

DOCTORAL DEGREE

Counselor Education and Supervision

PROGRAM HANDBOOK



VITERBO
UNIVERSITY

Table of Contents

Section One: Welcome and Introduction	Page 4
The Academic Unit	Page 5
Programs Offered	Page 6
Program Accreditation	Page 6
Program Mission	Page 6
Section Two: Admission Requirements and Procedure	Page 8
International Applicants	Page 9
Transfer Credit	Page 9
Section Three: Program Overview	Page 11
Curricular Themes	Page 11
Methods of Instruction	Page 12
Program Faculty	Page 13
Program Learning Outcomes	Page 14
Program Requirements	Page 19
Program Sequence	Page 21
Program Costs	Page 26
Student Assessments	Page 28
Student Expectations	Page 31
Section Four: University Programs Policies and Regulations	Page 33
Academic Integrity	Page 33
American with Disabilities Act	Page 34

Attendance Policy	Page 34
Contact Hours	Page 35
Class Cancellations	Page 35
Incompletes	Page 36
Duty for Reporting	Page 38
Remediation and Retention Process	Page 44
Section Five Selected Viterbo University Support Services	Page 44
Appendix A: Verification Review	Page 47
Appendix B: Plan of Study	Page 49
Appendix C: Code of Professional and Ethical Conduct	Page 51

Student Handbook

Doctoral Degree in Counselor Education and Supervision

Section One: Welcome and Introduction

Welcome

The faculty within the Counselor Education Department at Viterbo University congratulate you on your admission to doctoral study in Counselor Education and Supervision (CES). 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.

Handbook Introduction

This handbook contains introductory information that is helpful at various stages of program involvement—from making initial decisions about applying to the program to planning and completing a personal course of study. It is intended to augment the [Viterbo University Graduate Catalog](#), which outlines university-wide policies and procedures. Enrolled students are encouraged to be familiar with both documents.

This handbook provides an overview of the program, a description of admission requirements and procedures, and an outline of the curriculum. The handbook includes pertinent University regulations/policies and an introduction to selected campus services.

The information contained in this handbook is subject to change, and it is the student's obligation to check the webpage regularly for the most current information. This handbook does not establish a contractual relationship, and its sole purpose is to provide information regarding programs, requirements, policies and procedures for the Doctoral Degree in Counselor Education and Supervision. 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 Doctoral Degree in Counselor

Education and Supervision can be directed Counselor Education Department Director, Debra Murray, Psy.D. at (608) 796-3720, damurray@viterbo.edu.

Students will be asked to sign and submit the verification review form (appendix A) during their first course at Viterbo University to acknowledge they have read, understood and agree to follow with the policies outlined in this handbook and the *Viterbo University Graduate Catalog*.

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 four-year college program. By 1939, the College was approved as a four-year, degree-granting institution. In the 1950s Viterbo expanded its programs in the liberal arts and in the preparation of teachers. With its status as a four-year liberal arts college achieved, Viterbo sought and attained accreditation by the North Central Association of Colleges and Secondary Schools in 1954, which it has maintained since that time.

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 growth in enrollment and the expansion of graduate, undergraduate, and outreach programs.

The Academic Unit

The Viterbo University's Counselor Education program began offering a Master of Science in Mental Health Counseling degree in 2011. In the spring semester of 2019 the first students within the Doctorate of Education in Counselor Education and Supervision were admitted. This program is housed within the College of Engineering, Letters and Sciences (CELS). The Ed.D. in CES program is led by the

Director of Counselor Education Programs who has oversight for the day-to-day administration of the program.

Programs Offered

Viterbo University's Counselor Education Programs currently offer two programs: The Master's in Science in Clinical Mental Health Counseling and the Doctorate of Education in Counselor Education and Supervision.

Program Accreditation

Viterbo University has received approval for the Doctoral Degree in Counselor Education and Supervision from the Higher Learning Commission (HLC) of the North Central Association. The Counselor Education and Supervision program has submitted a self-study and completed a site review visit in the pursuit of CACREP Accreditation.

The Clinical Mental Health Counseling program was initially approved by the Higher Learning Commission and earned an eight-year Council for Accreditation of Counseling and Related Educational Programs (CACREP) accreditation in 2015. Following this accreditation.

Program Mission

The mission of the Viterbo University counselor education graduate programs is to prepare professional counselors capable of building professional helping relationships, provide empirically supported techniques in a variety of settings and who will integrate the values of contemplation, integrity, hospitality, stewardship, and service into their personal and professional lives.

Counselor Education and Supervision Program Mission

The mission of the Viterbo University Ed.D. in counselor education and supervision at Viterbo University is intended to prepare graduates to work as advanced practitioners, educators, supervisors, and program leaders in a diverse society. The doctoral program in counselor education and supervision

seeks to meet the growing need for highly qualified counselor leaders and scholars who will be able to integrate mental health services in a variety of settings. The program educates counselor educators and supervisors who will integrate the values of contemplation, integrity, hospitality, stewardship, and service into their personal and professional lives.

Counselor Education and Supervision Program Objectives.

The Counselor Education and Supervision program objectives are:

1. Counseling: Students can articulate counseling theory and use evidence-based practices with advanced competency.
2. Supervision: Students can conceptualize the supervisory relationship from a variety of theoretical perspectives and demonstrate the supervisory skills to enhance supervisee counseling development.
3. Teaching: Students can apply teaching methods, instructional, curriculum design, and evaluation of methods of teaching.
4. Research: Students can conduct qualitative and quantitative research relevant to counseling practice, counselor education and/or counseling supervision.
5. Leadership and Advocacy: Students can identify and discuss potential role in their professional communities and the larger society they serve, advocating for improvement in standards of service delivery and access to resources.
6. Integrative Behavioral Health: Students can assimilate the knowledge and skills to the specific competencies required for integrative behavioral health care.

Student Handbook

Doctoral Degree in Counselor Education and Supervision

Section Two: Admission Requirements and Procedure

Admission to Viterbo University's Doctoral Degree in Counselor Education and Supervision is selective and will consider applicants from an accredited institution who are LPC license eligible, or other state equivalent license-eligible for professional licensure. Applicants are also required to have earned a 3.0 grade point average or better in previous course work, although provisions are made for applicants to explain academic performance below the requirements. In addition, students must also satisfy the multi-step admission process and submit all required documents to be considered. Specific details about the admission process can be found at <https://www.viterbo.edu/edd-counselor-education-and-supervision/admission-requirements>.

