

Counselor Education Department

**Graduate Student Handbook
2025-2026**



VITERBO
UNIVERSITY

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INTRODUCTION

We appreciate the opportunity to provide information related to the three counseling degree programs at Viterbo University. The handbook contains introductory information that is helpful at various stages of program involvement—from making initial decisions about applying to a 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 program and University regulations and policies and an introduction to selected campus services. The handbook is updated annually on an as-needed basis and is subject to change without notice. Students are responsible for being familiar with the handbook. A student entering any degree program within the Counselor Education Department is bound by the handbook in effect at the time of entry and retains the right to follow the handbook for the duration of her or his stay in the program, provided attendance is uninterrupted.

The information in this handbook is intended to augment the Graduate Studies Catalog which is published yearly. 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 your specific program may be directed to the departmental director, Dr. Cameron Houin at 608-796-3713 or cbhouin@viterbo.edu.

Counselor Education Department

Mission Statement

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

Graduate Programs

Viterbo University's Counselor Education Department offers three programs:

- Master of Science in Mental Health Counseling (MSMHC)
- Master of Science in School Counseling (MSSC)
- Doctor of Education in Counselor Education and Supervision (EdD-CES)

Accreditation

The Masters of Mental Health Counseling was initially accredited by CACREP in 2014, and the Doctor of Education in Counselor Education and Supervision program was initially accredited in 2021. Both programs have been approved for accreditation through October 2032.

Viterbo University has received approval for the Master of Science in School Counseling program from the Higher Learning Commission (HLC) of the North Central Association. The Master of Science in School Counseling program will be submitting a self-study during June of 2026 in the pursuit of CACREP (2024) Accreditation.

SECTION 1: OVERVIEW OF PROGRAMS

Master of Science in Mental Health Counseling (MSMHC)

Mission Statement

The mission of the Master of Science in Mental Health Counseling program is to prepare professional counselors to provide treatment for diverse individuals and groups experiencing a continuum of mental health issues.

Program Objectives

- **Objective 1 (Orientation & Ethics):** Students can demonstrate professional ethical standards of practice by scoring 80% or higher on aligned KPI assignments.
- **Objective 2 (Social & Cultural Diversity):** Students can articulate the impact of values, beliefs, and cultural diversity perspectives relative to the counseling process by scoring 80% or higher on aligned KPI assignments.
- **Objective 3 (Human Development):** Students can apply contemporary theories of human development by scoring 80% or higher on aligned KPI assignments.
- **Objective 4 (Career Development):** Students can demonstrate the application of career counseling theories and skills by scoring 80% or higher on aligned KPI assignments.
- **Objective 5 (Counseling Relationship):** Students can conceptualize counseling theories and utilize individual counseling skills by scoring 80% or higher on aligned KPI assignments.
- **Objective 6 (Group Counseling):** Students can conceptualize group counseling theories and demonstrate group counseling skills by scoring 80% or higher on aligned KPI assignments.
- **Objective 7 (Assessment):** Students can understand and apply basic principles of testing and assessment in counseling by scoring 80% or higher on aligned KPI assignments.
- **Objective 8 (Research):** Students can evaluate and integrate research into counseling practice by scoring 80% or higher on aligned KPI assignments.
- **Objective 9 (MSMHC Specialty):** Students can demonstrate accurate client case conceptualization, diagnosis, and treatment planning by scoring 80% or higher on aligned KPI assignments.
- **Objective 10 (MSMHC Specialty):** Students can demonstrate effective therapeutic counseling relationship with clients by scoring 80% or higher on aligned KPI assignments.

Degree Requirements

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.

Key Professional Dispositions: Students will demonstrate effective professional attitudes and conduct, collectively known as professional dispositions, which show one's openness to instructor and supervisor feedback, the ability to navigate collegial relationships with peers and others, and demonstration of cultural competence during interpersonal interactions.

