speak out against racism and racial injustice, and advocate for all without exception.

III. CACREP ACCREDITATION

The Clinical Mental Health Counseling (including Addictions; Military & Veterans), School Counseling, Family Counseling and Doctoral programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Accreditation signifies that the curricula and instructional methods adhere to a rigorous set of national standards for excellence. More and more employers and doctoral programs are giving preference to candidates graduating from CACREP accredited programs. Research shows CACREP graduates perform better on the National Counselor Examination for Licensure and Certification (NCE) and in Virginia, graduation from a CACREP program can streamline the Professional Licensure process. Students should be aware that because the curriculum is governed by CACREP standards, the faculty may not be at liberty to alter its content and sequence.

For more information on CACREP: www.cacrep.org

IV. DEGREE WORKS AND COURSE SEQUENCES

The Degree Works is an online interface that outlines students' current, completed, and upcoming courses and program requirements. Students can audit their current status to evaluate what courses they have completed along with any upcoming courses and program requirements. Degree Works can be accessed through Banner at my.wm.edu. Students can also view their anticipated course sequence by viewing the graduate catalog at the following link:

catalog.wm.edu/content.php?catoid=20&navoid=3456 Students should become familiar with their course sequence and meet with their advisor to plan out their schedule for their time in the program. It is also advised that students become familiar with the Academic Policies for the School of Education, which can be found in the graduate catalog at the following site:

catalog.wm.edu/content.php?catoid=20&navoid=3394#academic_standards

Course sequences for all students in the online programs are fixed upon admission to the online programs, and students are expected to follow their respective curricula as listed. In the event that students must, for any reason, interrupt their trajectory through the fixed online curriculum, they should contact their advisor in advance of the interruption and develop a plan for reentry to the curriculum upon their return. All changes to the listed curricula for the online programs must have advance approval from the academic advisor.

V. ACADEMIC ADVISING

Each student is assigned an academic advisor at the time of admission. The role of the academic advisor is to assist students in planning and successfully implementing their individual program of study. Students on campus are responsible for meeting with their academic advisor as soon as possible during their first semester to review their course sequence, and at least one “check-in” meeting with the academic advisor each subsequent semester is recommended for all students. Students will retain the same academic advisor throughout their degree program unless a change is recommended.

VI. COMPREHENSIVE COUNSELOR EDUCATION EXAMINATION

All masters students will complete a Comprehensive Counselor Education Examination during their final semester of the program. The exam will include multiple choice questions and cover a wide range of topics taught throughout the program. The test aligns with many national credentialing and licensure exams; thus, students’ preparation for and completion of this exam will help prepare for these tests. The score students receive on this test will not impact the grades in any of their courses nor will it impact their standing in the program. However, students should prepare for the exam and perform their best as to gain an accurate understanding of their strengths and weaknesses regarding their integrated knowledge from across all counseling courses. Results from this test will be shared with students to help them prepare for future credentialing/licensure exams.

VII. PROFESSIONAL PERFORMANCE REVIEW PROCESS

Rationale:

In addition to meeting the academic standards set forth in the Counseling Program, students are expected to conduct themselves in an ethical, responsible and professional manner. They must be knowledgeable of and always adhere to the general standards of professional ethics and practice set forth by the American Counseling Association (ACA) as well as the additional standards set forth for counseling practice in specific settings (e.g., the International Association of Marriage and Family Counselors, Association for Specialists in Group Work (ASGW, etc.). The general and specific ACA standards for ethical practice are listed on the ACA web site at <http://www.counseling.org>. At the outset of their academic program, students are directed to review these standards and seek any clarification needed from their respective advisors.

As future professional counselors, the faculty expects students to be concerned about other people, to be stable and psychologically well adjusted (personally and professionally), to be capable of effective interpersonal relationships, to be able to receive and apply feedback willingly, and to give feedback constructively. Further, students are expected to behave generally in a manner that demonstrates fitness for a role in the 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 be willing to do in their own lives what they ask their clients to do in theirs.

