

EDUCATIONAL DOCTORATE DEGREE
Counselor Education and Supervision

PROGRAM HANDBOOK

2018-2019



Doctoral Student Handbook & Program Information
Educational Doctorate Degree in Counselor Education and Supervision
SECTION ONE

WELCOME

The faculty within the Mental Health Counseling department congratulates you on having been admitted to doctoral study in Counselor Education and Supervision (CES) and welcomes you. We hope that the relationships developed during your doctoral study will continue beyond graduation as you move into positions as our peers in teaching, supervision, and research.

Admission Requirements and Application Procedures

The Master of Science Degree in Mental Health Counseling (MSMHC) has a two-pronged admission process. Students initially apply for admission to the degree program. Those admitted to the program must later apply for admission to the Professional Sequence of the degree program.

All materials required to support the student application process for the degree program should be mailed to the following address for consideration by the program Admission Committee.

Attention: Admissions Committee
Master of Science Degree in Mental Health Counseling
Viterbo University
900 Viterbo Drive
La Crosse, WI 54601

HANDBOOK INTRODUCTION

This manual contains introductory information that is helpful at various stages of program involvement—from making initial decisions about applying to our program to planning and completing a personal course of study. The handbook provides an overview of the program, a description of admission requirements and procedures, and an outline of the curriculum. It also provides an overview of Counseling department, University regulations and policies, and an introduction to selected campus services.

The information in this handbook is intended to augment the *Graduate Studies Catalog* which is published yearly. The information contained in this handbook is subject to change and it is the student's obligation to check the webpage regularly. This handbook does not establish a contractual relationship and its sole purpose is to provide information regarding programs, requirements, policies and procedures for the MSMHC degree program.

Students entering the doctoral program in CES are bound by the handbook in effect at the time of entry and retains the right to follow the handbook for the duration of their stay in the program, provided attendance is uninterrupted. The *Graduate Studies Catalog* will provide general information about programs and policies affecting all graduate students at Viterbo University. Because there is no one-size-fits-all educational or career path, there are likely to be individual issues that are not clarified in a standardized handbook. Individual questions about the Ed.D.

program may be directed to the program coordinator, Colin Ward, Ph.D. at (608) 796-3720 or ccward@viterbo.edu.

HISTORY

The Viterbo University community prepares students for faithful service and ethical leadership and had its beginnings in the early academic endeavors of the Franciscan Sisters of Perpetual Adoration (FSPA). Collegiate courses were introduced in 1923 and steps were taken toward the development of a regular four-year college program. By 1939, the College was approved as a four-year, degree-granting institution. In the 1950s Viterbo expanded its program in the liberal arts and in the preparation of teachers for secondary schools. In 1952, this program received the approval of the University of Wisconsin Committee on College Accreditation. With its status as a four-year liberal arts college achieved, Viterbo sought accreditation by the North Central Association of Colleges and Secondary Schools. It was attained in 1954 and re-confirmed in 1979.

On Sept. 4, 2000, Viterbo marked another milestone—the change from college to university status. The change to Viterbo University formalized, in name, what had already occurred internally. In fact, in 1994, the U.S. Department of Education reclassified Viterbo as a "comprehensive institution (university)" due to its phenomenal growth in enrollment and its expansion of graduate, undergraduate, and outreach programs.

PROGRAM OVERVIEW

Program Mission

The mission of the Viterbo University's Educational Doctorate in Counselor Education and Supervision is designed to prepare counselors for advanced competency in the following areas: a) graduate level teaching and counselor training, b) research and contributing new knowledge to the field, c) counseling supervision, d) leadership and advocacy, and e) counseling practice.

It is appropriate for professional counselors who want to teach in counselor education and training programs and/or obtain leadership positions in mental health related agencies. With a cognate area of integrative primary behavioral health care, the doctoral program in Counselor Education and Supervision at Viterbo University seeks to meet the growing need for highly qualified counselor leaders— advanced counseling practitioners, educators and supervisors— attracting candidates regionally as well as nationally.

Consistent with the mission of the university, the program integrates the values of contemplation, integrity, hospitality, stewardship, and service into their personal and professional lives. As such, active learning through service delivery and research is emphasized; faculty and students engage in activities that contribute to the wellbeing of our community through on-campus and off-campus service delivery projects. Our students are trained into a profession with a rich history of helping, and a strong focus in social justice, advocacy, and effective and ethical practice in their roles as counselors, supervisors, educators, and agents of change.

Program Admission Requirements for Degree-Seeking Applicants

The following are the admission requirements for applicants for the MSMHC program:

- Applicants must have earned a Bachelor's degree in a human service or social science discipline and have completed prerequisite coursework in general psychology, behavior disorders/abnormal psychology, and research methods/statistics. Applicants who are seeking admission but have not completed the prerequisite coursework must develop and submit a plan for completing the prerequisites. The plan submitted to the Admissions Committee should include provisions for demonstrating competencies in prerequisites through either completing coursework at Viterbo University or another accredited college or passing the appropriate CLEP examination. Students with deficits in coursework/ demonstrated competencies may be conditionally admitted prior to fulfilling these requirements.
- Applicants with an undergraduate cumulative grade point average (GPA) of 3.0 on a 4.0 point possible scale are eligible for admission. Applicants with a lower GPA must submit a letter with their application materials outlining special circumstance to explain why they believe their undergraduate GPA does not reflect their potential and readiness for graduate studies. These applicants will be considered for admission on an individual basis for provisional acceptance into the program.
- Applicants must take the Miller Analogies Test (MAT). Information about taking the MAT exam in La Crosse is available from the University of Wisconsin—La Crosse at (608) 785-8073. There is a fee for the exam. Information about testing sites in other locations is available on the Pearson Education website: MAT Testing Centers, Advance arrangements are necessary at all sites. Applicants will need to designate the code for the Viterbo University Master of Science in Mental Health Counseling, which is #2709. This code may not be listed specifically in the existing publications from MAT. Graduate Record Exam (GRE) scores may be submitted in lieu of MAT scores.
 - Applicants must complete the program's background check. While the findings from this background check may not preclude program enrollment, problematic findings are likely to restrict practicum and internship placements and complicate the successful completion of the program. In addition, such issues may preclude state licensure.
- Applicants must have three letters of recommendation supporting their candidacy for the Master of Science Degree in Mental Health Counseling submitted by individuals familiar with the applicant's educational and vocational performance and potential.
- Applicants must submit all required materials (i.e., application, personal statement, transcripts, test scores, background check information, and recommendations). Completed applications are accepted each year depending on space availability and reviewed by the Admission Committee.
- Applicants must participate in a scheduled personal interview with program staff and complete experiential activities.

Program Learning Outcomes and Objectives

Objective 1: Counselor Education. Demonstrate knowledge and skills of the processes of teaching and learning, as well as student assessment and program evaluation.

Objective 2: Supervision. Demonstrate the ability to conceptualize supervisory relationships and deliver high-quality supervision.

Objective 3: Research. Develop high levels of competence in conceptualizing, planning, conducting, and interpreting research relevant to the profession of counseling.

Objective 4: Advanced Practice. Develop advanced professional competency with emphasis on evidence-based practice in counseling theory and assessment practices.

Objective 5: Diversity and Change. Demonstrate knowledge, skills, and attitudes that support engaging with, and appropriately responding to the needs of a constantly changing population of clients and students whose cultures, experiences, and personal characteristics that may be marginalized in the mainstream society.

Objective 6: Leadership and Advocacy. Demonstrate an active role in their professional communities and the larger society they serve, advocating for improvement in standards of service delivery and access to resources.

Objective 7: Integrative Behavioral Health. Integrate the knowledge and skills of counselor education and supervision to the specific training competencies required for integrative behavioral health care. (See Appendix B for Curriculum Map.)

Distinct Curricular Themes

Our students are trained into a profession with a rich history of helping, and a strong focus in social justice, advocacy and practice. With student-centered learning and competency-based instruction, the program is tailored to the adult learner through the use of hybrid course delivery frameworks combining face-to-face classroom instruction (weekend format) with an asynchronous mediated learning environment (e.g. Moodle) as well as other HIPPA compliant video-conferencing platforms (e.g. Zoom). Within a collaborative cohort model, the flexibility of a blended instructional format allows regional working professionals accessibility to an advanced degree in counselor education and supervision. As students enter their internship year, availability on other days will become important in order to provide teaching and supervision in Universities and/or Clinics.

Distinctive curricular themes of the program are:

1. A counselor education curriculum that exceeds national and state standards by requiring core coursework in advanced clinical practices, trauma and crisis response, ethical and legal issues, advocacy and social justice, and counselor education program development and outcome evaluation.
2. A multicultural emphasis on leadership and supervision encouraging a multicultural counselor identity that seeks an appreciation of diversity and human growth in context to social dynamics while also advocating for community justice and equity. This is concurrent with an emphasis on systemic leadership, and supervisory skills needed to assist with organizational change and transformation.
3. A research model that emphasizes not only the rigor of quantitative and qualitative methodologies consistent with doctoral level inquiry, but also program evaluation procedures and outcome driven decision making related to “best practices”.

4. A student-centered training curriculum based on andragogy where adult learners are invited into a collaborative learning experience of reflective practice, experiential learning, and shared inquiry into the best practices of counselor education, supervision, clinical training, consultation and organizational change.
5. A cognate area of integrative primary behavioral health care focused on the skills and knowledge competencies needed for integrating mental health services within primary health care settings.

Program Curriculum

In order to earn an Educational Doctorate in Counselor Education and Supervision, students are required to complete 60 graduate credits. As a cohort program, students will take courses in sequence throughout their three-year program consisting of approximately 9 credits per semester. Courses are offered during the spring, fall, and summer semesters where the structure of the course delivery allows for full or part-time work if needed.

The Ed.D. in CES views multicultural sensitivity as a lifelong process that entails, in part, the identification and understanding of one’s own culture and social contexts, as well as an awareness and understanding of the critical role that privilege, marginalization, and oppression play in perpetuating mental illness and social injustice. In addition, multicultural sensitive counseling involves the development of clinical, educational and supervisory skills that facilitate the effective treatment of clients from a variety of cultural contexts which are integrated throughout the curriculum.

The program includes the following required courses organized into the five learning domains required by CACREP for doctoral training in Counselor Education & Supervision as well as the integrative behavioral health care domain.