- Completion of 60 credit hours of course work maintaining a 3.0 GPA
- Completion of practicum (100 hours) and internships (600 hours) in mental health counseling
- Pass the Counselor Preparation Comprehensive Exam (CPCE)

Program Delivery

The curriculum for the MSMHC is sixty-credits (60) comprised of core and elective courses. Clinical experiences are integrated into the program in the following areas: individual and group counseling; career and employment counseling; addictions and court-related issues; and consultation with universities, community agencies, and schools. Students can graduate with a concentration in a specialty area (i.e., addiction counseling, complementary health and wellness counseling, or child and adolescent counseling).

Students have opportunities to learn through a variety of teaching methodologies, including class discussions, role-playing, small group work, case-study analyses, classroom simulations, and an advocacy/research project. The curriculum will provide students with opportunities to apply the knowledge and skills learned in supervised clinical settings.

Students may take courses on a 6-9-credit basis. The program offers classes in the evening, as well as on weekends. Courses are offered during the spring, fall, and summer semesters. Students can expect to finish the degree program in two to three years when taking either six or nine credits per session.

Expected Outcomes for Graduates

The Master of Science in Mental Health Counseling program prepares students to provide ethical, evidence-based counseling services in a variety of settings, including mental health agencies, veterans' administrations, psychiatric hospitals, residential treatment settings, correctional facilities, and university counseling centers. Graduates of the program develop and enhance the following competencies required for work in such environments:

- Competence in conducting clinical assessments,
- Expertise in the theory and methods of therapeutic practice with individuals and groups,
- Awareness of and appreciation for the multicultural aspects of human behavior, development, and systemic interdependence,
- Understanding of the standards for ethical and responsible professional counseling practice, and

- Eligibility for Licensure as a Professional Counselor (LPC) in Wisconsin.

Licensure / Certification

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 Master of Science in Mental Health Counseling 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. In the state of Wisconsin, the Department of Safety and Professional Services is the governing body that oversees both the licensure and credential process.

Master of Science in School Counseling (MSSC)

Mission Statement

The mission of the Master of Science in School Counseling program is to prepare professional counselors to be interpersonally skilled and culturally competent in meeting the diverse needs of a K-12 school environment by assisting in the resolution of academic, vocational, and social-emotional concerns.

Program Objectives

- **Objective 1 (Orientation & Ethics):** Students can demonstrate professional ethical standards of practice by scoring 80% or higher on aligned KPI assignments.
- **Objective 2 (Social & Cultural Diversity):** Students can articulate the impact of values, beliefs, and cultural diversity perspectives relative to the counseling process by scoring 80% or higher on aligned KPI assignments.
- **Objective 3 (Human Development):** Students can apply contemporary theories of human development by scoring 80% or higher on aligned KPI assignments.
- **Objective 4 (Career Development):** Students can demonstrate the application of career counseling theories and skills by scoring 80% or higher on aligned KPI assignments.

- **Objective 5 (Counseling Relationship):** Students can conceptualize counseling theories and utilize individual counseling skills by scoring 80% or higher on aligned KPI assignments.
- **Objective 6 (Group Counseling):** Students can conceptualize group counseling theories and demonstrate group counseling skills by scoring 80% or higher on aligned KPI assignments.
- **Objective 7 (Assessment):** Students can understand and apply basic principles of testing and assessment in counseling by scoring 80% or higher on aligned KPI assignments.
- **Objective 8 (Research):** Students can evaluate and integrate research into counseling practice by scoring 80% or higher on aligned KPI assignments.
- **Objective 11 (MSSC Specialty):** Students can demonstrate school counseling program delivery and culturally responsive prevention and interventions in K–12 schools by scoring 80% or higher on aligned KPI assignments.
- **Objective 12 (MSSC Specialty):** Students can demonstrate the development and evaluation of a comprehensive developmental program grounded in empirical research by scoring 80% or higher on aligned KPI assignments.
- **Objective 13 (MSSC Specialty):** Students can demonstrate effective therapeutic counseling relationships with K–12 students by scoring 80% or higher on aligned KPI assignments.
- **Objective 14 (MSSC Specialty):** Students can demonstrate effective classroom instructional skills and small group skills to facilitate student growth in a K–12 environment by scoring 80% or higher on aligned KPI assignments.