For all the reasons cited above, the faculty will regularly monitor not only students' academic progress but also selected personal characteristics that 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.

The Professional Performance Standards:

Students' fulfillment of ten Professional Performance Standards is reviewed by individual faculty during each class and at the conclusion of each semester by the combined Counseling faculty. The Standards include:

1. Openness to new ideas (including bias, power and privilege)
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
10. Initiative and motivation

The Professional Performance Review Process:

Each Professional Performance Standard is rated on a scale of 1 = Unacceptable, 2 = Acceptable, or 3 = Optimal, as defined in the Criteria for Professional Performance Standards Evaluation (Appendix A). Students receiving a rating below 2 on one or more of the Professional Performance standards will be considered deficient in professional performance and subject to the following procedure:

1. The student and the issuing faculty* will meet to discuss the Professional Performance concern(s). The student will be presented with a Notification of Professional Performance Concern form (*Appendix B*), on which will be listed the deficient rating(s), the issuing faculty's explanation for the ratings, and descriptions of remedial actions that will be required. Signatures of both the issuing faculty and the student will verify their understanding of the concerns, the required remedial actions, and the schedule for completing them. Both the student and issuing faculty will retain copies of the signed Notification of Professional Performance Concern, and a copy shall be forwarded to the student's academic advisor.

* Note: "issuing faculty" refers either to the individual professor who issues the Notification of Professional Performance Concern or to the academic advisor if the Notification is issued by the combined faculty.

2. If a student receives more than one Notification of Professional Performance Concern during their Program of Study or fails to show reasonable progress in remediation of deficiencies previously cited, he/she will be required to meet with the issuing faculty and his or her academic advisor in accordance with the procedure described in #1 above. Depending upon the nature of new performance concerns and/or the reasons for the student's failure to comply with previously determined remedial action plans, the issuing faculty and academic advisor will consult the full Counseling faculty regarding the development of alternative remedial strategies and/or evaluation of the student's fitness for continuation in the Program. The issuing faculty, the student, and the academic advisor will retain a signed copy of any revision made to the Notification of Professional Performance Concern.

3. Faculty will initiate the Professional Performance Review protocol at any time for students who knowingly engage in illegal or unethical activities or for students whose professional performance is deemed to present an immediate threat to the well being of others. In such cases and depending upon the level of perceived threat, the combined faculty may recommend discontinuation in the Program without opportunity for student remediation.
4. Note: 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.

VIII. PROFESSIONAL COUNSELOR LICENSURE

Currently, Virginia licensure as a Professional Counselor (LPC) requires 60 hours of graduate course work in 13 specified content areas and is among the more stringent licensure processes in the country. As such, students who plan to pursue their LPC in Virginia should not need to complete additional hours of coursework or internship after graduation if they follow the Program of Studies for each emphasis. Students who plan to pursue licensure in states other than Virginia should visit that state's counseling board website to determine its specific requirements and work with their academic advisors to ensure that all licensure requirements will be met during their academic program. Licensure standards, requirements, and application materials for Virginia licensure can be downloaded online at: <http://www.dhp.virginia.gov/counseling/>

IX. SCHOOL COUNSELOR LICENSURE

Completion of the School Counseling program leads to eligibility for the Pupil Personnel Services license in Virginia with an endorsement in School Counseling. The Director of Teacher Education can assist students with processing license applications in Virginia and other states. Virginia School Counseling Licensure standards and requirements can be found online at: http://www.doe.virginia.gov/support/school_counseling/index.shtml Information on certification/licensure in other states is available from ASCA at: <https://www.schoolcounselor.org/>

In Virginia, graduates with two years of successful full-time teaching will receive a five-year renewable license. Graduates without the two years of teaching will receive the Virginia Department of Education's Letter of Eligibility; this allows graduates to be employed as a school counselor while accruing two years of school counseling experience in lieu of two years of full-time teaching. At the

end of the two years, graduates will receive a renewable Pupil Personnel Services license. To be considered for a Pupil Personnel Services license in Virginia, students must also have a social security number.