Supervision (CACREP Section 6.B.2)

COUN 715: Supervision Foundations (3 Credits)	<i>Provides an overview of the theories of supervision, as well as examines supervisory roles, professional development benchmarks, evaluation methods, and legal and ethical issues. Emphasis is directed toward knowledge, attitude and skill development.</i>
COUN 745: Counseling Supervision Theory, Practice, and Research (3 Credits)	<i>Addresses issues in training supervisors as well as supervisory research practices. Focuses on the synthesis of the theories of supervision including opportunities to provide culturally competent supervision to master’s practicum students.</i>

Teaching (CACREP Section 6.B.3)

COUN 725: Instructional Design and Adult Learning	<i>Provides overview of the adult learning theory as it relates to effective teaching and counselor supervision. Application of current graduate training pedagogy to instructional and curricular design</i>
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<i>(3 Credits)</i>	<i>as well as psychological issues and cross-cultural issues in teaching and learning will be discussed.</i>
COUN 735: Best Practices in Counselor Education <i>(3 Credits)</i>	<i>Explores the intersection between teaching and learning theories as they relate to best practices to the clinical training of counselors across a variety of modalities, formats, and settings. The assessment of the skill level of counselors-in-training will also be explored.</i>

Research and Scholarship (CACREP Section 6.B.4)

COUN 710: Professional Counseling Orientation, Trends, and Research <i>(3 Credits)</i>	<i>Examines the history, roles, functions, ethics and trends in the field of counseling with special attention to the array of professional journals in counseling, how to read and critique research in the field, and understanding strategies for publishing in counseling journals. Professional preparation standards and credentialing as well as Identification of a research agenda, grant writing targets, and publication pathways will also be explored.</i>
COUN 712: Research Methodology I <i>(3 Credits)</i>	<i>Focuses on both quantitative and qualitative research methodologies used within the counseling profession, including bivariate and multivariate statistics, grounded theory, case study, narrative, phenomenology, and ethnography.</i>
COUN 714: Research Methodology II <i>(3 Credits)</i>	<i>Research will be analyzed and connected to the “best practices” that it informs, as well as the methods research has shown to be ultimately less effectual, ineffectual, or even psychologically damaging.</i>
COUN 770: Advanced Clinical Testing, Measurement and Appraisal <i>(3 Credits)</i>	<i>An advanced study of psychometric theory and approaches to appraisal of individual and groups within the helping process. Identification of research areas and methodology, the dissertation proposal, support during data collection, and a final dissertation product including defense will also be addressed.</i>
COUN 795: Dissertation <i>(3 Credits)</i>	<i>The dissertation is an original and relevant scholarly contribution, designed and conducted under the supervision of a research committee. Dissertation credits are taken concurrently with the Applied Inquiry: Professional Seminar and occur over two semesters.</i>

Counseling (CACREP Section 6.B.1)

<p>COUN 720: Clinical Trauma Informed Counseling (3 Credits)</p>	<p><i>Studies theory and research pertaining to trauma and crisis response counseling and current practices in trauma-informed care with an emphasis on bio-psycho-social-cultural and spiritual dimensions. Understanding the role of supervision for counselors working with trauma and crisis as well as understanding the impact of secondary trauma.</i></p>
<p>COUN 730: Advanced Clinical Counseling Theory (3 Credits)</p>	<p><i>Studies major theories and cultural discourses utilized by supervisors, counselors, and clients, with an emphasis on understandings of problem formation and change. Assumptions about normal behavior and pathology will be examined, and theories will be compared for their applicability to a variety of client groups, community needs, presenting problems, and practice settings.</i></p>
<p>COUN 740: Group Counseling (3 Credits)</p>	<p><i>Provides an overview of the theories and research pertaining to group leadership, composition, selection, intervention, termination, evaluation, and follow-up. Students develop a written description of their group counseling approach and have concurrent supervised group counseling experiences.</i></p>
<p>COUN 750: Brain, Behavior, and Psychopharmacology (3 Credits)</p>	<p><i>The neural mechanisms of drug action, along with the physical and behavioral consequences of use and abuse with an emphasis on neurobiology informed approach to counseling, supervision, and counselor education.</i></p>

Leadership and Advocacy (CACREP Section 6.B.5)

<p>COUN 727: Advocacy, Social Justice, and Professional Leadership (3 Credits)</p>	<p><i>Addresses pedagogy relevant to advocacy, diversity, and social justice issues and the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical, and mental status, local, regional, national, international perspective, and issues of equity such as oppression, power and privilege in counselor education.</i></p>
<p>COUN 729: Consultation, Organizational Change & Program Evaluation (3 Credits)</p>	<p><i>Reviews theories of consultation and related consultant roles, both for clinical and organizational entities. The course will include demonstrations of consulting techniques and development of a consultation model as well as current practices in program development, implementation, and evaluation.</i></p>

Integrative Health Care (CACREP Section 6.B.1)

<p>COUN 775: Integrative Behavioral Health Care, Wellness and Career Counseling</p> <p>(3 Credits)</p>	<p><i>Presents the knowledge and skills necessary to interact with health care providers with regard to the implications of common and chronic medical illnesses and research on stress and health within a mind-body medicine continuum. Primary Care Behavioral Health models of care and evidence-based interventions will be discussed as well as health promotion, lifestyle, and career decision making across a broad and multicultural adult population.</i></p>
<p>COUN 777: Health Care Promotion, Policy & Ethics</p> <p>(3 Credits)</p>	<p><i>Focuses on building an understanding of the components necessary for successful worksite health promotion. The course will also explore a range of contemporary topics in biomedical science and related ethical decision-making models.</i></p>

Fieldwork (CACREP Section 6.C.1-9)

<p>COUN 760: Practicum</p> <p>(3 Credits)</p>	<p><i>Represents an opportunity for doctoral students to not only continue to hone counseling skills but to begin to integrate supervision theory into the supervision process as recipients of supervision. A minimum of 100 hours in counseling, of which 40 hours must be in direct service with clients.</i></p>
<p>COUN 780: Internship</p> <p>(3 Credits)</p>	<p><i>The internship includes most of the activities of a regularly employed professional in the setting. The 600 hours may be allocated at the discretion of the doctoral advisor and the student on the basis of experience and training.</i></p>
<p>COUN 790: Internship</p> <p>(3 Credits)</p>	<p><i>A continuation of COUN 780 and allocated at the discretion of the doctoral advisor and the student on the basis of experience and training.</i></p>

Application Procedures for Admission to the Degree Program

To apply to the Master of Science in Mental Health Counseling degree program at Viterbo University, applicants should complete the following steps and submit the required materials by the deadline above.

- Complete the online application form for admission to Graduate Studies at Viterbo University and submit the application fee.
- Submit the following materials to the Admissions Committee:
 - A personal statement outlining academic interests, career goals, reasons for pursuing graduate education, and relevant life and professional experience. The personal statement should be a typed, double-spaced document no longer than 500 words.
 - Official transcripts from the institution granting the applicant's undergraduate degree and from any graduate coursework the student has completed. Nine credits of related graduate coursework earned at another accredited institution within the past five years may be transferred and, if appropriate, applied to degree requirements.
 - Students must have earned a grade of B or higher in any course accepted as transferred credits,

as well as meet other criteria outlined in the *Graduate School Catalog*. Students wishing to transfer credits must during his or her semester seek permission in writing from the program director.

- Submit official scores from the Miller Analogies or Test (MAT) or GRE Scores.
- Arrange for three written recommendations from individuals familiar with the candidate's educational and/or vocational history and potential. The recommendation form and submission directions are available in the appendices of this handbook.
- Candidates whose application materials support their readiness for graduate study in this field will be contacted to schedule a personal interview with program staff and participate in an experiential activity as part of the application process.
- Candidates will be notified of admittance decisions, and those accepted into the program will attend a program orientation session and then register for course work.

Program Admission Acceptance Criteria

All required materials must be submitted before a candidate is considered for admission. The program's Admission Committee considers multiple factors when making decisions about a candidate's acceptance into the Master of Science in Mental Health Counseling degree program. Those factors include the following:

- The applicant's scholarship and aptitude for graduate studies,
- The applicant's career goals and the relevance of those goals to the program,
- The applicant's interpersonal skills and demonstrated potential for forming effective and culturally sensitive interpersonal relationships in both individual and group contexts, and
- The applicant's demonstration of the collaborative skills necessary to thrive in and contribute to a cohort-based educational program.

Viterbo University reserves the right to deny admission to any applicant it deems unfit to participate in its MSMHC degree program.

Admission of Non-Degree Seeking Students

A limited number of Non-degree-seeking students with a Bachelor's degree in a human service or social science discipline may be admitted to selected courses on a space-availability basis. Abbreviated application procedures are available for students not requesting admission to the degree program. Admission requirements include completion of a Bachelor's degree in human services or social science discipline with a 3.0 grade point average. These students should complete the online application (specifying non-degree seeking status) and submit transcripts.

Admission of International Students

In addition to completing the admission process for degree-seeking students, students who are not U.S. citizens and wish to apply should request an International Student Application form from the Office of *Global Education*. Return that form along with the Viterbo University application and a copy of official transcripts. International students are also required to attain a minimum score of 525 for paper-based, 69 for computer-based, and 193 for Internet-based TOEFL exam prior to being admitted. A Declaration of Finances form indicating the financial resources available for financing the costs of education at Viterbo University is required and must be on file in the Office of Global Education before the Certificate of Eligibility (I-20 form) is issued. International students are also required to complete the immunization record document from the Health Services office. Viterbo University is authorized under federal law to enroll non-immigrant alien students.

Admission of Transfer Students

Transfer students will be considered for admission as long as they have a cumulative grade point average of 3.0/4.0, are currently permitted to return to their previous college or university, and are considered to be in good academic standing both at their previous school and at Viterbo University. Transfer applicants follow the admission requirements and procedures delineated above for degree-seeking candidates.

A maximum of nine transfer credits will be accepted in the program. Transfer credits must be graduate credits taken from a regionally accredited institution of higher education, completed within the past five academic years, and equivalent to the course being replaced as are

requirements for graduation at Viterbo University. In order to be considered for transfer, the grade earned must be at least a B and fulfill program requirements. Only letter-graded coursework is accepted. Students who wish to transfer credits must seek permission in writing from the program director prior to enrolling. In addition, the student must submit an official transcript documenting graduate coursework.

Academic Background

Individuals entering the program will have completed a master’s degree in counseling or a related field equivalent to the Masters of Science in Mental Health Counseling (MSMHC) at Viterbo University and meets the core curricular areas as outlined CACREP (2016). Those incoming doctoral students missing equivalent courses will need to add these courses to their doctoral plan of study, engage in approved remediation, or document mastery of course content.

Plan of Study

You will be required to file a "Student Plan of Study" with your advisor. This "Plan of Study" serves as an agreement between you and Antioch concerning the requirements you need to complete before graduation. Both you and your advisor should keep the document up to date. The following is the current plan of study for the Ed.D./CES program. *A printable version can be found on Moodle entitled Ed.D. Counselor Education and Supervision.* POS forms are also available in paper copy in the MSMHC office in Murphy Hall.

Ed.D. in Counselor Education & Supervision (CES)	Credits	Date Completed	Competency Awarded
YEAR ONE	27		
COUN 710: <i>Professional Counseling Orientation, Trends & Research</i>	3		
COUN 712: <i>Research Methodology I</i>	3		
COUN 714: <i>Research Methodology II</i>	3		
COUN 715: <i>Supervision Foundations</i>	3		
COUN 720: <i>Clinical Trauma Informed Counseling</i>	3		
COUN 725: <i>Instructional Design and Adult Learning</i>	3		
COUN 730: <i>Advanced Clinical Counseling Theory</i>	3		
COUN 735: <i>Best Practices in Counselor Education</i>	3		
COUN 740: <i>Group Counseling</i>	3		
YEAR TWO	27		
COUN 727: <i>Advocacy, Social Justice & Professional Leadership</i>	3		
COUN 729: <i>Consultation, Organizational Change & Program Evaluation</i>	3		
COUN 745: <i>Counseling Supervision, Practice, & Research</i>	3		
COUN 750: <i>Brain, Behavior & Psychopharmacology</i>	3		
COUN 760: <i>Practicum</i>	3		
COUN 775: <i>Integrative Behavioral Health Care, Wellness & Career Counseling</i>	3		

COUN 777: <i>Health Care Promotion, Policy & Counseling Ethics</i>	3		
COUN 780: <i>Internship</i>	3		
COUN 790: <i>Internship</i>	3		
YEAR THREE	9		
COUN 770: <i>Advanced Clinical Testing, Measurement & Appraisal</i>	3		
COUN 795: <i>Dissertation</i>	3		
TOTAL CREDITS	60		

Admission to the Program Notification

A letter will be mailed informing each applicant of the final determination of the Admission Committee. There are three categories of admission to graduate studies at Viterbo University. Each one requires the completion and admission of the above admission documents.