In general the admission procedures include completing an online application, submitting all official transcripts, completing a written statement of purpose, submitting the results of the Millers Analogy Test or the Graduate Records Examination, participating in a criminal background check, and providing three letters of recommendations on the standardized forms found online at <https://www.viterbo.edu/admission/apply-online>. Following review of application materials, the Doctoral Degree in Counselor Education and Supervision faculty will schedule an interview with competitive applicants; applicants not selected for an interview will receive mail notification.

Individual entering the program are required to have completed a master's degree in counseling or a related field equivalent to the Master of Science in Mental Health Counseling (MSMHC) requirements at Viterbo University and meet the core curricular areas as outlined by CACREP (2016). For individuals not meeting the requirements of the core curricular areas, prerequisites will be required prior to admission; for individuals who have earned a graduate degree in a non-counseling field,

prerequisites are likely to be required. Applicants whose previous grade point averages are below the required 3.0 may still apply but must submit a letter explaining the lower grade point average if they want to be considered.

International Applicants

In addition to meeting all the program specific admission requirements for the Counselor Education and Supervision program, all international students must submit additional documentation to be considered for admission. Visit the Viterbo University [International Admissions Requirement](#) and [English Language Requirements](#) web site pages for more details on applying as an International candidate.

Transfer Credit

Transfer Credits upon Admission

Individual consideration will be granted in the awarding of transfer credits. Up to 15 credits may be transferred to Viterbo University from another doctoral program. These credits must meet equivalency requirements of the Doctoral Degree in Counselor Education and Supervision program at Viterbo University. Students may transfer up to nine credits of graduate level coursework completed at a CACREP, or equivalent, program. In order to be considered for transfer, a grade of 'B' or better must have been earned. Transfer credits must be graduate credits taken from an accredited institution of higher education and completed within the last five years. Coursework older than five years may be credited based on an individual review of this coursework. Students who wish to transfer credits must schedule a meeting with the director or coordinator of the Doctoral Degree in Counselor Education and Supervision program. Occasionally transfer credits may be accepted after admission; all such requests need to be approved by the program director. Students will receive written notification about whether transfer credits are accepted.

Transfer Credits after Admission

The faculty of the Viterbo University Doctor of Education in Counselor Education and Supervision program has carefully planned and developed a curriculum to meet the needs of the students and their selected career paths.

Matriculation Requirements

During the doctoral program admissions process, students' curricular experiences are evaluated to verify completion of coursework including (a) CACREP entry-level core curricular standards, (b) CACREP entry-level professional practice standards, and (c) CACREP entry-level curricular requirements of a specialty area (e.g., addiction counseling, school counseling) so that any missing content can be completed before or concurrently with initial doctoral-level counselor education coursework.

Student Handbook

Doctoral Degree in Counselor Education and Supervision

Section Three: Program Overview

Curricular Themes

The Doctoral in Counselor Education and Supervision degree program at Viterbo University prepares graduates to work as counselors, educators, supervisors, and program developers. With an integrative behavioral health care focus, the program meets the growing need for highly qualified counselor leaders, including advanced counseling practitioners, educators and supervisors. The program interfaces with the mission of the university, emphasizing the values of contemplation, integrity, hospitality, stewardship, and service in students' personal and professional lives. The program emphasizes active learning through service delivery, research, and the integration of the following curricular themes:

7. A counselor education curriculum that exceeds national and state standards for counselor education programs within the core coursework for advanced clinical practice, supervision, trauma and crisis response, ethical and legal issues, advocacy and social justice, and counselor education specific to counselor training, program development, assessment, and outcome evaluation.
 - a) A multicultural emphasis on leadership and supervision, encouraging students to embrace a multicultural counselor identity and an appreciation for diversity and human growth in the context of social dynamics. This identity development includes advocating for community justice and equity, which occurs in tandem with an emphasis on systemic leadership and supervisory skills needed to assist with organizational change and transformation.

- c.) 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.
- d.) A competency-based program where adult learners are invited into collaborative learning experiences and placed in the roles of counselor educators, supervisors, and systemic leaders early and frequently. There is a focus on reflective practice, experiential learning, and shared inquiry.
- e.) An emphasis on integrative behavioral health care focused on the skills, knowledge, and competencies needed for integrating mental health services within health care settings.

Methods of Instruction

Delivered with the flexibility of a blended instructional format, the coursework interfaces with the curriculum of the Viterbo University Master's degree programs: The Masters of Science in Mental Health Counseling (MSMHC) program and the Masters in Science of School Counseling (MSSC) program. This interface provides doctoral students with applied experiences in their roles as counselor educators, supervisors, and professional leaders in the counseling profession. Moreover, this interface provides doctoral students early experiential learning opportunities with a continuous integration of theory and practice.

Students will experience a wide variety of instructional methods within the program that include: readings, discussions, reflection, written assignments, presentations, skill-based learning opportunities, digital video recordings, practicums and internships. Each syllabus within the program will highlight the instructional methods used for that course.

Within a collaborative cohort model, students take courses in sequence throughout the program. The program utilizes a systemic approach to knowledge and skill acquisition that involves 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
5. Practicing skills
6. Evaluating competency achievement
7. Assessing overall learning outcomes
8. Goal setting for further competency development

Program Faculty

The Counselor Education and Supervision program has five full time tenure or tenure track faculty are considered core counselor education faculty at Viterbo University.

1. Dr. Debra Murray, Psy.D., CSAC, ICS, (She, her, hers) Professor in Counselor Education and Director of the Counselor Education Programs and Clinical Coordinator. Debra, has been a full-time counselor education faculty member since the fall of 2011. She teaches in both the MS in Clinical Mental Health Counseling program and the Ed.D. in Counselor Education and Supervision program.
2. Dr. Cameron Houin, Ph.D., LAC, NCC, (They, them, theirs) Assistant Professor in Counselor Education. They have been a full-time counselor education faculty member since the summer of 2020. Cameron teaches in both the MS in Clinical Mental Health Counseling program and the Ed.D. in Counselor Education and Supervision program.