X. DOCTORAL STUDENT SUPERVISORS

Doctoral-level student responsibilities regularly include the provision of clinical supervision and instruction to students in the masters-level programs. Doctoral 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 the ED639, Theory and Practice of Counseling Supervision course. 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 (as assessed by faculty) 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 weekly scheduled supervision with a designated faculty supervisor. The ratio of faculty supervision to student supervisors shall at no time exceed that of one (1) faculty member to five (5) student supervisors.
5. Doctoral student supervisors are designated representatives of the faculty. As such, students under the supervision of student supervisors are expected to be responsive to their supervision and guidance.

XI. MULTIPLE RELATIONSHIPS BETWEEN DOCTORAL AND MASTERS STUDENTS

Section F3.B of the ACA (2014) Ethical Guidelines specifies that romantic/sexual relationships are prohibited with current supervisees/students. Section F7.G specifies that student supervisors have the same ethical obligations as counselor educators, supervisors, and trainers. In view of the role of doctoral students as counseling supervisors in training in the Counselor Education

Program, sexual, romantic, or otherwise unethical multiple relationships with current master's students are prohibited. This rule applies regardless of whether doctoral students are serving currently as a direct supervisor/instructor for master's students, because at any given time during their program of study, doctoral students may be called upon to either directly or indirectly supervise or assess a master's student performance.

There are numerous types of working relationships that can be anticipated between doctoral and master's students attending the same class, serving or being a member of the same professional organization, or attending the same school-sponsored social function. However, any relationship with master's students that could jeopardize a doctoral student's objectivity as current or future supervisor is considered to be unethical and is to be avoided. It is each doctoral student's responsibility to seek advance guidance from his or her faculty advisor about the appropriateness participation in non-academic or social relationships with master's students.

If prior to entering into the doctoral program, a pre-existing multiple relationship (e.g., romantic/sexual, family member) exists between a current doctoral and master's student, it shall be the responsibility of both students to immediately inform their respective academic advisors in order to implement measures to ensure the avoidance of ethical violations.

Adherence to the above standard regarding ethicality in multiple relationships between doctoral and master's students in the Counselor Education Program is a matter of professional performance. Violations will be handled in accordance with the Program's established Professional Performance Review policy.

XII. PERSONAL SUPPORT

The faculty believes that participating as a 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 (though not required) for students in the program. During implementation of the Professional Performance Review process, the faculty may require personal counseling for a student as a condition of their continuation in the program. In all cases, the student has the right to choose an appropriately credentialed therapist. Counseling services are available at no cost to students on campus through the William & Mary Counseling Center.

William & Mary offers the Care Support Services through the Dean of Students office. This is a service that provides outreach, advocacy, and support services for all students that may be struggling with an interpersonal, academic, and wellness concern. Care Support Services helps to connect students to resources across campus to help address these different concerns. If you or you know of some who could benefit from support, check out their website at www.wm.edu/offices/deanofstudents/services/caresupportservices/index.php

XIII. 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 typically make membership very affordable for current students. Two primary organizations that should be considered by all students in the Counseling Program include the American Counseling Association (ACA) at the national level and the Virginia Counselors Association (VCA) at the state level. A more complete listing of regional, state, national, and international counseling organizations and respective divisions or specialty groups follows.

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 any Counseling faculty for more information on PCA.