- *Full acceptance to the program:* The student is admitted directly into the program and is eligible to begin classes during the next term.
- *Provisional admission to the program:* The student is provisionally admitted because of some deficiency in meeting the admission criteria; this status will be reviewed after two semesters or the completion of 12 credits in the program. The student may begin to take classes during the next term. After two semesters of achieving a B or better in all courses, the student's provisional status will be reviewed, and the student will either be fully admitted or asked to leave the program.
- *Conditional admission to preliminary coursework:* This category applies to students needing to satisfy some or all of the prerequisite competencies or some other condition placed upon the student by the Admission Committee. Once the student satisfies all the conditions, he/she is fully accepted into the program, provided the student has maintained a 3.0 grade point average. With the approval, the student may complete program graduate courses concurrently with completion of prerequisites. All students who need to satisfy prerequisite competencies are admitted conditionally.

Advisor

All students are assigned to an academic advisor upon their admission into the MSMHC program. Initial contacts with the advisor will focus on developing an academic plan that progresses toward graduation/licensure and on discussing educational and professional development issues. Regular and ongoing contact between the advisor and student facilitates discussions related to career goals, educational needs, progress toward graduation, class schedules, professional development, and personal/academic concerns.

With the consultation and approval of the Faculty Advisor, students must prepare a complete a Degree Program Plan which explicates the courses the student will complete for their degree. The proposed degree program plan must be submitted prior to the student's completion of the first semester.

Practicum

The Ed.D./CES requires both a practicum and an internship. The practicum is a semester course taken fall of the second year. It is a clinical practicum completing a total of 100 hours of work, of which 40 are direct client contact. Supervision of your practicum work is through the Practicum course. Practica credits can be met either by continuing to see clients in your current clinical practice with the addition of the program supervision, or can be arranged with the MSMHC Fieldwork director.

Internship

The purpose of the internship is to provide opportunities to apply academic learning and skills in a practical setting. The primary focus for most internships are in teaching and supervision. However, for students who may not be looking to apply their degree in an academic setting, more time spent in providing clinical supervision and/or counseling can be negotiated.

The internship consists of new experiences under supervision, along with class/seminar participation and related assignments over two semesters (e.g. spring and summer semesters of year two). Opportunities for research, clinical, teaching, service, and supervision are arranged and conducted in conjunction with the student's advisor and course instructor specific to the professional goals of the student. Because the purpose of the Doctoral Internship is to expand professional experiences, current job responsibilities cannot be used to satisfy the 600 hour internship requirement.

Following completion of the internship, a final log of the hours is placed in the student's doctoral file. Four categories of doctoral internship experience are available:

1. Research

- Research activities in the internship may be performed either on-campus or off-campus, as approved, and with of an experienced faculty member or researcher. For example, a program evaluation may be conducted at a local agency.

2. Teaching

- Teaching activities in the internship may consist of either primary teaching responsibility or a Teaching Assistantship with an experienced faculty member. In either case an assigned faculty supervisor will provide supervision to assess progress and resolve areas of challenge. The student is expected to perform all teaching functions including course planning, preparation of lectures, assembly of instructional materials, delivery of class exercises, and oral and written evaluations of student work.

3. Supervision

- Supervision activities in the internship may be performed either on-campus or off-campus, as approved, and may involve supervision of counselors at various levels of experience depending on the readiness of the doctoral intern. A doctoral-level professional who has appropriate access to the counselor's confidential client information and clinical records must supervise the doctoral student's supervision of other counselors.

4. Clinical Work

- Doctoral interns may practice in a variety of clinical settings, depending on their areas of interest and expertise. The student must keep a log of all clinical hours and indirect hours.

5. Service

- Service activities in internship may be performed in the Counseling Department, as well as local, state and national organizations. Examples of service activities are leadership in professional organizations and involvement in accreditation activities.

Qualifying Examination and Candidacy

A written examination and oral defense must be passed after the completion of all coursework except the dissertation sequence. The examinations are administered annually focused on demonstrating a thorough understanding of all program elements. All coursework must be satisfactorily met before the student is advanced to doctoral candidacy and permitted to assemble a dissertation committee.

Dissertation

The dissertation is an original and relevant scholarly contribution that is designed and conducted under the supervision of an advisory committee of four members. The committee is formed under the guidance of a chairperson nominated by the candidate. The candidate is required to submit a formal proposal to the committee before beginning the dissertation project and to schedule and pass a defense of the proposal before the committee. Upon completion of the approved dissertation project, the candidate is required to secure approval from all committee members and schedule a public dissertation defense.

Student Assessment

Student evaluation and assessment begins with admission to the Educational Doctorate Degree program (see Section Two of this handbook for details). Additionally, each student is evaluated annually to ascertain their progress, including consideration of their academic performance, professional development, and personal development. This process, called the Annual Student Assessment, occurs at a meeting once each year with all the core faculty participating and identifies problems or concerns that need to be addressed. In preparation for the core faculty meeting, advisors formally review the students' annual progress with the student. If evaluations indicate that a student has not illustrated the appropriate behavior for the program or not progressing in the program, the core faculty members will address the issue.

Academic Performance

Students must maintain a 3.0 grade point average each year to remain in the program and to graduate. No grade lower than a C will be accepted for program completion. Students who achieve below a C in a course will need to repeat the course prior to graduation. Students are expected to adhere to the academic integrity policies outlined in the *Graduate Studies Catalog*. Generally, a student cannot miss more than 15% of the course meetings and still pass the course.

Signature Assignments

Signature assignments that illustrate key learning outcome for core curricular courses are also tracked for inclusion in a student-learning portfolio providing a learning container for formative and summative assessment. Highlighting student progress, level of competency in relation to program and course outcomes, and readiness for clinical fieldwork (practicum and internship), the portfolio provides the doctoral student and faculty continuous opportunities for professional corrective feedback. The written comprehensive examination is a final reflective analysis across the areas of professional competence reviewed within the curriculum and consistent with the CACREP standards in Counselor Education and Supervision.

Professional Development.

The academic experiences in the program are designed to not only promote best practices in the delivery of services, but quality and effective counseling services that demand more than academic preparation. The development of an appropriate professional identity, personal awareness, ethical standards, and interpersonal effectiveness are paramount to the success and effectiveness of individual students in this program. Without such professional growth and development, clinicians can do harm. Students are expected to model appropriate professional behaviors in the classroom, in their interactions with faculty and classmates, colleagues, other students, and in the experiential learning activities they pursue. In addition to formal course work, students are encouraged to pursue professional affiliations to promote scholarly work, provide avenues for continuing education, assist in presentation of research projects, and to provide reasonably priced insurance for their practicum and internship experiences.

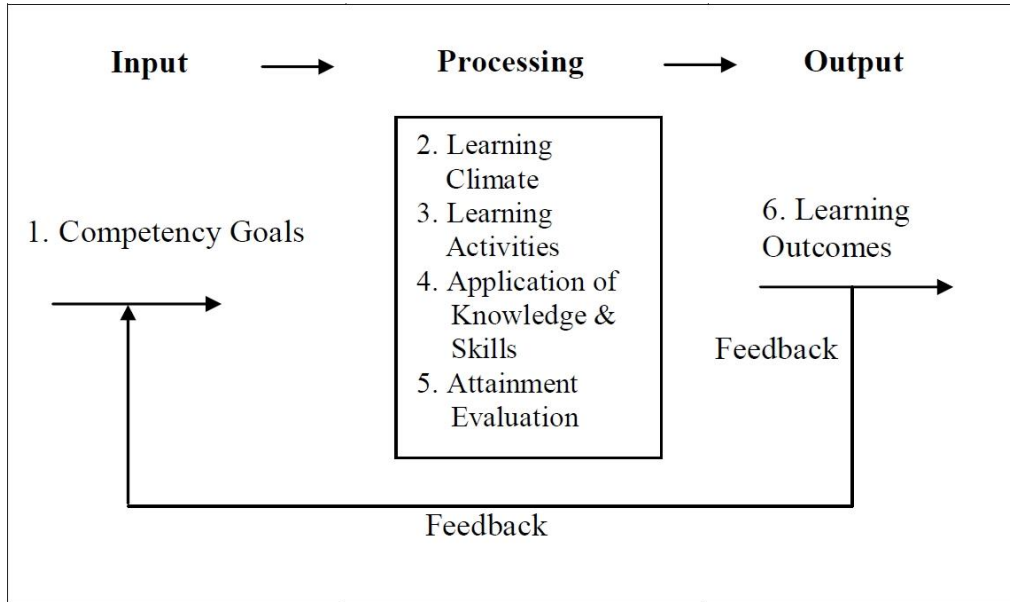
Personal Development

Counseling not only demands the highest levels of performance, it also subjects counselors to stresses and challenges that may threaten individuals' coping abilities. Mental Health Counselors must monitor not only their client's behavior, but pay particular attention to their own stresses and challenges. Students are encouraged to seek professional assistance and notify their supervisor if they feel that their work is being compromised.

Training and Teaching Philosophy

The educational philosophy of the Ed.D. Program is based on a model of adult learning that is student-centered and competency-based. The student-centered aspects of this model emphasize establishing learning environments characterized by collaboration, self-direction, and self-reflective practice. The competency-based aspects of this model entail a systemic approach to knowledge and skill acquisition that involve a continuous and recursive application of the following steps:

1. Setting clear goals for competency acquisition
2. Establishing a climate of mutual learning
3. Facilitating learning activities
4. Applying knowledge and practicing skills
5. Evaluating competency attainment
6. Assessing overall learning outcomes leading to additional goal setting for further competency development



The steps in this competency-based learning system are embedded throughout the curriculum and constitutes key elements of CACREP standards and competencies for doctoral students in Counselor Education and Supervision training. This learning system constitutes a mastery model of development because it provides a clear framework for students to work toward competency by using the ongoing feedback they receive to continue their self-improvement until they either (a) acquire competency or (b) determine that mastery is not possible for them.

APA Writing Standards

Students in the Ed.D. CES program are expected to be able to write in a scholarly manner that meets APA style and composition standards. Accordingly, all students enrolled in these programs are assessed for their writing ability as part of the application process. For those students whose writing assessment indicates that they could benefit from additional development in this area, a remediation plan will be developed with their advisor in conjunction with university scholarly support services.