3. Dr. Jessie Latten, Ph.D., LPC (He, him, his) Assistant Professor in Counselor Education. He has been a full-time counselor education faculty member since 2014. Jessie currently teaches predominately in the MS in Clinical Mental Health Counseling Program.
4. Dr. Brittany Massengale, Ph.D., LPC, NCC, RPT (She, her, hers) Assistant Professor in Counselor Education. She has been teaching as a full-time counselor educator since the summer of 2021. She is the newest addition to our program faculty. Brittany, teaches in both MS in Clinical Mental Health Counseling program and the Ed.D. in Counselor Education and Supervision program.
5. Dr. Carol Klose Smith, Ph.D., LPC, NCC, ACS (She, her, hers) Assistant Professor in Counselor Education. She has been teaching full time as a counselor educator since 2007. Carol teaches in both the MS in Clinical Mental Health Counseling program and the Ed.D. in Counselor Education and Supervision program.

In addition to the core counselor education faculty, the counselor education program has faculty from other programs/departments at Viterbo University who teach courses within the CES curriculum. These non-cores affiliated faculty provide their expertise and support in meeting the goals of the program. These faculty are:

1. Dr. David Bauer, Ph.D., Professor, Department of Psychology. He has just recently begun contributing to our counselor education and supervision program. David started teaching with the program in the spring of 2021. Currently he contributes to the Ed.D. in Counselor Education and Supervision program.

Program Learning Outcomes

The learning outcomes for the Doctoral in Counselor Education and Supervision degree program address advanced practice, supervision, counselor education, research, leadership and advocacy, integrative health care, fieldwork, and diversity and change. The program outcomes meet the Council for Accreditation of Counseling and Related Educational Programs (CACREP) knowledge and skill

competencies, and counselor training and leadership needs of the region (e.g., Wisconsin, Minnesota, and Iowa). Below is an overview of the program learning outcomes and corresponding coursework.

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

- *COUN 720, Clinical Trauma Informed Counseling:* Examines theory and research pertaining to trauma and crisis response counseling and current practices in trauma-informed care with an emphasis on developmental, bio-psycho-social-cultural and spiritual dimensions of clients. Emphasis is placed on understanding the role of supervision for counselors working with trauma and crisis, as well as understanding the impact of secondary trauma.
- *COUN 730, Advanced Counseling Theories:* 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.
- *COUN 740, Group Counseling:* 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.

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

- *COUN 715, Supervision Foundations:* 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.

- *COUN 745, Counseling Supervision Theory, Practice, and Research:* Addresses issues in training supervisors, as well as supervisory research-based practices. Focuses on the synthesis of the theories of supervision, including opportunities to provide culturally competent supervision to practicum students in the Master of Science in Mental Health Counseling degree program.

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

- *COUN 725, Instructional Design and Adult Learning:* 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, as well as psychological issues and cross-cultural issues in teaching and learning, will be discussed.
- *COUN 735, Best Practices in Counselor Education:* Explores the intersection between teaching and learning theories as they relate to best practices for 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.

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

- *COUN 710, Introduction to Counseling Education, Trends, and Research:* Examines the history, roles, functions, ethics and trends in the field of counseling with special attention to the array of professional journals in counseling. Emphasis is placed on the practice of reading and critiquing research in the field, as well as understanding strategies for publishing in counseling journals. Professional preparation standards and credentialing, as well as identification of a research agenda, will also be explored.

- *COUN 712, Research Methodology 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.
- *COUN 714, Research Methodology II:* Provides an advanced study of psychometric theory and research approaches. Identification of research areas and methodology, the dissertation proposal, support during data collection, and a final dissertation product, including the defense process will be addressed. Prerequisite: 712.
- *COUN 770, Advanced Clinical Testing, Measurement, and Appraisal:* Provides an advanced study of theory and approaches to the appraisal of individual and groups within the helping process. Students will increase their knowledge and skills relative to the identification and utilization of standardized client assessment tools in the counselor's scope of practice.
- *COUN 795, Dissertation:* Supports and guides students in the development and completion of their dissertation. This is a relevant scholarly contribution, designed and conducted under the supervision of a research committee. Dissertation credits are taken over three semesters.
Prerequisites: 710, 712, 714, 770.

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.

- *COUN 727, Diversity, Social Justice, and Professional Leadership:* Addresses pedagogy relevant to advocacy, diversity, and social justice issues pertaining to race, ethnicity, cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical status and mental health. Issues of equity, such as oppression, power and privilege, in counselor education will be addressed.

- *COUN 729, Consultation, Organizational Change & Program Evaluation*: 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 an examination of current practices in program development, implementation, and evaluation.

Integrative Behavioral Health: Integrate the knowledge and skills of counselor education and supervision to the specific training competencies required for integrative behavioral health care.

- *COUN 750, Brain, Behavior, and Psychopharmacology*: Examines the neural mechanisms and the physical/behavioral consequences of use and abuse, emphasizing a neurobiology-informed approach to counseling, supervision, and counselor education.
- *COUN 775, Integrative Behavioral Health Care, Wellness, and Career*: Presents the knowledge and skills necessary to interact with health care providers regarding the implications of common and chronic medical illnesses and research on stress and health within a mind-body perspective. 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.
- *COUN 777, Ethical and Legal Issues within Counseling*: The course will also explore a range of contemporary topics in biomedical science and related ethical decision-making models.

Fieldwork The application of theory within an apprenticeship model that provides relevant supervised experiences in counselor education, counseling supervision, and advanced professional counseling.

- *COUN 760, Advanced Practicum*: 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 per credit, of which 40 hours must be in direct service with clients.

- *COUN 780, Internship*: The internship includes most of the activities of an 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. Students will complete a minimum of three internships experiences which are: Teaching, Research, Supervision, Advanced Clinical Practice, and Leadership & Advocacy. Consent of the instructor is required. Prerequisite: 760.

Program Structure

Developed with the working professional in mind, the Doctoral Degree in Counselor Education and Supervision program is a 60-credit-hour program, offering evening and weekend coursework. The fieldwork experiences are likely to be an exception to this schedule and will likely require more flexibility for daytime placements. The program can be completed in four years, taking as few as 6 credits per semester. An accelerated track is also available, which involves completing 9 credits per semester over a three-year period. Successful completion of the program includes a written and oral examination and the dissertation sequence.