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 that are crucial to furthering the goals of counselors in this state. Members also receive the *Virginia Counselor*, the journal of VCA, quarterly online newsletters and the opportunity to attend the annual convention of the Virginia Counselors Association. Its divisions include the:

1. VA Clinical Counselors Alliance (VCCA)
2. VA Association of Counselor Educators and Supervisors (VACES)
3. VA Counseling Graduate Student Association (VCGSA)
4. VA Association of Multicultural Counseling and Development (VAMCD)

5. VA Alliance for School Counselors (VASC)
6. VA Association of Specialists in Group Work (VASGW)
7. VA Career Development Association (VCDA)
8. VA Association for Couples and Family Counselors (VACFC)
9. VA Association of Spiritual, Ethical, and Religious Values in Counseling (VA-ASERVIC)

For information or an application to join VCA, access its web site at:

<http://www.vcacounselors.org>

Virginia School Counselor Association (VSCA): The Virginia School Counselor Association (VSCA) is the state branch for the American School Counselor Association. VSCA is a significant force for legislative advocacy in Virginia and holds annual trips to Richmond to advocate on behalf of the profession. In addition, they have an annual conference specific to school counselors that offers opportunities to learn and network with a number of school counseling professionals. There are a number of additional resources and information about VSCA available at the following website: <https://www.vsca.org/>

National Level

American Counseling Association (ACA): 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 on a national scale. 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 Research in Counseling (AARC)
- Association for Adult Development and Aging (AADA)
- Association for Child and Adolescent Counseling (ACAC)
- Association for Creativity in Counseling (ACC)
- American College Counseling Association (ACCA)
- Association for Counselor Education and Supervision (ACES)
- The Association for Humanistic Counseling (AHC)
- Association for Multicultural Counseling and Development (AMCD)
- American Mental Health Counselors Association (AMHCA)
- American Rehabilitation Counseling Association (ARCA)
- Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC)
- Association for Specialists in Group Work (ASGW)
- Counselors for Social Justice (CSJ)
- International Association of Addictions and Offender Counselors (IAAOC)
- International Association of Marriage and Family Counselors (IAMFC)
- Military and Government Counseling Association (MGCA)
- National Career Development Association (NCDA)
- National Employment Counseling Association (NECA)

Society for Sexual, Affectional, Intersex, and Gender Expansive Identities
(SAIGE)

For information or an application to join ACA, access its web site at:

<http://www.counseling.org>

International Counseling Associations

European Branch of the American Counseling Association (EB-AC)

International Association for Counselling (IAC)

International Society for Policy Research and Evaluation in School-Based
Counseling (ISPRESOC).

National Board for Certified Counselors (NBCC): The National Board for Certified Counselors, Inc., an independent not-for-profit credentialing body for counselors, was incorporated in 1982 to establish and monitor a national counselor certification system, to identify those counselors who have voluntarily sought and obtained certification, and to maintain a register of those counselors. The NBCC's certification program recognizes counselors who have met predetermined standards in their training, experience and performance on the National Counselor Examination (NCE). NBCC has over 63,000 certified counselors. These counselors live and work in the US and over 50 countries. Because the Counselor Education Program at William and Mary is accredited by CACREP, students are eligible to take the NCE and/or the National Clinical Mental Health Counselors Examination (NCMHCE) in their final semester and, if they pass, will become a National Certified Counselor (NCC) upon graduation. Virginia currently uses the NCMHCE as its licensure exam. For more information, go to http://www.dhp.virginia.gov/Forms/counseling/LPC/LPC_Licensure_Process_Handbook.pdf and <http://www.nbcc.org>

XIV. SCHOOL OF EDUCATION ORGANIZATIONS

Students should be aware of several service and honorary organizations available to them:

1. **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. Brendel and Dr. Mullen are the Faculty Advisors.