Degree Requirements

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.

Key Professional Dispositions: Students will demonstrate effective professional attitudes and conduct, collectively known as professional dispositions, which show one’s openness to instructor and supervisor feedback, the ability to navigate collegial relationships with peers and others, and demonstration of cultural competence during interpersonal interactions.

- Completion of 60 credit hours of course work maintaining a 3.0 GPA
- Completion of practicum (100 hours) and internships (600 hours) in school counseling
- Pass the Counselor Preparation Comprehensive Exam (CPCE)
- Take the Praxis II Exam

Program Delivery

The curriculum for the MSSC is sixty-credits (60) comprised of foundational counseling courses and specialty courses in school counseling. Clinical experiences are integrated into the program in the following areas: individual and group counseling; career and employment counseling; and consultation.

Students have opportunities to learn through a variety of teaching methodologies, including class discussions, role-playing, small group work, case-study analyses, classroom simulations, and an advocacy/research project. The curriculum will provide students with opportunities to apply the knowledge and skills learned in supervised clinical settings.

Students may take courses on a 6-9-credit basis. The program offers classes in the evening, as well as on weekends. Courses are offered during the spring, fall, and summer semesters. Students can expect to finish the degree program in two to three years when taking either six or nine credits per session.

Expected Outcomes for Graduates

The Master of Science in School Counseling program prepares students to provide ethical, evidence-based counseling services in a variety of school settings. Graduates of the program develop and enhance the following competencies required for work in such environments:

- Competence in the preparation and delivery of classroom guidance lesson,
- Expertise in the theory and methods of therapeutic practice with individuals and groups,
- Effective communication skills and demonstrated abilities to work collaboratively in an educational environment,
- Awareness of and appreciation for the multicultural aspects of human behavior, development, and systemic interdependence,
- Understanding of the standards for ethical and responsible professional counseling practice, and eligibility for Licensure as a Professional School Counselor in Wisconsin.

Licensure / Certification

The process for earning the Pk-12 School Counselor license 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 Wisconsin Department of Public Instruction about issuing licenses or credentials early in their degree programs to ensure they are qualified.

The Master of Science in School Counseling is designed to meet the educational requirement for licensure as a school counselor in the State of Wisconsin; however, it is the student's responsibility to stay current with state requirements and counseling licensure standards.

Doctor of Education in Counselor Education and Supervision (EdD-CES)

Mission Statement

The mission of the Educational Doctorate in Counselor Education and Supervision is to prepare graduates to work as advanced practitioners, educators, supervisors, and advocates in a diverse society. The doctoral program seeks to meet the growing need for highly qualified counselor leaders and scholars in a variety of settings.