Program Requirements

Required Courses (Course Descriptions appear in the *Viterbo University Graduate Catalog*)

- COUN 710 Introduction to Counseling Education, Trends, and Research (3 credit hours)
- COUN 712 *Research Methodology I* (3 credit hours)
- COUN 714 *Research Methodology II* (3 credit hours)
- COUN 715 *Supervision Foundations* (3 credit hours)
- COUN 720 *Clinical Trauma Informed Counseling* (3 credit hours)
- COUN 725 *Instructional Design and Adult Learning* (3 credit hours)
- COUN 727 *Diversity, Social Justice, and Professional Leadership* (3 credit hours)

- COUN 729 *Consultation, Organizational Change & Program Evaluation (3 credit hours)*
- COUN 730 *Advanced Counseling Theories (3 credit hours)*
- COUN 735 *Best Practices in Counselor Education (3 credit hours)*
- COUN 740 *Group Counseling (3 credit hours)*
- COUN 745 *Counseling Supervision Theory, Practice, and Research (3 credit hours)*
- COUN 750 *Brain, Behavior, and Psychopharmacology (3 credit hours)*
- COUN 760 *Advanced Practicum (3 credits or 3 - 1 credit courses)*
- COUN 770 *Advanced Clinical Testing, Measurement, and Appraisal (3 credit hours)*
- COUN 775 *Integrative Behavioral Health Care, Wellness, and Career (3 credit hours)*
- COUN 777 *Ethical and Legal Issues within Counseling (3 credit hours)*
- COUN 780 *Internship (6 credit hours or three 2 credit hour courses)*
- COUN 795 *Dissertation (3 credits hours or three 1- credit hour courses)*

Advanced Practicum: Students will complete a minimum of 100 hours at a placement site that provides initial experience at a clinical or educational setting. The student's role is primarily one of expanding scope of professional practice. The student explores the counselor or counselor educator role and the delivery of services to clients or students under the frequent supervision of a site supervisor. This may be completed over the course of a single semester or over a couple of semesters.

Internship: Students will complete approximately 600 total hours of internship training in three of the five practice domains for counselor educators: clinical, teaching, supervision, research, and leadership and advocacy. Internship typically may complete this requirement over several semesters in order to complete.

Dissertation: Students will conduct a scholarly project. This project is an opportunity for students to engage in independent scholarly work in a defined area of significance to the counseling, education or supervision field. Students will work with faculty advisors for assistance, critique, and expertise. The

student will receive a grade at the end of the semester of the dissertation project, and a grade of B or better indicates satisfactory progress. Students are required to disseminate their work in a prescribed way. Students will use a research model that includes the rigor of quantitative and or qualitative methodologies consistent with doctoral level inquiry and program evaluation procedures using outcome-driven decision-making processes related to best practices.

Program Sequence

The following is a brief overview the program sequence, highlighting the program plan of study, formation of a doctoral committee, fieldwork experiences, comprehensive examination, and the research and dissertation process. The student's advisor serves as a guide through the sequence.

Step One: Develop a Plan of Study

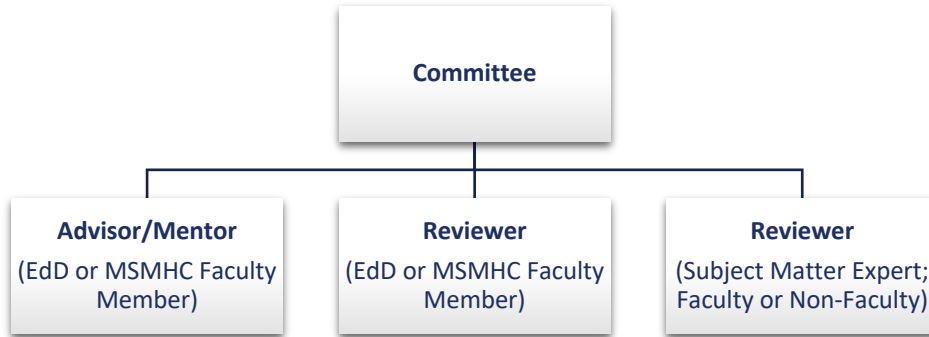
Students develop and finalize the Plan of Study (see Appendix B) in consultation with their advisor. The Plan of Study will reflect any prerequisite course work identified during the admission process and doctoral courses required in the program, as well as any transferred coursework. The Plan of Study guides the students' educational choices while completing a Doctoral Degree in Counselor Education and Supervision.

Step Two: Formation of a Doctoral Committee

According to the CACREP Standards (2016), students in doctoral-level programs must have an approved doctoral committee and work with this committee to develop and complete the program of study. The Doctoral Committee will consist of the student's advisor/research mentor, who will serve as chair, and a minimum of two other faculty-level members (Table 1) who meet the qualifications as determined by the Graduate Council.

Table 1

Doctoral Committee Structure



Step Three: Fieldwork Experiences

The Doctoral degree in in Counselor Education and Supervision requires both a practicum and an internship. Students are required to obtain professional liability insurance for these experiences; faculty will share information about this process. For all fieldwork experiences, students must maintain and submit documentation of their hours. In addition, students must read, understand, sign and submit the Code of Professional and Ethical Conduct form; that form is found in appendix C.

Advanced Practicum: The practicum provides a professional experience in which the student increases their scope of practice under the direction of a site supervisor. Three credits of practicum experience are required, involving 100 total hours, of which 40 are direct client contact hours with clients. Group supervision of practicum work is provided through **the Advanced Practicum course (COUN 760).**

Internship: The purpose of the internship is to provide opportunities to apply academic learning and skills in a practical setting. The internship experience requires 600 total hours. The primary focus for most internships is in three of the five practice domains for counselor educators. However, for students

who do not intend to apply their degree in an academic setting, are encouraged to devote more time in providing clinical supervision and counseling.

The internship consists of advanced professional experiences under site supervision, concurrent with the Internship class. Opportunities for research, clinical work, teaching, supervision, and leadership and advocacy 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, final documentation of the hours is placed in the student's doctoral file. Five categories of doctoral internship experience are available:

1. Research: Research activities in the internship may be performed either on-campus or off-campus. All research activities must be approved by the supervising faculty and conducted under the direction 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 responsibilities or as Teaching Assistantship with an experienced faculty member. In either case, an assigned faculty site 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 by faculty and site supervisors. Supervision activities 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 under the direction of a licensed professional in a variety of clinical settings, depending on their areas of interest and expertise. The student must keep a log of all direct clinical hours and indirect hours.
5. Leadership and Advocacy: Leadership and advocacy activities in the internship may be performed in the Counselor Education Department, as well as local, state and national organizations. Examples of service activities are leadership in professional organizations and involvement in accreditation activities.