2. **The Graduate Education Organization:** The Graduate Education Association (GEA) strives to disseminate information regarding different programs in the School of Education and in other units of the University; 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 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 automatic members. Current students will receive notice of upcoming GEA activities and opportunities via email throughout the year. Dr. Mullen is the Faculty Advisor.
3. **Kappa Delta Pi:** Kappa Delta Pi, an international honor society in education, was first organized in 1911, and the Alpha Xi Chapter at 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 University 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. Invitation to the honor society is based on completion and/or enrollment in at least 12 semester credit hours in education and achievement of a minimum cumulative grade point average of 3.75. The Alpha Xi Chapter of Kappa Delta Pi annually offers various types of scholarships and research grants to graduate student members in the School of Education who demonstrate both scholarship and outstanding professional qualities.
4. **William & Mary Educational Review:** The *William & Mary Educational Review* is a peer-review education-based journal housed with the School of Education and managed by students. The journal provides opportunities for students and faculty to publish their scholarly works and be a part of the journal review process. Masters and doctoral students can apply to serve on their journal as an editorial board member. For more information, see the

William & Mary Educational Review website at
<https://scholarworks.wm.edu/wmer/>

XV. PROFESSIONAL LIABILITY INSURANCE

All Masters or Doctoral students involved in Practicum or Internship experiences or otherwise providing clinical services in any capacity during their degree program at William & Mary are required to secure professional liability insurance coverage in addition to that which they are afforded by the University. Masters students receive this coverage as part of their ACA membership. School Counseling students also receive coverage as part of their ASCA (American School Counselor Association) membership. For doctoral students, very affordable professional liability coverage for clinical activities conducted as a part of degree responsibilities is available through the ACA. Information and applications can be obtained online <http://www.counseling.org/knowledge-center>

XVI. ACADEMIC CALENDAR

Important information regarding each academic term and year is provided in the Academic Calendar, including registration periods, add/drop periods, first and last class dates, and holidays. Students are responsible for familiarizing themselves with the current Academic Calendar; it can be viewed online at: <http://education.wm.edu/academics/calendar/index.php>

XVII. AWARDS AND SCHOLARSHIPS

As a form of financial assistance, the School of Education provides various scholarships and awards. Students enrolled in Counselor Education programs must follow the procedures detailed here (which differ from other programs in the SOE). To be equitable and efficient, the Counselor Education faculty meet to formulate departmental nominations for awards and scholarships. Submissions to the Office of Academic Programs come only from the combined Counseling faculty group, and therefore, no individual nominations and/or letters of recommendation are provided by individual Counselor Ed faculty members.

Any Counselor Education student may request departmental consideration for an award or scholarship through their designated Faculty Advisor. Requests to the Faculty Advisor must be submitted in writing (which includes email) and must include 1) reference to the award/scholarship, 2) explanation of how the student meets the specific criteria for the award/scholarship and 3) a statement describing financial need.

The list of Scholarships and Awards, including criteria, can found at <http://education.wm.edu/admissions/financialaid/soeawards/index.php>

XVIII. WILLIAM & MARY E-MAIL

Important announcements from the University and the School of Education are sent periodically to students' campus e-mail addresses and students are responsible for all information sent to their campus e-mail addresses. Those using a personal (non-campus) e-mail address should check their campus address daily or have all campus messages forwarded to their personal e-mail address.

XIX. CHANGE OF EMPHASIS (MASTERS LEVEL)

Admissions to each area of emphasis within the Counseling Program at the Masters level (School, Clinical Mental Health, Clinical Mental Health & Addictions, Clinical Mental Health & Military and Veterans, and Marriage, Couples & Family) are carefully regulated each year in order to achieve required faculty-to-student ratios, optimal student-to-program "fit", and beneficial class sizes. In most cases, multiple qualified applicants are denied admission for each student admitted to an emphasis. Thus, to maintain program integrity and ensure fairness in the admissions process, a change from one emphasis to another during an ongoing program of study will not be permitted unless the change is determined by the faculty to be in the best interest of both the student and the Counseling Program. In every case, a change of emphasis will require approval from the student's Faculty Advisor as well as the Faculty Coordinators for both the current and requested emphasis areas.