Program Objectives

- **Objective 1 (Advanced Practice):**
Students can critically examine, integrate, and apply advanced counseling theories and techniques across individual and group settings, with a focus on culturally sustaining practices and ethical considerations by scoring 80% or higher on aligned KPI assignments.
- **Objective 2 (Supervision):**
Students can cultivate theoretical knowledge and practical experience needed to provide effective counseling supervision, including the development of a personal supervisory style, assessment of supervisees, and management of ethical and legal responsibilities in diverse settings by scoring 80% or higher on aligned KPI assignments.
- **Objective 3 (Teaching):**
Students can become effective counselor educators through mastery of adult learning theories, curriculum design, instructional methods, and culturally responsive teaching practices, while emphasizing the role of mentoring and assessment of student learning and dispositions by scoring 80% or higher on aligned KPI assignments.
- **Objective 4 (Leadership and Advocacy):**
Students can develop abilities to assume leadership roles within counselor education programs, professional organizations, and advocacy efforts; this includes understanding accreditation processes, responding to sociopolitical issues, and promoting diversity, equity, and inclusion in leadership practices by scoring 80% or higher on aligned KPI assignments.
- **Objective 5 (Research):**
Students can engage in rigorous research using both quantitative and qualitative methodologies.; emphasizing the development of professional writing, conference presentations, grant writing, and ethical research practices that contribute to the counseling profession's knowledge base by scoring 80% or higher on aligned KPI assignments.
- **Objective 6 (Ethical Practice and Social Justice):**
Students can understand and apply ethical standards across all aspects of counselor education, including teaching, supervision, research, leadership, and clinical practice. Additionally, enhance the delivery of counseling services and educational practices by fostering a commitment to diversity, equity, and social justice in all professional activities by scoring 80% or higher on aligned KPI assignments.

Degree Requirements

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.

Students will demonstrate effective professional attitudes and conduct, collectively known as professional dispositions, which show one's openness to instructor and supervisor feedback, the ability to navigate collegial relationships with peers and others, and demonstration of cultural competence during interpersonal interactions.

- Completion of 60 credit hours of course work maintaining a 3.0 GPA
- Completion of advanced practice (100 hours minimum) and internships on two of the remaining four domains of CES (teaching, supervision, research, leadership and advocacy).
- Completion of the Comprehensive Examination and Portfolio
- Completion of the Dissertation Sequence, including the IRB, proposal, and defense.

Program Delivery

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 experience is 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 comprehensive examination and portfolio, as well as the dissertation sequence.

Expected Outcomes for Graduates

The Educational Doctorate in Counselor Education and Supervision program prepares students across the five domains of counselor education. Graduates of the program develop and enhance the following competencies required for work in such environments:

- Competence in the preparation and delivery of counseling andragogy,
- Expertise in an advanced areas of counseling practice,
- Effectiveness utilizing, completing, and disseminating peer-reviewed, evidence-based research,
- Understanding and application of developmental models and process models of supervision, and
- Eligibility for full-time tenure-track counseling faculty positions at the master's and doctoral level.

SECTION 2: APPLICATION FOR ADMISSION

Application Procedures for MSMHC and MSSC

The application for either master's degree in counseling has a two-pronged admission process. Students initially apply online for admission to the degree program. All materials required to support the student application process for the degree program should be submitted to the online application portal. A link will be provided to the applicant via the Graduate Admissions office. Note: Those admitted to the program must later apply for admission to the Professional Sequence of the degree program.

Admission for Degree-Seeking Students

The following are the admission requirements for all master's-level applicants:

- Applicants must have earned a bachelor's degree. Preference may be given to applicants who have a degree in degree in a human service, social science, or related discipline. Students with deficits in coursework and related 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 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 conditional acceptance into the program.
- Applicants must have a minimum of two letters of recommendation supporting their candidacy submitted by individuals familiar with the applicant's educational performance and potential.
- Applicants must submit all required materials (i.e., application, official transcripts, and letters of recommendation). Completed applications are accepted each year depending on space availability and reviewed by the faculty for final vote.
- Applicants must participate in a scheduled personal interview with the departmental Admissions Coordinator.

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, social science, or related 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. Note: 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.

Transfer Credit

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 twelve 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.

Application Procedures for EdD-CES

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 are already professionally licensed. 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.

Admission for Degree-Seeking Students

The admission procedures include completing an online application, submitting all official transcripts, completing a written statement of purpose, and providing a minimum of two letters of recommendations. Following review of application materials, the Admission Coordinator will schedule an interview with competitive applicants; applicants not selected for an interview will receive formal notification from the Graduate Admissions office.