Step Four: Comprehensive Examination

Upon completion of all doctoral level course work (exclusive of COUN 780/790 Internship and COUN 795 Dissertation) with a cumulative GPA of 3.0 or better, the student will be required to successfully complete a comprehensive examination. Exceptions to this timeline must be requested of the advisor and approved by the core faculty in the semester before the student plans to complete the examination.

The Comprehensive Evaluation is a portfolio or collection of student work throughout the program. The purpose of this process to assess students' knowledge and skill levels developed through the completed curriculum coursework's instruction and research. Prior to dissertation defense, each student will demonstrate:

- Teaching
- Research
- Advanced Practice
- Supervision
- Research
- Leadership and Advocacy

In consultation with their doctoral committee, the student will provide a collection of their work in each of the above areas, complete additional essays, and then present their work to their comprehensive exam committee and field questions in a scholarly discourse. This evaluation that includes written and oral components. A student will write a scholarly response to four questions derived from their signature assignments within the coursework. The response must articulate the student's growing identity as a counselor educator, supervisor, professional leader, researcher and social advocate.

Step Five: Dissertation Process

Viterbo University, in accordance with the Council for Accreditation of Counseling and Related Educational Programs (CACREP, 2016) standards, identifies that the Doctoral Degree in Counselor Education and Supervision extends the knowledge base of the counseling profession. In addition, it prepares students to inform professional practice by generating new knowledge and supports students in disseminating the results of scholarly inquiry. Doctoral student's complete dissertation research focusing on areas relevant to counselor education, practice and/or supervision.

In guiding students through the dissertation process, Viterbo University Doctoral Degree in Counselor Education and Supervision will utilize Boyer's Model from *Scholarship Reconsidered Priorities of the Professoriate* (Boyer, 2016) which is a dynamic model of scholarship that emphasizes four pathways:

1. The scholarship of discovery – discovering new knowledge
2. The scholarship of integration – synthesis of original knowledge for new perspectives
3. The scholarship of application – utilizing knowledge to find solutions to problems
4. The scholarship of teaching – disseminating knowledge and encouraging others to participate in the process

The dissertation process consists of three stages (see table 2). Students should expect to go through several revisions at each stage prior to obtaining committee approvals. Approval signifies the student has achieved requirements for completion of the dissertation. However, when approvals are sought, the committee may approve as written, approve with revisions, or deny.

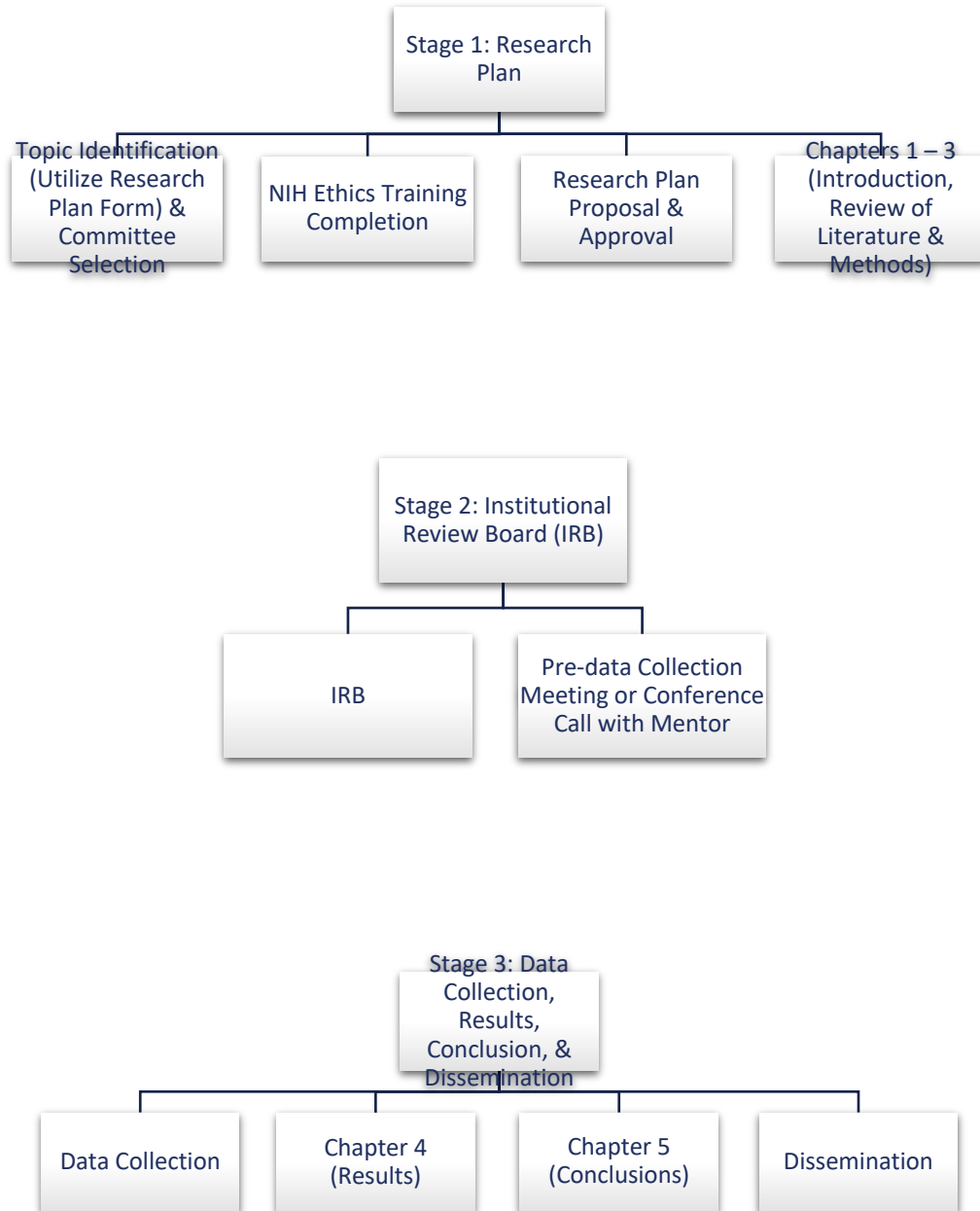
The first stage includes topic and committee identification, NIH ethics training and a formulation of the research plan proposal, followed by completion of chapters one through three of the dissertations (i.e., introduction, review of literature and methods). The second stage centers on institutional review board approval and a pre-data collection meeting or conference call. The third stage consists of data collection, results (chapter 4), the conclusion (chapter 5) and dissemination. Dissemination includes the submission and approval process of the full document to the committee and the public oral defense. For further details, please refer to the *Ed.D. Dissertation (Doctoral Project) Overview* (Thorson-Olesen, Murray, Ward 2018), which will be distributed to each student enrolled in the Dissertation course.