Endorsement Policy for Counseling Students and Graduates

The Ed.D. CES faculty only endorses a graduate for a position, license, or credential for which the graduate has been prepared. An endorsement granted after successful completion of the Ph.D. program means the individual has completed all didactic and experiential course work, including practicum and internship, all under Viterbo University faculty supervision. This endorses that the student's performance has been sufficient to insure that the candidate possesses the skills and competencies necessary for ethical provision of services in the setting for which endorsement is made. Completion of all requirements means that the candidate has completed the appropriate hours in the Ed.D./CES Degree Program.

Before endorsement is granted to any student, faculty thoroughly check a student's records to ensure the individual has graduated, maintained satisfactory evaluations in coursework, completed

all requirements, and/or is seeking endorsement only for a position or credential for which he/she has been prepared.

The program faculty will not give "crossover" endorsements. For example, if a student graduates from the Ed.D./CES program the faculty cannot provide either verbal or written endorsement for the student for a position outside the counseling field, even if the student has completed courses that would entitle him/her to be licensed or eligible for such a position. Antioch University Seattle faculty members urge practicum and internship site supervisors to follow this policy. Students should be aware of this policy and seek endorsement only for employment and credentials that are appropriate given their training, coursework and supervised experiences).

Program Accreditation

Viterbo University degree program is accredited by the Higher Learning Commission of the North Central Association. In addition, the Ed.D./CES program is designed to meet the state educational requirements for licensure as a professional counselor required by the Wisconsin Department of Safety and Professional Services. The Council for Accreditation of Counseling & Related Education Programs accredited Viterbo Master of Science in Mental Health Counseling for eight years in July 2015.

The optional advanced training area in addiction counseling is also recognized by the Wisconsin Department of Safety and Professional Services as fulfillment of the educational requirements for the Substance Abuse Counselor credential in the State of Wisconsin.

Program Faculty

Doctoral Program Coordinator: Colin Ward, Ph.D. Counseling, Oregon State University

Departmental Director: Debra Murray, Psychology Doctorate (Psy.D.), St. Mary's University

Core Faculty: Stephanie Thorson-Olesen, Ph.D. Psychology, Capella University

Clinical Faculty: Jesse Latten, Ph.D. Counselor Education, Alabama University-Birmingham

Program Costs

Federal loan monies may be available to those who qualify. Contact the Viterbo University Financial Aid office for information (608) 796-3900. Full information on cost of attendance is available on the Business Office website.

Licensures/Certifications

The process for earning the professional counselor license or the substance abuse counselor credential involves completion of the prescribed educational requirements, as well as completion of application materials, background checks, testing, and a designated number of hours of supervised practice. Students must review the requirements of the organizations issuing licenses or credentials early in their degree programs to ensure they are qualified.

The Ed.D./CES is designed to meet the educational requirement for licensure as a professional counselor in the State of Wisconsin; however, it is the student's responsibility to stay current with state requirements and counseling licensure standards.

Completing the addiction counseling specialty meets the educational requirements for the Substance Abuse Counselor Credential in the State of Wisconsin, in addition to providing experiences applicable to the required hours of the supervised practice requirements. Currently, the Wisconsin Department of Safety and Professional Services equates a Master's degree in a behavioral science field with an addiction emphasis or concentration in clinical counseling from an accredited school as equal to 2,000 hours of the supervised practice hours required for the Substance Abuse Counselor Credential. However, it is the students' responsibility to stay current with state requirements to achieve licensure.

Masters of Science in Mental Health Counseling Student Handbook
Section Five
Policies and Regulations

Academic Advising

All students are assigned to an academic advisor. Initial contacts with the advisor will focus on developing an academic plan to progress toward graduation/licensure and discussing educational and professional development issues. Regular and ongoing contact with one's advisor facilitates discussions related to career goals, educational needs, progress toward graduation, class schedules, professional development, and personal/academic concerns.

Degree Eligibility—Graduation

Students are eligible to graduate and be awarded the Master of Science in Mental Health Counseling when they have successfully completed 60 credits and fulfilled all coursework requirements, while maintaining a 3.0 grade point average. Students planning to graduate should file an Application for Degree form in the Registrar's Office, Murphy Center 204, when they register for their final semester. The deadline for the receipt of this form is January 15th for May or summer graduates and October 15 for December graduates. This form indicates the intent to graduate and is used to provide information to students concerning graduation, as well as provide Viterbo University with information to order diplomas and caps and gowns. Information concerning graduation will be sent by the Commencement Committee (to the current local address on file) at approximately mid-semester. Diplomas will be mailed two to three months after all requirements have been met and all fees paid.

Degree Requirements—Grades

Students must maintain a 3.0 grade point average each year to remain in the program and to graduate. No grade lower than a C will be accepted for program completion. Students who achieve below a C in a course will need to repeat the course prior to graduation. Students are expected to adhere to the academic integrity policies outlined in the *Graduate Studies Catalog* found in section five of this handbook. Generally, a student cannot miss more than 15% of the course meetings and still pass the course. For weekly courses, this is one meeting a semester. In cases of grade disputes, students should first discuss the issue with the faculty member and if that discussion does not resolve the situation a student should follow the policy outlined for the Board of Review.

Duty for Reporting

Situations may arise during a field experience that require therapeutic staff to report activities or experiences. CACREP standards are captured in the Viterbo University policy which explicates the following procedures.

Reporting of Child Abuse and Neglect Policy

Viterbo University prioritizes safety and strives to provide a safe learning environment for everyone. Children under the age of 18 come into contact with Viterbo University employees and volunteers through various programs, camps, and events.

All Viterbo University employees must report if an employee, in the course of employment, observes an incident or threat of child abuse or neglect, or learns of an incident or threat of child abuse or neglect, and the employee has reasonable cause to believe that child abuse or neglect has

occurred or will occur. This includes abuse or neglect that occurs off campus and/or at a child's home, if a Viterbo University employee observes or learns about it in the course of his or her employment. A person with knowledge of child abuse or neglect must report to the county department of human/social services or to law enforcement (county sheriff or the police department of the city, village, or town). A verbal or written report must be made as soon as possible, but no later than 24 hours after learning of the incident.

The employee should also report the incident to the Vice President for Academic Affairs, Vice President for Student Development, Human Resource Director, or the Vice President of Finance and Administration as soon as possible. The Vice President for Academic Affairs, Vice President for Student Development, Human Resource Director, or the Vice President of Finance and Administration shall, in turn, report the incident to the President as soon as possible.

These reporting requirements are mandatory, and are not optional. Any Viterbo University employee who fails to report suspected child abuse or neglect in violation of this policy is in violation of this requirement and may also be found to be in violation of other applicable and related work rules. Those who fail to comply with this reporting requirement may be subject to disciplinary action up to, and including, termination of employment.

All Viterbo University employees should treat information regarding suspected abuse or neglect as sensitive and confidential and share it only with appropriate individuals, such as the agencies to whom reports are to be made and appropriate University officials.

A Viterbo University employee making a report of child abuse or neglect in good faith may be not be discharged from employment, disciplined or otherwise discriminated against in regard to employment, or threatened with any such treatment because that employee made a report in good faith.

Any Viterbo University employee who is a mandatory reporter under Wisconsin, Minnesota, and/or Iowa state statutes must comply with the requirements of a state mandatory reporter law. All questions or concerns regarding this matter should be directed to one of the named administrators listed above.

Additionally, Viterbo University policy includes students through the following addendum:

Abuse/Neglect of a Child or Vulnerable Adult Reporting Policy for Students Serving the Community (1/2013)

1. In your service, you may encounter instances where you witness abuse to a child or vulnerable adult, or you may hear of or suspect that a child or vulnerable adult has been abused or neglected. If you witness or suspect abuse or neglect of a child or vulnerable adult:
2. Report any concerns the site coordinator/administrator immediately.
3. Concerns should then be reported to local law enforcement or the local Human Services agency, immediately after speaking with the site Coordinator. Even if the site administrator reports your concerns, you should still make a report, as you have first-hand information that may be critical in assisting authorities in their assessment of a child or vulnerable adult's safety. Do not wait to report if the site administrator is not available, again these concerns need to be reported to local authorities immediately.
4. If you do not feel comfortable or have concerns discussing concerns with the site administrator, talk with your course instructor, advisor, or faculty coordinating your service experience immediately; they can help guide you through the reporting process.

You do not have to be certain that abuse or neglect is occurring to report, nor do you need to investigate further before reporting. Suspicion is enough to report; child and adult protection professionals will determine whether or not they respond to the report and they will determine whether or not a child or adult has been abused or neglected.

Thus, cases of suspected child abuse must immediately be reported to the appropriate authorities. Also, all cases of imminent harm posed by a client either to his/herself or another requires that the therapist take reasonable steps to warn/ protect potential victims. Such steps may include admitting a suicidal person to the hospital or contacting potential victims of violence, as well as the police.

Any client cases containing issues of the above nature should be brought to the attention of the Site Supervisor or Academic Faculty Supervisor immediately for staffing. When uncertain about how to proceed in case of emergencies, seek the supervisor most readily available. This includes both on- and off-campus supervisors.

Expectations of Enrolling Students

Viterbo University expects our students will uphold the highest professional, personal, and ethical standards and to respond when those standards are compromised. Mental Health Counselors must monitor not only their client's behavior, but pay particular attention to their own stresses and challenges. The 2014 American Counseling Association Code of Ethics, in

Section F.5.b, states in part,

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. (ACA, 2014, p. 13).

Section F.9.b states in part,

Counselor educators, through ongoing evaluation, are aware of and address the inability of some students to achieve counseling competencies. Counselor educators do the following: assist students in securing remedial assistance when needed, seek professional consultation and document their decision to dismiss or refer students for assistance, and ensure that students have recourse in a timely manner to address decisions requiring them to seek assistance or to dismiss them and provide students with due process according to institutional policies and procedures. (ACA, 2014, p.15)

Counseling not only demands the highest levels of performance, it also subjects counselors to stresses and challenges that may threaten individuals' coping abilities. You are encouraged to seek professional assistance and notify your supervisor if you feel that your work is being compromised. The following resources may be helpful in managing the stresses of counseling practice:

- Baird, B. N. (1999). *The internship, practicum, and field placement handbook: A guide for the helping professions* (2nd edition). Upper Saddle River, NJ: Prentice Hall.
- Kottler, J. A. (1999). *The therapist's workbook: Self-assessment, self-care, and self-improvement exercises for mental health professionals*. San Francisco: Jossey-Bass.
- Morrisette, P. J. (2001). *Self-supervision: A primer for counselors and helping professionals*. New York: Brunner-Routledge.

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Leave of Absence

Graduate students may need to stop continuous enrollment for various reasons and should speak with their advisor about their decision. Semester-based program students, who will not be taking a course the subsequent semester, but intend to return to Viterbo to complete a program should register for NENR-000 the subsequent semester/summer session(s). This will allow for the students' technology accounts and student records to remain active. Students will not be billed tuition for this course, nor will they receive financial aid or attendance verification.

The student may register for NENR-000 for a maximum of three continuous semesters/terms (fall, spring, summer). The student is responsible for registering for the NENR-000 via VitNet for each subsequent term, prior to the end of the first week of the subsequent term. After the third semester of NENR-000, the students' record and technology accounts will be deactivated. Students wishing to return to complete a program/degree, and are eligible to do so, will need to complete the reentry process and will be subject to the catalog and requirements at the time of reentry.