Individuals entering the program are required to have completed a CACREP-accredited master's degree in counseling or an equivalent counseling master's degree that meets the core curricular areas as outlined by the CACREP (2024) Standards. For individuals not meeting the requirements of the core curricular areas, prerequisites will be required prior to admission. 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.

Admission of International Students

In addition to meeting all of 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

Upon individual consideration, students may transfer up to twelve credits of graduate-level coursework completed at a CACREP, or equivalent, counseling program. These credits must meet equivalency requirements of the Doctor of Education in Counselor Education and Supervision program at Viterbo University. 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 or not transfer credits are accepted.

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 a 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 any degree program.

Admission 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.

Faculty Advisor

All students are assigned to an academic advisor upon their admission into their respective programs. 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 tentative Plan of Study which explicates the courses the student will complete for their degree.

SECTION 3: COURSE CURRICULUM

MSMHC and MSSC Programs

All students are required to complete 60 credits and maintain a 3.0 grade point average to be awarded a master's degree in professional counseling. Those credits include core courses to be completed by all students, as well as electives to fulfill one of the respective program requirements.

The core courses prepare students for their practicum/internship experiences and research activities. Initial contacts with one's academic advisor will focus on developing an individual academic plan.

<i>Core Master's Courses</i>		<i>Prerequisite</i>	<i>Credits</i>
COUN 520	Multicultural Perspectives and Counseling		3
COUN 530	Human Development in Social Context: Lifespan		3
COUN 540	Theories of Mental Health Counseling	COUN 510, COUN 545	3
COUN 550	Career Development and Counseling		3
COUN 570	Couples and Family Counseling		3
COUN 580	Trauma and Crisis: An Integrated Approach		3
COUN 590	Models of Addiction Counseling		3
COUN 595	Testing and Assessment in Counseling	COUN 510, COUN 545	3
COUN 660	Research, Evaluation, and Evidence-Based Practices	COUN 510, COUN 545, COUN 595	3
COUN 675	Techniques of Counseling	COUN 540	3
COUN 680	Group Counseling	COUN 675	3

<i>MSMHC Specialty Courses</i>		<i>Prerequisite</i>	<i>Credits</i>
COUN 510	The Counseling Profession and Ethics		
COUN 565	Behavior Disorders		3
COUN 640	Psychodiagnostics and Treatment Planning	COUN 595	3
COUN 665	Foundations of Mental Health Counseling	COUN 595	3
COUN	Elective (x2)		6
COUN 690	Counseling Practicum	COUN 675, COUN 640	3
COUN 695	Counseling Internship (across 2 semesters)	COUN 690	6

<i>MSSC Specialty Courses</i>		<i>Prerequisite</i>	<i>Credits</i>
COUN 545	Introduction to School Counseling		3
COUN 571	Counseling Children/Adolescents through Play		3
EDUC 613	Introduction to Individual Student Assessment		3
EDUC 619	Collaboration and Transition		3
COUN 635	Prevention and Intervention in the Schools		3
COUN 645	School Counseling Program and Leadership Management		3
COUN 691	Practicum in School Counseling	COUN 675	3
COUN 692	Internship in Elementary School Counseling	COUN 691	3
COUN 693	Internship in Secondary School Counseling	COUN 691	3

Each of the concentrations involves completion of nine credits, although one of the three-credit courses in each concentration is a required course embedded in the core curriculum. Students are to complete the remaining six (6) credits required for degree completion via two (2) elective courses.

<i>MS Elective Courses</i>		<i>Prerequisite</i>	<i>Credits</i>
COUN 571	Counseling Children/Adolescents through Play		3
COUN 572	Advanced Counseling for Children and Adolescents through Play	COUN 571	3
COUN 575	Expressive and Experiential Techniques		3
COUN 581	Healthy Lifestyle Choices		3
COUN 582	Integrative Health		3
COUN 591	Substance Abuse Disorders	COUN 590	3
COUN 592	Fieldwork in Substance Abuse	COUN 590	3
COUN 593	Motivational Interviewing		3
COUN 650	Psychopharmacology	COUN 590	3

Edd-CES Program

All students are required to complete 60 credits and maintain a 3.0 grade point average to be awarded a doctoral degree in Counselor Education and Supervision.