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 the cost of attendance is available on the Business Office website.

Table 2

Stages of Dissertation Process



Student Assessment

Student evaluation and assessment begins with admission to the Doctoral Degree in Counselor Education and Supervision Program. Additionally, each student is evaluated annually to ascertain his or her progress, including consideration of academic performance, professional development, and personal development. This process, called the Annual Student Assessment, occurs at a meeting once each year with core faculty who identify strengths, as well as problems or concerns that need to be addressed. In preparation for the core faculty meeting, advisors formally review the student's annual progress with the student. If evaluations indicate that the student has not demonstrated the appropriate behavior for the program or is not progressing in the program, the core faculty members will work with the student to develop a plan for improvement.

Academic Performance

Students must maintain a 3.0 grade point average each year to remain in the program and to graduate. No course grade lower than a C will be accepted for program completion. Students who achieve a grade below a C in a course will need to repeat the course prior to graduation. Students are expected to attend and actively participate in each class session; generally, a student cannot miss more than 15% of the course meetings and still pass the course. Signature assignments illustrating key learning outcomes for core curricular courses are utilized for formative and summative assessment. The written comprehensive examination is a final reflective analysis across the areas of professional competence within the curriculum and is consistent with the CACREP standards for Counselor Education and Supervision.

Professional Development

The academic experiences in the program are designed to 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. 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, pursue avenues for continuing education, assist in the presentation of research projects, and abide throughout the program to the American Counseling Association's Code of Ethics and Professional Conduct.

Counselor Education and Supervision students are encouraged to become active and engage within the counseling profession through membership in professional counseling organizations and professional activities. The CES program aligns with the American Counseling Association (ACA) and all of its branches. The address for ACA is: American Counseling Association, 5999 Stevenson Avenue, Alexandria, VA 22304-3300 --- www.counseling.org. The divisions of the ACA are:

- Association for Adult Development and Aging
- Association for Assessment and Research in Counseling
- Association for Child and Adolescent Counseling
- Association for Creativity in Counseling
- American College Counseling Association
- Association for Counselor Education & Supervision
- The Association for Humanistic Counseling
- Association for Lesbian, Gay, Bisexual and Transgender Issues in Counseling
- Association for Multicultural Counseling and Development
- American Mental Health Counselors Association
- American Rehabilitation Counseling Association

- Association for Spiritual, Ethical, & Religious Values in Counseling
- Association for Specialists in Group Work
- Counselors for Social Justice
- International Association of Addictions & Offender Counselors
- International Association of Marriage & Family Counselors
- Military and Government Counseling Association
- National Career Development Association
- National Employment Counseling Association

Students are urged to join ACA as well as the state branch, the Wisconsin Counseling Association (WCA). Membership in these organizations is for the purpose of helping to establish the identity of a counselor. Students are also encouraged to join the Association for Counselor Education and Supervision (ACES), since this is the division, most closely aligned with CES doctoral studies and students' future careers. Membership in these organizations will help students gain knowledge through professional journals, newsletters focusing on current trends, and announcements pertaining to upcoming events. Involvement in committee work in these organizations, submissions of manuscripts to ACA journals, and participation at related conferences are encouraged. Faculty members are pleased to talk with students about the possibility of becoming active in these organizations.

Students with an interest in school counseling may consider joining the American School Counseling Association (ASCA).

Student Expectations

Personal Development

Counseling not only demands the highest levels of performance, but 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 and pay particular attention to their own stresses and challenges. Students are strongly encouraged to seek professional assistance as needed; if they feel that their work is being compromised, students are required to notify their faculty advisor and site supervisor, if applicable.

APA Writing Standards

Doctoral students in program are expected to write in a scholarly manner using the American Psychological Association (APA) style and composition standards. Accordingly, all students are assessed for their writing ability. 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. Viterbo University workshops and individual consultation regarding APA writing standards through the Academic Resource Center.

Endorsement Policy for Counseling Students and Graduates

The program faculty only endorse a graduate for a position, license, or credential for which the graduate has been prepared. An endorsement is granted after successful completion of the all-program requirements. The endorsement validates that the performance has been sufficient to ensure acquisition of the skills and competencies necessary for ethical provision of services in the setting for which endorsement is made.

Before endorsement is granted to any student, faculty thoroughly review the 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 the individual has been prepared.

The program faculty will not give "crossover" endorsements. For example, if a student graduates from the Doctoral Degree in Counselor Education and Supervision 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 qualify him or her for such a position. Program faculty 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.

Degree Eligibility

Students are eligible to graduate and be awarded a Doctoral Degree in Counselor Education and Supervision when they have successfully completed the program plan of study, fulfilled all coursework requirements, and maintained a minimum 3.0 grade point average. Students planning to graduate should file an Application for Degree form in the Registrar Office, Murphy Center 204, when they register for their final semester. The deadline for the receipt of this form is January 15th for May graduates and October 15th 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.

Student Handbook

Doctoral Degree in Counselor Education and Supervision

Section Four: University Programs Policies and Regulations

Viterbo University has several institutional policies that may impact specific situations in a student's life. These policies are published online and in the *Viterbo University Graduate Catalog*. For instance, policies are in place for leaves of absence; military deployment; sexual discrimination, sexual harassment and sexual misconduct; university withdrawals and a variety of other issues. Descriptions of selected policies and regulations relevant to academic performance, student success and student well-being are summarized below.

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. Violations of the Academic Integrity policy may lead to a failing course grade or dismissal from the program. The full academic integrity policy, including the student appeal policy, is available in the *Viterbo University Graduate Catalog*.

American with Disabilities Act

It is the policy of Viterbo University to comply with the Rehabilitation Act and the Americans with Disabilities Act and regulations. 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 based on 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. Sample accommodations include note takers, alternative test locations, specialized software and counseling. It is the student's responsibility to notify the professor(s), as well the Academic Resource Center reception desk, if she/he plans to schedule a test in the Academic Resource Center.