XX. SCHOOL OF EDUCATION GRADE APPEAL PROCESS

In the case of a final course grade, if after careful consideration a student has substantial reason to believe that an instructor's evaluation has been arbitrary, unreasonable, or prejudicial, he or she may invoke the procedure outlined below as a means of redress. The presumed abuse must be of such a nature that it can be convincingly demonstrated, illustrated, or represented to a review committee. Grounds for such an allegation include, but are not limited to, inconsistent or arbitrary application of standards of performance, application of criteria of evaluation not previously announced, and discriminatory treatment as a result of personality conflict or with regard to race, creed, sex, religion, national origin, or political belief. The grade review procedure should not be invoked in cases of complaint about the subject matter competence of an instructor, general teaching competence, or the appropriateness of uniformly applied standards of performance. The grade appeal process is as follows:

1. The student shall meet first with his or her instructor to discuss the grievance. Upon request, he or she should be informed of the evaluative criteria used in determining the grade.
2. If the dispute is not resolved by this means, the student may present a written statement of his or her grievance, with available documentation to support the complaint, to the Associate Dean for Academic Programs of the School of Education. This statement must be presented no later than three weeks after the beginning of the next regular academic semester. The Associate Dean shall then appoint a member of the faculty other than him or herself, agreed upon by both parties, who shall seek to mediate the dispute.
3. If the dispute is not settled by this means within two weeks of the presentation of this statement to the Associate Dean, the student may request in writing that the Associate Dean appoint a committee of the School (typically three members) to review and resolve the case. (If the Associate Dean is the instructor involved, the student's request shall be directed to the Dean who will appoint the review committee. If the Dean is the instructor involved, the student's request shall be directed to the Provost.)
4. The disputed evaluation shall stand or be modified in accord with the committee's decision, which shall be delivered in writing to the instructor, to the student, and to the Dean (or to the Provost, if the Dean is the instructor involved). The purpose of alteration is to redress the grievance. The committee may substitute another grade or, if it lacks a basis for doing so, it may substitute a Pass, with a waiver of use of the course in any computation which would require a quality grade and a corresponding readjustment of the standard involved (e.g., the requirement of a 3.0 quality point average for all courses in the field of concentration for which the student receives an official grade).
5. The decision of the committee shall be final, except that, upon receipt of a written complaint about procedure from either party within two weeks of notice of the committee's decision, the Associate Dean may ask the committee to review its action.

Appendix A

Criteria for Professional Performance Evaluation

Rating: 1 = Unacceptable; 2 = Acceptable; 3 = Optimal

1. Openness to new ideas (including Bias, Power and Privilege)

- | 1 | 2 | 3 |
|--|---|--|
| <ul style="list-style-type: none"> - Was dogmatic about own perspective and ideas. - Ignored or was defensive about constructive feedback. - Showed little or no evidence of incorporating constructive feedback received to change own behavior. | <ul style="list-style-type: none"> - Was amenable to discussion of perspectives other than own. - Accepts constructive feedback without defensiveness. - Some evidence of effort to incorporate relevant feedback received to change own behavior. | <ul style="list-style-type: none"> - Solicited others' opinions and perspectives about own work. - Invited constructive feedback, and demonstrated interest in others' perspectives. - Showed strong evidence of incorporation of feedback received to change own behavior. |

2. Flexibility

- | 1 | 2 | 3 |
|--|--|--|
| <ul style="list-style-type: none"> - Showed little or no effort to recognize changing demands in the professional & interpersonal environment. - Showed little or no effort to flex own response to changing environmental demands. - Refused to flex own response to changing environmental demands despite knowledge of the need for change. - Was intolerant of unforeseeable or necessary changes in established schedule or protocol. | <ul style="list-style-type: none"> - Effort to recognize changing demands in the professional & interpersonal environment was evident but sometimes inaccurate. - Effort to flex own response to new environmental demands was evident but sometimes inaccurate. - Flexed own response to changing environmental demands when directed to do so. - Accepted necessary changes in established schedule or protocol, but without effort to understand the reason for them. | <ul style="list-style-type: none"> - Showed accurate effort to recognize changing demands in the professional & interpersonal environment. - Showed accurate effort to flex own response to changing environmental demands as needed. - Independently monitored the environment for changing demands and flexed own response accordingly. - Attempts to understand needs for change in established schedule or protocol to avoid resentment. - Accepted necessary changes in established schedule and attempted to discover the reasons for them. |