When a student takes a leave of absence that spans more than one semester from the MSMHC program, a re-entry procedure is required. See the Program Director for details. Viterbo University graduate school policy regarding leave of absence and reentry may be found in the Graduate School Catalog adhered to by the MSMHC program.

Professional Development

Students enrolled in the Master of Science in Mental Health Counseling degree program are preparing to enter a challenging field and will likely have significant impact on the lives of others when providing clinical services. The academic experiences in the program are designed to not only promote best practices in the delivery of services, but quality and effective counseling services demand more than academic preparation. The development of an appropriate professional identity, personal awareness, ethical standards, and interpersonal effectiveness are paramount to the success and effectiveness of individual students in this program. Without such professional growth and development, clinicians can do harm. For these reasons, a number of strategies to promote professional development are incorporated into the program.

Professional Development Activities and Standards

Professional responsibilities and ethics will be emphasized throughout the program. Students will be expected to model appropriate professional behaviors in their classroom behaviors, interactions with faculty and classmates, colleagues, other students, and in the experiential learning activities (i.e., volunteer activities, practicum, and internship) they pursue. This program will utilize the American Psychology Association (APA) code of ethics for psychologists, and the American Counseling Association (ACA) code of ethics for counselors. Students are responsible for understanding and following these ethical standards.

Program staff will conduct an annual review of individual student performance and provide feedback to students about performance, strengths, and areas needing improvement. Students not demonstrating appropriate professional behavior or ethics may be dismissed from the program. The office of MSMHC retains records related to students in the program and placement of

alumni. That information is available to students upon request and is utilized to generate statistical reports related to the program.

Program staff members maintain high standards for student academic performance and expect students to demonstrate commitment, initiative, and high expectations for their own learning in the program. Students are expected to adhere to the academic integrity policies outlined in the *Graduate School Catalog*.

In addition to formal course work, students will be encouraged to pursue professional affiliations, such as student memberships in the ACA and the APA. Such memberships promote scholarly work, provide avenues for continuing education, assist in presentation of research projects, and also provide reasonably priced insurance when on practicum or internship. Students are encouraged to maintain a professional portfolio of materials documenting their professional development and supporting their pursuit of internship placements, certifications/licensure, and employment. Prior to graduation, all students will successfully complete the Counselor Preparation Comprehensive Examination (CPCE) in preparation for licensure. Students can also visit the Credit for Credentialing & Education (CCE) website for additional information. Students will also be encouraged to acquire and maintain letters of recommendations from internship supervisors and faculty members.

Procedures Addressing Professional Development Concerns, Including Dismissal

Program faculty members will conduct systematic and ongoing developmental assessments on each student's progress, including consideration of the student's academic performance, professional development, and personal development. Consistent with the Viterbo University due process policy and the relevant professional codes of ethics and standards of practice, if such evaluations indicate that a student has not illustrated the appropriate behavior for the program or not progressing in the program, faculty members will address the issue.

Serious violations of the code of conduct or ethics will result in suspension or dismissal from the program. If the situation warrants it, the faculty will help facilitate a plan for remediation with the student. If the student's implementation of the plan does not adequately remedy the issue, the student will be dismissed from the program. Students will be invited to discuss potential suspension or dismissal with program staff prior to receiving a written notification of suspension or dismissal. All incidences of code of conduct violation or ethics violation will be documented and kept in the student file, and shared with the Vice President for Academic Affairs. Viterbo University graduate school policy regarding suspension or dismissal may be found in the Graduate School Handbook and are adhered to by the MSMHC program.

Appeal Process

Students may appeal decisions related to professional development concerns and/or suspension or dismissal by submitting a letter-of-appeal to the Program Director within 15 days of receiving notification of the issue. That letter should include a brief overview of the issue, a description of the specific concerns expressed by program staff, information about the basis for the student appeal, and an explanation of the student's perspective about why the professional development concern is in error or corrected. The student may further appeal the denial decision to the Dean of Graduate Studies and the Vice President for Academic Affairs. Student grade issues can be ultimately appealed to the Board of Review as outlined in the *Graduate School Catalog*. The

appeal decision of professional development/code of conduct/or ethics concerns and/or suspension or dismissal by the Vice President for Academic Affairs is final.

Graduate Academic Regulations and Policies

Academic Calendar

Regardless of delivery methods, the academic year is divided into two semesters, each 15 weeks in length plus a final exam week. The summer session typically runs 14 weeks.

Academic Integrity

All members of the Viterbo University community are expected to conduct themselves in an ethical manner and adhere to the highest standards of academic integrity. Furthermore, Viterbo University students are expected to adhere to a standard of academic honesty befitting their enrollment in this Catholic Franciscan university. They will not engage in plagiarism, cheating, lying, or stealing, nor will they tolerate those who do so. Fundamental to the principle of independent learning and professional growth is the requirement of honesty and integrity in the conduct of one's academic life. Academic dishonesty in any form is a serious offense against the academic community. Each academic program will review the standards of academic integrity and have students acknowledge their acceptance of the standards.

Academic Integrity Policy

Viterbo University students, faculty, and administration share the responsibility of maintaining a standard of academic honesty. The faculty must create an atmosphere in which students may display their knowledge. This atmosphere includes sufficient safeguards to control dishonesty including an orderly testing room, restrictions on text messages, etc. Students are responsible for understanding and refraining from academic misconduct.

Academic Misconduct

Academic misconduct is any activity that may compromise the academic integrity of the university, or subvert the educational process. Examples of academic misconduct include, but are not limited to,

- Violating course rules as contained in the course syllabus or other information provided to the student; violating program regulations as established by departmental committees and made available to students;
- Knowingly providing or receiving information from others during examinations; or possessing or using unauthorized materials during examinations;
- Knowingly providing or using assistance in the laboratory, on field work, in scholarship, or on a course assignment when said work was to be completed individually;
- Submitting plagiarized work for an academic requirement. Plagiarism is the representation of another's work or ideas as one's own whether intentional or unintentional; it includes the unacknowledged paraphrasing or word-for-word use of another person's work, and/or the inappropriate unacknowledged use of another person's ideas. Each student is responsible for understanding plagiarism and the consequences of committing plagiarism. The Viterbo University library offers information about plagiarism and how it can be avoided. Viterbo students are strongly encouraged to complete an online tutorial on avoiding plagiarism, which is available online.
- Submitting substantially the same work to satisfy requirements for one course or academic requirement that has been submitted to satisfy requirements for another course

or academic requirement, without permission of either the instructor of the course for which the work is being submitted or the supervising authority for the academic requirement;

- Falsifying or fabricating laboratory results, research results, or any other assignments;
- Serving as, or enlisting the assistance of a substitute for a student in the taking of examinations;
- Altering grades or marks in an effort to change the earned grade or credit;
- Altering university forms or records, or using such forms or records without authorization; or
- Engaging in activities that unfairly place other students at a disadvantage, such as taking, hiding, or altering resource material, or manipulating a grading system.

A faculty member who suspects a student of academic misconduct shall follow these steps:

- Notify the student in writing of the allegation.
- Contact the program director (graduate program) and /or the department chair or dean of the school (undergraduate program)
- Contact the vice president for academic affairs to notify that office that the student is involved in an allegation of academic misconduct and to discover if the student has previously violated the academic integrity policy.

Endorsement Policy

Department faculty members will assist well qualified students in obtaining employment in the field of human services. The assistance typically occurs through writing letters of recommendation and/or providing recommendations. Students are encouraged to seek the support of appropriate faculty members. However, departmental faculty members reserve the right to decline the request. In addition, a recommendation letter may be withheld if it is determined the student is not qualified or adequately prepared for the position being sought.

Procedures for Unintentional Violations of Academic Misconduct

If the student has not previously committed academic misconduct, the faculty member shall determine whether this academic misconduct is intentional or unintentional. Unintentional academic misconduct occurs when a student attempts to acknowledge, quote, and/or cite sources but does so inadequately or incorrectly. In determining if the misconduct is intentional or unintentional, the faculty member may consult with the student and/or program director. Students may have only one report of unintentional academic misconduct; more than one unintentional offense shall be treated as intentional academic misconduct.

If the faculty member determines that the misconduct is unintentional, the faculty member:

- Must provide a written warning that the continuation or repetition of academic misconduct will be cause for additional disciplinary action; and
- May award a failing grade on the assignment; or
- May require the student to resubmit the corrected assignment or complete an alternative assignment. The faculty member shall determine the grade for the resubmitted or alternate assignment.

In determining the appropriate sanction, the faculty member shall consider all pertinent facts, including the nature of the offense, mitigating and aggravating circumstances, and the student's

response to the event. The faculty member shall notify the Vice President for Academic Affairs that the misconduct was determined to be unintentional so that Vice President for Academic Affairs office may properly monitor all faculty notifications for patterns of academic misconduct.

Procedures for Intentional Violations of Academic Misconduct

If the faculty member determines that the misconduct was intentional, he or she shall refer the incident to the director of the relevant graduate program. The director of the program shall collect all pertinent facts, including the nature of the offense, mitigating circumstances, the student's response to the event, and the failure of the individual to comply with past sanctions. The program director shall make the final determination of whether or not academic misconduct occurred and, if so, whether said misconduct was intentional or unintentional.

If the program director finds that the student has intentionally violated the academic integrity policy, the program director will notify the student in writing and make a recommendation to the Vice President for Academic Affairs who shall impose sanction(s). At a minimum, the student shall receive a failing grade in the course. Most cases of intentional academic misconduct at the graduate level will result in either suspension or expulsion from Viterbo University.

In determining the appropriate sanction, the faculty member shall consider all pertinent facts, including the nature of the offense, mitigating and aggravating circumstances, and the student's response to the event. The faculty member shall notify the vice president for academic affairs that the misconduct was determined to be unintentional so that the vice president for academic affair's office may properly monitor all faculty notifications for patterns of academic misconduct.

Sanctions for Previous Violations of Academic Misconduct

If the student has committed other academic misconduct, the matter shall be handled by the Vice President for Academic Affairs described below. The Vice President for Academic Affairs may impose one or more of the following sanctions for a violation of this academic integrity policy:

- Interim suspension—Suspension from classes, campus facilities, university premises and/or university-sponsored functions, for an interim period pending disciplinary proceedings. A student suspended on an interim basis may discuss with Vice President for Academic Affairs or designee the reliability of the information related to the student's academic misconduct.
- University suspension—Separation from the University for a specified period of time. The Vice President for Academic Affairs may specify conditions for readmission
- University expulsion—Permanent separation of the student from the University.

The Vice President for Academic Affairs will communicate the decision in writing to the student. The Vice President for Academic Affairs will also send a copy of the letter to The Vice President for Student Development, or designee.

In accordance with procedures set forth in the Viterbo University Student Handbook, students may appeal any decision for breach of academic honesty to the University Board of Review. (See academic appeals below.) In any appeal case the breach of the academic policy itself takes precedence over the sanction given for the violation.