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. Considering 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. Typically, in the Doctoral Degree in Counselor Education and Supervision, a student absent for 15 percent of the course hours will be in jeopardy of failing the course.

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.

Class Cancellations

Information about university closings and weather delays is announced by local television and radio stations and posted on Viterbo University website and social media platforms. Information on individual class cancellations will be posted on MOODLE. In the event of hazardous driving conditions, students must use individual judgement in deciding whether to drive to campus.

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 delineated in the *Viterbo University Graduate Catalog* and on individual syllabi.

Academic Appeal Process

When givenness arise concerning a course grade, the student should first discuss the matter with the individual faculty member. If a satisfactory conclusion is not reached, the matter may be brought, in turn, to the Counselor Education Programs Director, the Dean of the College and then the Vice President for Academics. Formal appeals must be filed within the fourth week of the subsequent semester following the finalization of grades. The University's policies and procedures, which govern student grievances and student academic complaints, are included in the *Viterbo University's Graduate Catalog*.

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, 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 office's website. 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.

Academic Policy Exception

Students seeking an exception to any university academic policy may petition the vice president for academic affairs for an exception. The Academic Policy Exception form is found on the Registrar Office's website. 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.

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.

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 Registrar Office 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.

Duty for Reporting

Situations may arise during a field experience that require therapeutic staff to file official reports with governing agencies. You will be responsible for recognizing and reporting incidents, suspicions or threats of child abuse, abuse to vulnerable populations, and cases of imminent harm to appropriate authorities, generally to law enforcement and departments of human services. Reporting should be completed in a timely fashion. Reporters 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 or site supervisors. You may also discuss the reporting process with your faculty advisor or program instructor.

Information about the Viterbo University reporting policy is available online:

(http://www.thezonelive.com/SchoolStructure/WI_ViterboUniversity/handbook.pdf).

Information about making reports in community settings appears below; it is recommended that you discuss reporting procedures with your site supervisor in preparation for fieldwork experiences.

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

In your fieldwork experience, you may encounter incidents, suspicions or threats of child abuse, abuse to vulnerable populations, and cases of imminent harm. When this occurs, know that reporting to appropriate authorities is mandatory, not optional. The following steps provide general guidelines for making such reports:

1. Report concerns and/or suspicions to the site coordinator/administrator immediately.
2. Report concerns and/or suspicions to local law enforcement or the local Human Services agency. 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.
3. If you do not feel comfortable 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 is it your responsibility to investigate before reporting. Suspicion is enough to report; child and adult protection professionals will determine whether they respond to the report, and they will determine whether a child or adult has been abused or neglected. Thus, cases of suspected child abuse must immediately be reported to the appropriate authorities.

Imminent Harm Reporting

All cases of imminent harm posed by a client either to him/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.

Endorsement Policy

It is not the general practice of the CES faculty to automatically provide reference letters to graduates for admission to further education or for employment applications, nor to supply evaluations of competencies for individual credentials. However, the faculty may provide such service to students on a request basis. Please do not hesitate to ask for a letter of reference, if it would be helpful to you. It is the faculty member's individual decision whether to provide the letter. Endorsements will be written only if the faculty member believes that a student's program of studies in fact prepared them for the position or credential in question.

Remediation and Retention Process

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 relevant professional codes of ethics and standards of practice, if such evaluations indicate that a student has not demonstrated the expected professional dispositional traits or is not making adequate academic progress (i.e. Counseling skills and

knowledge) in the program, faculty members will address the issues of concern with the student. This meeting represents the first step in the remediation and retention process.

If the situation(s) does not improve or if the situation is serious enough to warrant more immediate action, faculty will convene a meeting. The second step in the process initiates written documentation of the concern(s). This step begins with a meeting with the student and all core faculty within the program. During this meeting, the concern(s) identified is discussed, including the student's perspective. The outcome of this meeting will establish at least one of the following options:

1. No further action is taken,
2. A Corrective Action Plan (CAP) is created. The CAP will be completed by the faculty and student which specifically outlines the steps required to successfully complete the CAP.
3. Suspension or Dismissal from the program.

When a student is provided with a CAP it is a signal that the faculty believe that the student has the potential to succeed. Students are encouraged to view a CAP as an opportunity for growth. During the duration of the CAP, the student will be monitored by an assigned program faculty member. If the CAP is successful, the student will be able to continue in the program. If the implementation of the CAP does not adequately remedy the issue, another full faculty meeting will be held. The student will be extended an invitation to attend this meeting. During that meeting, the student will be evaluated on progress toward the identified goals. The faculty may decide to modify the existing CAP or the student may be dismissed from the program

Appeal Process

Students may complete an informal appeal regarding 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. The student should address in writing the specific complaint to the faculty member(s) and include all copies of communication used during the

initial stages of the investigation. The letter should also include a brief overview of the issue, a description of the specific concerns expressed by program faculty, 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 in need of correction. The student may further appeal the denial decision to the dean of their academic college, then to the Vice President for Academics. If informal appeals do not satisfactorily resolve the appeal, student may file a formal written appeal to the Board of Review as outlined in the *Graduate School Catalog*.

Academic Misconduct

Academic misconduct, as defined in Viterbo University's *Graduate Catalog*, is "any activity that may compromise the academic integrity of the university or subvert the educational process" (pp. 9). *Serious* violations of either Viterbo University codes of conduct or American Counseling Association code of ethics are considered academic misconduct and may result in suspension or dismissal from the program or Viterbo University. In situations of potential academic misconduct faculty will follow the process outlined Viterbo University's Graduate Catalog. Faculty must determine if the academic misconduct is unintentional or intentional violation(s). Faculty will notify the student in writing of the allegation, contact program director and/or department chair, and contact Vice President for Academics to notify that the student is involved in an allegation and to discover if student has previously violated academic policy.