3. Cooperativeness with others

- | 1 | 2 | 3 |
|---|---|--|
| <ul style="list-style-type: none"> - Showed little or no engagement in collaborative activities. - Undermined goal achievement in collaborative activities. - Was unwilling to compromise in collaborative activities. | <ul style="list-style-type: none"> - Engaged in collaborative activities but with minimum allowable input. - Accepted but rarely initiated compromise in collaborative activities. - Was concerned mainly with own part in collaborative activities. | <ul style="list-style-type: none"> - Worked actively toward reaching consensus in collaborative activities. - Was willing to initiate compromise in order to reach group consensus. - Showed concern for group as well as individual goals in collaborative activities. |

4. Willingness to accept and use feedback

- | 1 | 2 | 3 |
|---|---|---|
| <ul style="list-style-type: none"> - Discouraged feedback from others through defensiveness and anger. - Showed little or no evidence of incorporation of feedback of supervisory feedback received. - Took feedback contrary to own position as a personal affront. - Demonstrated greater willingness to give feedback than receive it. | <ul style="list-style-type: none"> - Was generally receptive to supervisory feedback. - Showed some evidence of incorporating supervisory feedback into own views and behaviors. - Showed some defensiveness to critique through "over-explanation of own actions--but without anger. - Demonstrated greater willingness to receive feedback than to give it. | <ul style="list-style-type: none"> - Invited feedback by direct request and positive acknowledgement when received. - Showed evidence of active incorporation of supervisory feedback received into own views and behaviors. - Demonstrated a balanced willingness to give and receive supervisory feedback. |

5. Awareness of own impact on others

- | 1 | 2 | 3 |
|--|--|--|
| <ul style="list-style-type: none"> - Words and actions reflected little or no concern for how others were impacted by them. - Ignored supervisory feedback about how words and actions were negatively impacting others. | <ul style="list-style-type: none"> - Effort to determine how own words and actions impacted others was evident but sometimes inaccurate. - Respond as necessary to feedback regarding negative impact of own words and actions on others, but at times, with resentment. | <ul style="list-style-type: none"> - Effort toward recognition of how own words and actions impacted others - Initiates feedback from others regarding impact of own words and behaviors - Regularly incorporates feedback regarding impact of own words and behaviors to effect positive change. |

6. Ability to deal with conflict

- | 1 | 2 | 3 |
|--|---|--|
| <ul style="list-style-type: none"> - Was unable or unwilling to consider others' points of view. - Showed no willingness to examine own role in a conflict. - Ignored supervisory advisement if not in agreement with own position. - Showed no effort at problem solving. - Displayed hostility when conflicts were addressed. | <ul style="list-style-type: none"> - Attempted but sometimes had difficulty grasping conflicting points of view. - Would examine own role in a conflict when directed to do so. - Was responsive to supervision in a conflict if it was offered. - Participated in problem solving when directed. | <ul style="list-style-type: none"> - Always willing and able to consider others' points of view. - Almost always willing to examine own role in a conflict. - Was consistently open to supervisory critique about own role in a conflict. - Initiated problem solving efforts in conflicts. - Actively participated in problem solving efforts. |

7. Ability to accept personal responsibility

- | 1 | 2 | 3 |
|--|---|---|
| <ul style="list-style-type: none"> - Refused to admit mistakes or examine own contribution to problems. - Lied, minimized or embellished the truth to extricate self from problems. - Consistently blamed others for problems without self-examination. | <ul style="list-style-type: none"> - Was willing to examine own role in problems when informed of the need to do so. - Was accurate and honest in describing own and others' roles in problems. - Might blame initially, but was open to self-examination about own role in problems | <ul style="list-style-type: none"> - Monitored own level of responsibility in professional performance. - Invited constructive critique from others and applied it toward professional growth. - Accepted own mistakes and responded to them as opportunity for self-improvement. - Avoided blame in favor of self-examination. |