Appeals Process for the Academic Integrity Policy

When a student disputes the charge of breaching the academic honesty policy or the sanction given for the violation:

- The student should address in writing the specific complaint to the individual faculty member and include copies of all communication used in the initial stages of the investigation,
- If the student disagrees with the faculty member's decision, the student may continue the written complaint and include copies of all communication used in the stages of the investigation to the program director (graduate) or chairperson of the relevant department (undergraduate),
- If the student disagrees with the program director or chairperson's decision, the student may continue the written complaint and include copies of all communication used in the stages of the investigation to the dean of the relevant school,
- If the student disagrees with the dean's decision, the student may continue the written complaint and include copies of all communication used in the stages of the investigation to the Vice President for Academic Affairs, or
- If the informal appeals do not satisfactorily resolve the grade dispute, the student may file a formal, written appeal to the Board of Review.

Academic Appeals

In accordance with procedures set forth in the Viterbo University Student Handbook, students may appeal any decision for breach of academic honesty to the University Board of Review. In any appeal case the breach of the academic policy itself takes precedence over the sanction given for the violation.

The Board of Review will meet, at a minimum, three times a year, if necessary, during:

- Fall in-service week in August (to address all spring and first seven week summer session appeals)
- The last week in November (to address all summer and first seven week fall session appeals)
- The second week in April (to address all fall and first seven week spring session appeals)

Formal grade appeals to the Board of Review must be filed within the fourth week of the subsequent semester following the finalization of grades in the Registrar's office. This written appeal shall include:

- A request to the chairperson of the Board of Review to meet to hear the appeal,
- An initial statement of the problem, including both a chronology of events leading up to the informal appeal, and a description of the previous attempts to resolve the dispute with the instructor, chairperson, dean, and Vice President for Academic Affairs, and
- Submission of a name of a member of the Viterbo University faculty, administration, general staff, and/or student body to serve on the Board of Review on the student's behalf.

The Board of Review will acknowledge the receipt of the appeal within five working days and notify the student of the next Board of Appeals meeting date.

A copy of the written appeal shall be presented to the Vice President for Academic Affairs and the aggrieved faculty member, program and/or department by the Board of Review within five

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working days. The respondents shall in turn present in writing a response with any necessary documentation to the Board of Review with five working days. The Vice President for Academic Affairs shall name a member of the Viterbo University faculty, administration, general staff, and/or student body to serve on the Board of Review on the respondent's behalf.

All parties affected by the appeal shall have a copy of the student's written grievance no later than three working days before their meeting with the Board of Review. All parties that the Board requests to participate in the hearing will be notified in writing no later than three working days before a meeting convenes.

Any additional evidence deemed necessary by the Board to consider the appeals adequately shall be solicited in writing no later than three working days before the meeting date. All written statements and documentation shall be made available to both the complainant, the respondent, the Vice President for Academic Affairs and to the president by the chairperson of the Board of Review no later than one working day in advance of the meeting.

The Board of Review may let stand the decision of the Vice President for Academic Affairs and reverse it, or take another course of action, including but not limited to remanding the issue to any previous party in the appeal process. In unusual cases, if after thorough review of a grade dispute, the Board of Review finds a serious injustice in the awarding of the grade, it may recommend a grade change to the President of the university. The grade change can be effected only by the action of the President on the specific recommendation of the Board of Review.

The recommendation(s) of the Board of Review shall be submitted to the President and conveyed in writing within 24 hours of the end of the hearing to the student who filed the appeal, the affected faculty member, the affected department's chairperson, and the vice president for academic affairs.

The decision of the Board of Review may be appealed by either party to the president of the university. The appeal must be written and submitted to the president within two weeks of the recommendation by the Board of Review. After considering the appeal, the president shall render a decision, which is final. The president shall notify both parties of the decision within one week of this appeal.

Other than the deadline for initiating the appeals process, all deadlines stated in the appeals process may be lengthened or shortened by the reviewing entity for good cause, upon the request of either party or at the reviewing entity for good cause, upon the request of either party or at the reviewing entity's own discretion.

All records and correspondence in such cases will be kept in the office files of the vice president for academic affairs until graduation. Students' academic transcripts shall exclude academic misconduct violations except for cases of expulsion.

Academic Policy Exception

Students seeking an exception to any university academic policy listed in this academic policy section may petition the vice president for academic affairs for an exception. The Academic Policy Exception form is found on the Registrar's Office Web page. You must have the approval of your advisor, program director, and school dean prior to the submission of the form to the vice president for academic affairs.

Alternative Credit

Credit by Examination

For students in graduate programs requiring prerequisite coursework, Viterbo University participates in the College Level Examination Program (CLEP). CLEP is a national program administered through the College Board.

Credit for Prior Learning

The credit for prior learning (portfolio) program is for students who feel they have significant college-relevant learning from lifetime/work experience applicable toward college credit. The portfolio process must be completed during a student's first calendar year of enrollment. A limit of nine credits may be earned by portfolio for associate and master's degree students and a maximum of 15 credits may be earned by portfolio for bachelor degree students. To participate in the credit for prior learning program a student must:

- Be currently enrolled,
- Meet with the program director/coordinator to get instructions and make a plan for completing the portfolio,
- Complete Parts A and B of the Application for Credit for Prior Learning, and submit the portfolio review fee to the Business Office (obtaining their signature in Part C of the Application for Credit for Prior Learning,
- Construct a portfolio containing lifetime/work learning applicable to the student learning outcomes of a course in the Viterbo University catalog,
- Submit the portfolio to the program director/coordinator. The portfolio will be sent to the appropriate faculty reviewer(s) for evaluation,
- Upon receipt of the Application for Credit for Prior Learning with parts D and E completed by the faculty reviewer(s), and approved by the Vice President for Academic Affairs (VPAA), the program director/coordinator will notify you of the decision.
- Take the Application for Credit for Prior Learning to the Business Office and pay the portfolio fees for each credit approved by the faculty reviewer, and
- Submit the completed application form, with all required signatures, to the Registrar's office so the approved credits can be awarded.

Students who would like to know more about credit for prior learning are encouraged to contact their program director or coordinator.

Americans with Disabilities Act

If you are a person with a disability and require any auxiliary aids, services, or other accommodations for a class, please follow the Viterbo policy.

Disability Services

Viterbo University has adopted the following policy statement applying to nondiscrimination on the basis of disability:

It shall be the policy of Viterbo University to comply with the Rehabilitation Act and the Americans with Disabilities Act and regulations issued there in to the extent applicable to Viterbo University.

Any student who has a documented, diagnosed disability and requires specific accommodations should:

- Contact and meet with Jane Eddy, ADA Coordinator, Murphy Center 332, or call **608-796-3194 or 608-796-3194**
- Request a copy of the Viterbo University guidelines applying to non-discrimination on the basis of disability and the application form.
- Complete the appropriate application for accommodations.

The Academic Resource Center provides services to students who have indicated that they have a disability. Special arrangements or accommodations are only provided to those students who have documentation on file that describes and certifies the disability and indicates services needed.

Disability Accommodations

Accommodations for individuals with disabilities provided in the Academic Resource Center:

- *Note takers*: Arrangements are made to provide copies of notes. Frequently a student in the class takes notes on special note taking (carbonless) notepaper. Such paper is provided by the Academic Resource Center.
- *Test proctoring/transcription*: Staff member or a computer program reads tests or assignments to student. Answers are written as dictated or word processed.
- *Extended test time*: Extra time on tests when documentation indicates it is appropriate.
- *Alternative test location*: A quiet, distraction-free environment for testing.
- *Software for students visually impaired*: Jaws, Kurzweil reading software, and Braille embosser.
- *Academic counseling*: Staff will provide information on study skills and time management.

It is the student's responsibility to notify the professor(s) as well the Academic Resource Center reception desk if she/he plan to schedule a test in the Academic Resource Center.

NOTE. If you have a diagnosed and documented disability, please make an appointment to meet with Jane Eddy (jleddy@viterbo.edu) by contacting the Administrative Assistant in the Academic Resource Center. At this appointment, you will receive the necessary forms to share with your instructors that will allow for classroom accommodation.

Attendance Policy

Viterbo University challenges students to be learners who assume responsibility for being part of a community of scholars. Student presence and participation in the classroom is an important component of this challenge. Each student is encouraged to develop a professional work ethic that reflects responsibility, initiative, and teamwork. In light of the above, students are expected

to attend all classes. Students who are absent from class miss opportunities to contribute to the learning environment of the classroom and to learn from their colleagues. Each program has specific attendance policies. Absences from class may result in a loss of college financial aid. Federal regulation requires that students make satisfactory progress toward a degree in order to retain federal financial aid. Students not able to attend classes due to military obligations should refer to the military deployment policy.

Audit

Students pursuing a degree at Viterbo University may wish to audit a course for personal or professional knowledge. Students who are auditing are not required to complete assignments or take examinations, but auditors are expected to attend classes. If their attendance is unsatisfactory, auditing students will be administratively withdrawn from the course. Students receive no credit for courses that they audit; a grade of AU is entered on their records. Audited courses do not count toward students' degree requirements. To audit a course, students must complete an audit form obtained on the registrar's office Web page. The completed form includes the instructor's signature, which signifies consent for the student to audit the course. Students must return the completed form to the registrar's office no later than Friday of the first week of class. After the first week of classes, students may not change their course status from audit to credit. In exceptional circumstances a student may change the status of the course from credit to audit. In that case, students must file the paperwork no later than the midpoint of the class. Students may also repeat audited courses for credit in subsequent semesters. Students may not repeat courses for which credit was received as audited courses in subsequent semesters. The tuition and fees for audit courses are the same as for credit courses.

Community members (non-degree/non-licensure/non-endorsement seeking students) may also audit certain courses. The same policies and deadlines apply to non-degree auditors. Interested students should submit an online non-degree student application, for initial entrance to Viterbo University. Non-degree students should check the current fee schedule, published in the class schedule, for rates.

Contact Hours

Viterbo defines one credit hour as 750 minutes over 15 weeks. In addition, each credit of a course requires that students spend two hours of work outside of class per week.

Regardless of format, all sections are required to meet the required credit hour standards by any combination of seat time and outside work. Outside work could include additional outside reading, group work, service projects, field work, clinical rotations, among other learning activities. Laboratory periods, clinical, internships, and practicums vary in length depending upon the requirements of the course. Normally one credit hour equals no less than 30 actual clock hours.

Minimum class and outside work time are calculated according to the formula. $[750 + 1800] \times$ the number of credits of a course = the minimum number of minutes of seat time and outside work required. For example: a three credit course requires a minimum of 7,650 total minutes.

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Grades

A student's grade in each class is determined by the instructor according to evaluation methods provided by the instructor. Methods of evaluation are published in each course syllabus. It is the responsibility of the instructor to inform students of the methods of evaluation to be used. At the conclusion of each course final grades are submitted to the registrar via VitNet. The grading system is as follows:

Grade		Grade Points*
A		4.0
A/B		3.5
B		3.0
B/C		2.5
C		2.0
C/D		1.5
D		1.0
F		0
U	Administrative F	0
SU	Administrative Suspension	0

*For each credit

A grade of U is awarded to students who did not officially drop from the course, but who failed to participate in course activities through the end of the enrollment period. It is used when, in the opinion of the instructor, completed assignments or course activities or both were insufficient to make normal evaluation of academic performance possible. The U will calculate in a student's grade point average as an F would (zero grade points). It also may be replaced, per the repeat policy, as an F would.