If faculty determine that the academic misconduct was unintentional, faculty will provide the student a written warning that continuation or repetition of academic misconduct will be cause for additional disciplinary action and will notify the Vice President for Academics that the misconduct was unintentional. Faculty may award a failing grade, require the student to resubmit the corrected assignment, or have the student complete an alternative assignment. If faculty determine the academic misconduct was intentional, faculty will refer the incident to the director of the graduate program. The

director will collect all pertinent facts and will make the final determination regarding whether academic misconduct occurred, and if so, whether said misconduct was intentional or unintentional. The program director will notify the student in writing that they intentionally violated the university academic policy. The program director will make a recommendation to the Vice President for Academics who will impose sanction(s). Most cases of intentional academic misconduct at the graduate level will result in either suspension or expulsion from the university. Should suspension or dismissal be the recommendation, students will be invited to discuss potential suspension or dismissal with program faculty prior to receiving a written notification of suspension or dismissal. All incidences of code of conduct violation or ethics violation will be documented, placed in the student file, and shared with the Vice President for Academics according to Viterbo University Policy. Viterbo University graduate school policy regarding suspension or dismissal may be found in the Viterbo University *Graduate Catalog* and are adhered to by the Counselor Education program.

Student Handbook

Doctoral Degree in Counselor Education and Supervision

Section Five: Selected Viterbo University Support Services

Faculty Advising

During initial orientation, students will be assigned a faculty advisor from within Doctoral Degree in Counseling, Education and Supervision program. Regular contact with their advisor will provide discussions related to career goals, educational needs, progress toward graduation, class schedules, professional development, and personal/academic concerns. Students are responsible for ensuring that they complete requirements as described in this handbook and that they meet all relevant deadlines for turning in their work. By doing their part to keep up with the necessary procedures and activities, students contribute to creating a positive learning environment for themselves and will be free to engage with their advisor in substantive discussions about their learning plans.

If students have concerns regarding their advisor, the first step is to have a meeting with their current advisor to discuss those concerns. Often such a discussion serves to clarify issues and leads to an enhanced working relationship. After this meeting, if students wish to pursue a change in advisors, and, if they and their current advisor mutually agree to terminate their working relationship, the student indicates this through completing a Request to Change Advisors form from the registrar office. This form requires the current advisor's signature, as well as the signature of the requested advisor. If the requested advisor has a current opening, the student can be reassigned to the new advisor.

Career Services

The Career Services Office in Murphy Center 374 helps 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.

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. Workshops related to the APA Style are 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.). The center can also answer questions about formatting. Writing assistance is provided primarily online, but in-person appointments can be arranged. Students can submit papers electronically using the form available on the webpage: <http://www.viterbo.edu/academic-resource-center/graduate-writing-assistance>.

Library Services

The Viterbo University Todd Wehr Memorial Library staff is committed to providing quality library services both on-campus and off-campus. Library staff 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.

Security

Campus security can be contacted by dialing 3911 from an on-campus phone or (608) 796-3911 from other phones. Emergency phones are located at various locations on campus. For all life-threatening emergencies call 911.

Appendix A

Doctoral Student Handbook

Verification Review

As a student in the Doctoral Degree in Counselor Education and Supervision program, understanding the policies and procedures of the program is essential. By signing and submitting this form, you acknowledge that you have received copies of and reviewed the Doctoral Degree in Counselor Education and Supervision handbook, as well as the *Viterbo University Catalog*.

Furthermore, the Doctoral Degree in Counselor Education and Supervision program requires that all students follow the American Counseling Association (ACA) Code of Ethics and the American Psychology Association (APA) [\(Hyperlink\)](#) writing guidelines. By signing and submitting this form, you are acknowledging that you have reviewed the ACA Code of Ethics and the APA writing guidelines. All written work for the Doctoral Degree in Counselor Education and Supervision program is to be completed following the APA writing guidelines. Writing assistance is available from the Academic Resource Center.

I have read and understood the policies and procedures outlined in the Doctoral Student Handbook, as well as the Viterbo University Graduate Catalog. I understand that at any point, the 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 doctoral students in Counselor Education and Supervision. I agree to follow the policies and procedures described in the 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

Director/Professor MC 560

damurray@viterbo.edu

Appendix B

Doctoral Student Handbook

Plan of Study

Ed.D. in Counselor Education & Supervision (CES)	Credits	Date Completed	Competency Awarded	Notations
YEAR ONE (Core)	27			
COUN 710: <i>Introduction to Counseling Education, Trends, and Research</i>	3			
COUN 712: <i>Research Methodology I</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 Counseling Theories</i>	3			
COUN 740: <i>Group Counseling</i>	3			
COUN 745: <i>Counseling Supervision, Practice, & Research</i>	3			
COUN 750: <i>Brain, Behavior, and Psychopharmacology</i>	3			
YEAR TWO (Core & Practicum)	24			
COUN 714: <i>Research Methodology II</i>				
COUN 727: <i>Diversity, Social Justice, and Professional Leadership</i>	3			
COUN 729: <i>Consultation, Organizational Change & Program Evaluation</i>	3			
COUN 735: <i>Best Practices in Counselor Education</i>	3			

COUN 770: <i>Advanced Clinical Testing, Measurement & Appraisal</i>	3			
COUN 760: <i>Advanced Practicum</i>	3			
COUN 775: <i>Integrative Behavioral Health Care, Wellness, and Career</i>	3			
COUN 777: <i>Ethical and Legal Issues within Counseling</i>	3			
YEAR THREE (Internship & Dissertation)	9			
COUN 780: <i>Internship</i>	3			
COUN 790: <i>Advanced Internship</i>	3			
COUN 795: <i>Dissertation</i>	3			
TOTAL CREDITS	60			

Appendix C

Doctoral Student Handbook & Program Information

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. Your conduct and performance in these settings may have implications far beyond your current situation.

Students placed in agency settings are governed by the agencies 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 site supervisor when you begin your assignment.

You must keep both the faculty and site supervisor apprised, at all times, of your current email address, physical address, and telephone number.

You understand that the only permissible fieldwork absences include illness or other serious circumstances. Absences to keep pace with coursework or co-curricular activities are not legitimate excuses. You will be responsible to notify the site and the 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 Counselor Education and Supervision Practicum/Internship Coordinator.

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

Due to the nature of a Practicum/Internship arrangement, you may not withdraw from a site except in severe and justifiable circumstances as determined by your Practicum/Internship Coordinator

in consultation with the cooperating site sponsor. A dismissal with cause 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 adherence 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 patients', clients', members', customers', employees' chart or records, products or services associated with the internship site;
- Following legal and institutional laws and related to reporting abuse and imminent harm;
- Reporting for the practicum/internship on time;
- Using appropriate written and oral expression in all interactions with university personnel, fellow students, managers, supervisors, employees, the public, and clients;
- Participating in 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, fellow employees and fellow students, 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 Doctoral Degree in Counselor Education and Supervision 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.)