8. Ability to express feelings effectively and appropriately

- | 1 | 2 | 3 |
|---|--|---|
| <ul style="list-style-type: none"> - Showed no evidence of willingness and ability to articulate own feelings. - Showed no evidence of willingness and ability to recognize and acknowledge the feelings of others. - Acted out negative feelings (through negative behaviors) rather than articulating them. - Expressions of feeling were inappropriate to the setting - Was resistant to discussion of feelings in supervision. | <ul style="list-style-type: none"> - Showed some evidence of willingness and ability to articulate own feelings, but with limited range. - Showed some evidence of willingness and ability to acknowledge others' feelings-- sometimes inaccurate. - Expressions of feeling usually appropriate to the setting-- responsive to supervision when not. - Willing to discuss own feelings in supervision when directed. | <ul style="list-style-type: none"> - Was consistently willing and able to articulate the full range of own feelings. - Showed evidence of willingness and accurate ability to acknowledge others' feelings. - Expression of own feelings was consistently appropriate to the setting. - Initiated discussion of own feeling in supervision. |

9. Attention to ethical and legal considerations

- | 1 | 2 | 3 |
|--|---|---|
| <ul style="list-style-type: none"> - Engaged in dual relationships with clients. - Acted with prejudice toward those of different race, culture, gender, or sexual orientation than self. - Endangered the safety and the well being of clients. - Breached established rules for protecting client confidentiality. | <ul style="list-style-type: none"> - Was responsive to supervision for occasional personal-professional boundary confusion in verbal interactions with clients. - Was responsive to supervision for occasional insensitivity to diversity in professional interactions. - Used judgment that could have put client safety and well being at risk. - Used judgment that could have put client confidentiality at risk. | <ul style="list-style-type: none"> - Maintained clear personal-professional boundaries with clients. - Demonstrated consistent sensitivity to diversity. - Satisfactorily ensured client safety and well-being; - Appropriately safeguarded the confidentiality of clients. |

10. Initiative and motivation

- | 1 | 2 | 3 |
|--|---|--|
| <ul style="list-style-type: none"> - Often missed deadlines and classes. - Rarely participated in class activities. - Often failed to meet minimal expectations in assignments. - Displayed little or no initiative and creativity in assignments. | <ul style="list-style-type: none"> - Missed the maximum allowable classes and deadlines. - Usually participated in class activities. - Met only the minimal expectations in assigned work - Showed some initiative and creativity in assignments. | <ul style="list-style-type: none"> - Met all attendance requirements and deadlines. - Regularly participated in class activities. - Met or exceeded expectations in assigned work. - Consistently displayed initiative and creativity in assigned work |

Appendix B

William & Mary Counselor Education Program

NOTIFICATION OF PROFESSIONAL PERFORMANCE CONCERN

To (notified student): _____

From (issuing faculty): _____

- I. This is to notify you that your professional performance as defined in the Professional Performance Review Process section of the Student Handbook is deficient (rated below 2) in the following area(s):

Criterion	Deficient Rating(s)
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	_____
10. Initiative and motivation	_____

- II. Description of observed deficiency(s) (describes specific deficiency(s) observed in each performance area):

III. Performance Changes Required (describes specific performance changes needed in each area cited as deficit in Section II above):

IV. Remedial Plan (describes all necessary steps to be taken to assist the student in making the required changes specified in section III above, including a schedule for their formative and summative evaluation):

V. Signatures (indicate that the student and issuing faculty have met to discuss this notification and that the student has received a completed copy):

Date: _____

Student: _____

Issuing Faculty: _____