A grade of SU is awarded to students who do not officially drop a course, but who are not participating in course activities. The SU will calculate in a student's grade point average as an F would (zero grade points). It also may be replaced, per the repeat policy, as an F would.

Other Grades

CR	Credit granted
NC	No credit granted
AU	Audit (no credit)
I	Incomplete
NR	Non-reported.

The Office of the Registrar may use a grade of NR after the deadline for faculty to submit grades, but before the grade can be collected from the faculty member. The NR grade is not a

permanent grade and will be changed as soon as the grade can be collected. An NR grade is not calculated in the grade point average.

W Withdrawal from course

An appeal of a final grade must be made to the instructor no later than the fourth week of the subsequent semester. Any grade change requires the signature of the instructor, the director of the program, and the vice president for academic affairs. Any other discrepancies in a student's term record must be reported to the Office of the Registrar no later than the fourth week of the subsequent semester.

Incompletes

A grade of incomplete is given infrequently and only under unusual circumstances that are beyond the student's control such as a serious illness or death in the family or unanticipated complications in an original research project. To be considered for an incomplete, the student must have at least 50% of the course work complete and have a passing grade in the course. Students will find the form to request a grade of incomplete on the registrar's office Web page. The student must seek the approval of the instructor, department chair, and dean or vice president for academic affairs. The completed form with approving signatures needs to be submitted to the registrar's office by the last class.

The student is responsible for completing the required course work by the agreed upon deadline. The instructor is responsible for submitting a replacement grade to the registrar's office. If the incomplete grade is not removed and the replacement grade from the instructor is not on file in the registrar's office by mid-semester of the subsequent semester or summer session, the incomplete grade converts to an F.

Grade Appeal

When grievances arise in regard to a course grade, the student should first discuss the matter with the individual faculty member. If a satisfactory conclusion is not achieved, the matter may be brought, in turn, to the respective department chairperson, school dean, and then to the vice president for academic affairs. Matters still in dispute may finally be taken to the Board of Review. Formal, written grade appeals must be filed within the fourth week of the subsequent semester (fall, spring, and summer) following the finalization of grades in the Registrar's Office and in accordance with procedures available above under the appeals section.

Grade Point Average

The grade point average of a student's work is the ratio of the grade points to the number of credits attempted. Courses taken under the credit/no credit option as well as courses completed at another institution are not included in the grade point average.

Independent Study

Independent study is one way Viterbo students can enjoy individualized learning. Independent study allows students to proceed at their own pace and take more responsibility for their own learning. Since independent study requires initiative and allows for considerable freedom, students should plan the proposed study carefully with help from the directing faculty. Students should outline the proposed plan of study on the contract and registration form. The same

number of student/faculty contact hours as a regular course must be maintained. The plan must be approved by the instructor, academic advisor, department chair/program director, and dean of the discipline of the independent study. Students must complete the form found on the registrar's office Web page and file it with the registrar's office upon registration, but no later than the end of the first week of classes for the term of the independent study. Students must complete the work of the independent study within the semester they register for the course. Over the course of their Viterbo University career, students may take a maximum of three credits of independent study.

Independent study courses may be of three types:

- Directed study, research, and/or readings in an area that is not included in the regular course offerings. (The course appears on a student's transcript with the title Independent Study.)
- Departure from the regular credit value of a course, such as independent work on one portion of an existing course. (The course appears on a student's transcript with the title Independent Study.)
- The independent study of a course listed in the current university catalog.

Subsequent independent study courses may be repeated for credit.

Military Deployment

Viterbo University has set forth the following policy for students serving in a branch of the armed forces and called to active duty, including state activation of a member of the National Guard. This policy also applies to a student who is a spouse of an activated service member (who has a dependent child).

The graduate program director will serve as the main contact for the student. In all cases (deployment during the term and between terms), the graduate program director will work with the student to determine if any online or other course enrollment for subsequent terms is possible while being deployed.

- The student must provide a copy of his/her orders.
- If the deployment occurs after a term begins and will be for the duration of the term or longer:
 - If a student decides he/she cannot continue his/her studies, a student may request a full refund of tuition charges and mandatory fees for courses that cannot be completed. All or a portion of tuition charges and mandatory fees may be waived by the business office. No refund of non-mandatory fees will occur. Any room and board charges will be prorated based on the dates of attendance. Financial aid adjustments will be made in accordance with federal and state financial aid regulations. If a balance remains on a student's account after all adjustments have been made, the account will be flagged as "no interest" until the student returns or it is determined the student is not continuing studies at Viterbo University.
 - At the discretion of the faculty member, a student may continue a course using communication means available (Moodle, email, etc.). All charges and financial aid pertaining to the courses in which the student continues enrollment will remain.
 - If a student has completed a short-term course but is enrolled in other courses that have not been completed, the charges and financial aid related to the completed course will remain and the rest of the charges and financial aid will be adjusted appropriately.

- If the deployment is short term or mandatory training (begins and ends during the term):
 - In consultation with the faculty members and dean or department chair, every effort will be made to accommodate the short term absence.
- If the deployment occurs between terms, it is recommended that the student contact the graduate program director and register for a leave of absence (NENR-000).

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Registration

Students who have pre-registered for classes but decide not to attend Viterbo University must inform the program director of the change in plans prior to the beginning of the semester. Students are liable for all charges until this official notification is made.

Add/Drop

For students in campus-based programs, schedule changes may be made via the VitNet online system any time after a student's initial registration time through the first week of the semester. After the first week of the semester, courses may no longer be added, and any drops must be made via the drop form in the Office of the Registrar. When students wish to change a section or credit value for a class, they must drop and then add the class. These changes must also be completed by the end of the first week of the semester. Compressed courses may not be added after the first class meeting.

The drop dates for Viterbo courses are based on the 16-week term. Courses other than 16 weeks in length, which includes most graduate level courses, have prorated drop dates. Contact your program director or the registrar's office for specific drop dates. Depending on the time of the drop, a course may be removed from the permanent record or be recorded with a grade of W (non-penalty). No drops are allowed after the deadline to drop with a grade of W. The official drop date is considered to be the date the form is submitted to the Office of the Registrar.

Repeating Courses

Except where program requirements prevent it, students may repeat a course. Each grade is listed on the permanent record; only the last grade is used in computing the grade point average. Repeating courses may affect financial aid and academic progress.

Grades from courses repeated at other institutions to replace grades earned at Viterbo University will not be used in computing the grade point average. Students must seek prior approval before taking or repeating a course at another institution.

Sexual Harassment Policy

Viterbo University is committed to maintaining a learning and working environment which respects the dignity of all individuals, and is free from sexual harassment. Accordingly, Viterbo University will not tolerate the sexual harassment of one member of the university community by another, or by external parties/individuals providing services to Viterbo University. The university community subject to this prohibition includes faculty, administrators, staff, and students.

Definition

Sexual harassment takes two forms under the law: (1) *Quid pro quo* or (2) hostile atmosphere.

Quid pro quo harassment occurs where an individual retaliates against another for submitting to, or refusing to submit to, sexual harassment. This refusal may include refusing sexual advances, rejecting physical contact, or denying requests for sexual favors. The retaliatory action may include the denial of a promotion, the levying of discipline, lowering of a student grade, or termination of employment.

Quid quo harassment also occurs where submission to sexual harassment is proffered as a condition for favorable treatment. This favorable treatment may include promotion, wage advance, or academic advancement.

Hostile atmosphere is the other form of sexual harassment. An individual's conduct, whether intentional or unintentional, may create a hostile, intimidating, or offensive learning and working environment for others. This hostile environment may be created by repeated and unwelcome sexual advances or requests for sexual favors. Also, unwelcome verbal or physical conduct of a sexual nature may create a hostile atmosphere. Such conduct includes, for example, unsolicited gestures or comments of a sexual nature, display of offensive, sexually graphic materials, or physical conduct of a sexual nature.

Sexual harassment may originate from faculty, administrators, staff or students. Also, sexual harassment may originate from external parties/individuals providing services to Viterbo University. Harassment can occur if the offending individual is the same gender as the individual being harassed. If an individual is offended by witnessing the harassment of another individual, a harassment complaint may still be filed even though the harassment is not directly aimed at the individual witnessing the harassment.

As defined above, sexual harassment is a specific form of discrimination in which the power differential inherent in the relationship between a student and teacher or supervisor and subordinate is exploited. However, this policy also recognizes that sexual harassment may occur between individuals who have similar status at Viterbo University, such as student-student or faculty-faculty.

Consenting sexual relationships between faculty and student or supervisor and subordinate often present the most difficult cases of sexual harassment. The power differential between these two groups can cast serious doubt on whether the relationship is consensual. Also, the relationship can easily turn the learning or working environment into a hostile one for the complainant. Since the purpose behind this policy is to free the working and learning environment from such damaging interference, Viterbo University strongly discourages such relationships. If the University learns of such a relationship between a supervisor and subordinate, steps will be taken to alter the reporting structure. If the relationship occurs between a faculty member and student, the matter will be discussed with the faculty member and student and steps taken to avoid harm.

Complaint Resolution

The primary goal of the sexual harassment policy is to prevent objectionable behavior or stop it

whenever it occurs. No member of the community will be retaliated against for making a sexual harassment complaint.

Any member of the community who believes he or she has been sexually harassed by another should, if possible, tell the individual harassing him/her that the behavior is offensive and must stop, and should also report the harassment to the vice president for academic affairs, human resource director, or the vice president of finance and administration as soon as possible. Any member of the community who becomes aware of a sexual harassment incident should report the incident to the vice president for academic affairs, human resource director, or the vice president of finance and administration as soon as possible. Timely reporting of incidents will ensure efficient resolution.

The vice president for academic affairs, human resource director, or the vice president of finance and administration will conduct an investigation of the harassment complaint. The complainant will prepare a written complaint describing the incident as completely as possible, and provide the written complaint to the vice president for academic affairs, human resource director, or the vice president of finance and administration. To the extent possible, the investigation will remain confidential, considering the complainant's right of privacy, the need to be fair to the respondent by notifying the respondent of the complaint, and the need to gather information regarding the incident. Investigation of the complaint may require the interviewing of members of the university community who may have witnessed the incident, or who may have information regarding the incident, as well as review of relevant data or documents. The investigation will be conducted expeditiously, but in a manner consistent with the complexity and severity of the matter. The vice president for academic affairs, human resource director, or the vice president of finance and administration will maintain a written record of the complaint and resolution process.

If there is a finding that sexual harassment has occurred, the offending individual will be subject to an appropriate penalty. The penalty will depend on the severity, frequency, or repetition of the harassment. If the matter involves an employee, discipline, ranging from reprimand to discharge, may be given. If the matter involves a student, discipline, ranging from reprimand to administrative withdrawal, may be given. The complainant will be notified of the results of the investigation and the resolution of the complaint.

If the investigation of the complaint shows that the complainant made a false complaint, Viterbo University may discipline the complainant for making such a false complaint. If the matter involves an employee, discipline, ranging from reprimand to discharge, may be given. If the matter involves a student, discipline, ranging from reprimand to administrative withdrawal, may be given. A false complaint is one where there is absolutely no basis for the complaint or the complaint was motivated by malice toward the respondent.

In addition to the complaint resolution procedures described above, the complainant may also file a charge with an appropriate external agency (e.g. Equal Employment Opportunity Commission, Wisconsin Equal Rights Division).

Student Records

Right to Privacy:

Viterbo University annually informs students of the Family Educational Rights and Privacy Act (FERPA) of 1974, as amended. This act, with which the institution intends to comply fully, was designated to protect the privacy of education records, to establish the right of students to inspect and review their education records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students also have the right to file complaints with The Family Educational Rights and Privacy Act office concerning alleged failures by the institution to comply with the act.

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Local policy explains in detail the procedures to be used by the institution for compliance with the provisions of the act. A copy of the policy may be obtained from the Office of the Registrar or the office's website. This office also maintains a directory of records which lists all education records maintained on students by this institution.

Viterbo University hereby designates the following student information as public or "directory information." Such information may be disclosed by the institution for any purpose, at its discretion—name; address (home, local/campus, and email); telephone listings; date of birth/age; major/minor field of study; participation in officially recognized activities and sports; weight and height of athletic team members; dates of attendance; full-time/part-time status; photograph; registration course schedule; class level; academic level; degrees/academic recognitions/awards received; name/address/occupation of parent/guardian/spouse; and educational institutions or agencies attended. Currently enrolled students may withhold disclosure of directory information under the Family Educational Rights and Privacy Act of 1974, as amended. To withhold disclosure, written notification must be received in the Office of the Registrar by the end of the second week of each semester and the first week of summer school. Forms requesting the withholding of "directory information" are available through the Office of the Registrar.

Viterbo University assumes that failure on the part of any student to request specifically the withholding of "directory information" indicates individual approval for disclosure.

The Viterbo University transcript does not include any academic standing notations. The transcript will, however, include a notation if the student has been expelled from the institution.

Transfer Students and Transfer Credit Policy

Viterbo's graduate programs welcome applications from students attending, or having attended, other regionally accredited graduate programs. Transfer students will be considered for admission as long as they have a cumulative grade point average of 3.0/4.0, are free to return to their previous college or university, and are considered to be in good academic standing both at their previous school and at Viterbo University. Transfer applicants shall follow admission requirements set forth above.

Individual consideration will be granted in the awarding of transfer credits by the specific program. Transfer credits must be graduate credit taken from a regionally accredited institution of higher education completed within the timeline specified by the specific. In order to be considered for transfer, the grade earned must be at least a B and fulfill program requirements.

Only letter-graded coursework is accepted in transfer. Students who wish to transfer credits must seek permission in writing from the program director prior to enrolling. In addition, the student must have an official transcript sent to the program director after the completion of the graduate course. Courses will be evaluated for equivalency and the director will provide written notification of acceptance of transfer credit to the student. Students enrolled in a graduate program at Viterbo University who wish to take a course at another institution must obtain prior approval from the program director to ensure the course will be transferred into the program.

Withdrawal from Viterbo University

A student who wishes to withdraw completely from the university during a semester must complete an official withdrawal form obtained from the graduate program director or on the registrar's office Web page. The official date of withdrawal is the day the form is received in the Registrar's Office. This process must be completed prior to the last week of the course. Any applicable refunds for courses less than 16 weeks in length are prorated according to the deadline dates printed in the class schedules for the fall, spring, and summer terms. A student who wishes to reenter for any subsequent term must complete a reentry application form for re-acceptance. Failing grades are recorded for students who do not officially withdraw from the university.

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Masters of Science in Mental Health Counseling Student Handbook
Section Six
Selected Viterbo University Support Services

Career Services

The Career Services Office in Murphy Center 374 offers assistance with career planning and development. Specific services include career counseling, classes and workshops, resume reviews, assistance with internship/employment correspondence, mock interviews, job search assistance, and an online job bank. While drop-ins are served when staff is available, it is advisable to call (608) 796-3828 or email careers@viterbo.edu to arrange an appointment.

Counseling Services

Campus Counseling Services, located in the Student Development Center, provide confidential assistance for students confronting a variety of personal or interpersonal stressors. Because it is important that those entering the helping professions have resolved or effectively dealt with personal issues that could impede their relationships with and service to clients, students are encouraged to make an appointment with the campus counselor to work on such issues. For many, the process of being involved in counseling and initiating positive change in one's own life often facilitates further understanding and insight into work with clients. Counseling appointments may be scheduled by calling (608) 796-3808.

Disability Services

In compliance with the Rehabilitation Act and the Americans with Disabilities Act (ADA), any student who has a documented, diagnosed disability requiring accommodations to maximize learning will be able to arrange recommended accommodations by contacting and meeting with the ADA Coordinator in Murphy Center 332 or by calling (608) 796-3194 to complete application materials. Examples of accommodations include note takers, test proctoring and transcription, specialized software for students with visual impairment, and academic counseling.

Academic Resource Center

The Academic Resource Center, located on the third floor of the Murphy Center, provides a variety of services aimed at helping students improve their academic work and achieve their full potentials. Services include workshops, and one-on-one meetings. Students are required to submit writing in APA format, and are responsible for understanding these guidelines. If you need a refresher, workshops related to the APA Style are also sponsored by the Academic Resource Center.

Graduate writing assistance is offered through the Academic Resource Center for all Viterbo graduate students (both on-campus and off). Assistance is available for any paper (literature review, graduate thesis/dissertation, capstone paper, seminar paper, etc.), and I can also answer questions about formatting. Writing assistance is provided primarily online, but in-person appointments can be arranged. Students can submit papers to me electronically using this form (which is available on our webpage): <http://www.viterbo.edu/academic-resource-center/graduate-writing-assistance>.

For all of the additional details about this service, you are welcome to check out our webpage: <http://www.viterbo.edu/academic-resource-center/writing-assistance-graduate>

Library Services

The Viterbo University Todd Wehr Memorial Library staff is committed to providing quality library services both on and off campus. They may be accessed in person on the first floor of Murphy Center; by telephone at (608) 796-3270 or 1-800-848-3726, ext. 3270; by email at reference@viterbo.edu; or through the library's website. The library website provides links to many resources. Extensive online databases are available. If there are difficulties using any of the databases, contact the library staff. Passwords are necessary for some databases. Library holdings can be searched online as well. Interlibrary loan services can be arranged. Article retrieval and mailings may be arranged at a small fee.

Technology Support

All campus-based students are given a Moodle, email, and VitNet account. Moodle is Viterbo University's online course management software. Moodle also serves as a repository for certain guidelines and forms for communication. The assigned email address is used throughout the duration of the student's time at Viterbo University and is the official means of communication to students. Students may forward the Viterbo University email to another email address. VitNet is the online student information system and is used for registration, grades, and billing. The Help Desk is available at (608) 796-3870 or helpdesk@viterbo.edu for assistance with computer, Internet, and Moodle issues.

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Master of Science Degree in Mental Health Counseling Student Handbook
Appendix A
Verification Review

As a student of Masters of Science Degree in Mental Health Counseling, understanding the policies and procedures of the program is essential. This is an agreement stating that you have read and understand the policies and procedures in the *Masters of Science Degree in Mental Health Counseling Student Handbook*.

Furthermore, the Masters of Science Degree in Mental Health Counseling requires that all students follow the American Counseling Association (ACA) code of ethics and the American Psychology Association (APA) writing guidelines. This is an agreement stating that you have reviewed the ACA code of ethics and the APA writing guidelines. All written work for the Masters of Science Degree in Mental Health Counseling program is to be completed following the APA writing guidelines. Assistance is available from the Academic Resource Center and the Addiction Studies faculty.

I have read and understand the policies and procedures outlined in the Masters of Science Degree in Mental Health Counseling Student Handbook. I understand that at any point, the Masters of Science Degree in Mental Health Counseling Handbook may be subject to change and that students will be notified and provided with addendums. I have also reviewed the ACA code of ethics and APA writing guidelines. I understand that they are both expectations for Masters of Science Degree in Mental Health Counseling students. I agree to follow the policies and procedures described in the Masters of Science Degree in Mental Health Counseling Handbook and the ACA code of ethics, along with the APA writing guidelines.

Printed Name _____

Signature _____

Date _____

Please turn this form no later than the second week of your first course to:

Debra A. Murray
MSMHC Director/Professor MC 558
608-796-3097 damurray@viterbo.edu

Master of Science in Mental Health Counseling Student Handbook
Appendix B
Code of Professional and Ethical Conduct

General Statements

While interning at your practicum, internship or advanced internship site, you are representing not only yourself, but the University and your fellow students, both current and future. Whether you do well or not at your site may have implications far beyond your current situation.

You are governed by the employer's employment policies, practices, procedures, dress code, and/or standards of conduct. To avoid any misunderstanding, it is recommended that you obtain clarification regarding such matters from your employer when you begin your assignment.

You must keep both Masters of Science in Mental Health Counseling (MSMHC) Program and your sponsoring employer apprised, at all times, of your current email address, physical address, and telephone number.

You understand that the only permissible work absences include illness or other serious circumstances. Keeping pace with coursework or co-curricular activities are not legitimate excuses. You will be responsible to notify the employer and MSMHC Practicum/Internship Coordinator immediately in case of absence.

Any changes in your practicum/internship status (layoff, cutback in hours, or dismissal) must be reported immediately to MSMHC Practicum/Internship Coordinator.

If you feel victimized by a work-related incident (e.g., job misrepresentation, unethical activities, sexual harassment, discrimination, etc.), you are to contact MSMHC Practicum/Internship Coordinator immediately.

Due to the nature of an Practicum/Internship arrangement, you may not withdraw from a site except in severe and justifiable circumstances as determined by your MSMHC Practicum/Internship Coordinator in consultation with the cooperating site sponsor. A dishonorable dismissal will nullify the Practicum/Internship arrangement at the risk of academic penalty and loss of tuition.

You will follow all policies and procedures of the practicum/internship, as well as the university policies for on-campus classes. This includes completion of all assignments related to the internship.

Specific Statements

You will conduct yourself in a professional manner at all times. This includes, but is not limited to:

- Maintaining confidentiality regarding information accessed on any patient's, client's, members', customers', employees' chart or records, products or services associated with the internship site;
- Reporting for the practicum/internship on time;
- Using appropriate written and oral expression in all interactions with university personnel, managers, supervisors, employees, the public, and clients;
- Participating in any orientation or testing required by the practicum/internship site;

- Observing all established safety and sanitation codes;
- Engaging in positive, professional, ethical, and legal behavior;
- Accepting responsibility and accountability for decisions and actions taken while at the internship site; and
- Ensuring that all interactions with guests, patients, clients, consumers, customers, the public, and fellow employees are conducted with dignity and respect towards every person.

By my signature below, I indicate my understanding of, and willingness to conform to, the professional standards of the Master of Science in Mental Health Counseling Program delineated in the above statements. If any facet of the code of conduct is not adhered to, I am aware that I may be at risk of losing academic credit or being asked to leave the site or the program.

Name (print) _____

Signature _____ *Date* _____

Please turn in by the second week of your practicum to the Program Coordinator.

(adapted from *Code of Professional and Ethical Conduct for Student Interns*, Michael True, 2007, Messiah College, Grantham, PA)