<i>Edd Required Courses</i>		<i>Prerequisite</i>	<i>Credits</i>
COUN 700	Introduction to Professional Writing/Scholarship		1
COUN 710	Quantitative Methods in Social Science Research		3
COUN 712	Qualitative Methods in Social Science Research		3
COUN 715	Supervision Foundations		3
COUN 725	Instructional Design and Adult Learning		3
COUN 727	Diversity and Social Justice		3
COUN 729	Professional Leadership and Advocacy		3
COUN 730	Advanced Counseling Practice		3

<i>EdD Required Courses</i>		<i>Prerequisite</i>	<i>Credits</i>
COUN 735	Best Practices in Counselor Education	COUN 725	3
COUN 745	Counseling Supervision Theory, Practice, and Research	COUN 715	3
COUN 770	Advanced Assessment and Program Evaluation		3
COUN 777	Ethical and Legal Issues within Counseling		3
COUN 780	Doctoral Internship	Course(s) in internship area	9
COUN 783	Comprehensive Examination and Portfolio		2
COUN 794	Dissertation Proposal	COUN 710, COUN 712	3
COUN 795	Dissertation	COUN 770, COUN 794	12

Doctoral Internships

Students will complete a minimum of 700 hours across at least three of the five CES domains. At least 100 of these hours must be in the domain of Advanced Practice. The student explores the counselor or counselor educator role and the delivery of services to clients or students under the regular supervision of a site supervisor. Students must arrange their internship placement in collaboration with the department's Clinical Coordinator. Note: To sign up for an internship in any CES domain other than Advanced Practice, the student must have completed the class(es) in that internship area. The Advanced Practice doctoral internship can be taken at any point during the program.

Comprehensive Examination and Portfolio

The Comprehensive Evaluation is a portfolio or collection of your work throughout the program. This is a tool to assess a student's knowledge and skills once required coursework from the curriculum and instruction and research strands have been completed. Prior to the dissertation proposal, each student will demonstrate experience and growth across the following areas:

- a. CES Professional Identity
- b. Counseling
- c. Supervision
- d. Teaching
- e. Research and Scholarship
- f. Leadership and Advocacy

COUN 783: Comprehensive Examination and Portfolio cannot be taken until the student's last semester of core coursework. Prior to beginning the dissertation sequence, students must complete an oral comprehensive examination after providing their committee with a portfolio of doctoral artifacts a minimum of two weeks prior to the oral defense. Note: Students cannot walk at graduation if they have not successfully defended comps.

According to the CACREP Standards (2024), students in doctoral-level programs must have an approved comprehensive exam committee and work with this committee to develop and complete the program of study. The comprehensive exam committee will consist of the student's advisor/research mentor, who

will serve as chair, and a minimum of two other faculty-level members who meet the qualifications as determined by the Graduate Council.

Dissertation Sequence

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 will use a research model that includes the rigor of quantitative or qualitative methodologies consistent with doctoral level inquiry and program evaluation procedures using outcome-driven decision-making processes related to best practices.

Viterbo University, in accordance with the Council for Accreditation of Counseling and Related Educational Programs (CACREP, 2024) 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 students complete dissertation research focusing on areas relevant to counselor education, practice and/or supervision.

According to the CACREP Standards (2024), students in doctoral-level programs must have an approved dissertation committee and work with this committee to develop and complete the program of study. The dissertation committee will consist of the student’s advisor/research mentor, who will serve as chair, and a minimum of two other faculty-level members who meet the qualifications as determined by the Graduate Council.

The dissertation process consists of three stages:

Stage 1	Dissertation Proposal*	Chapters 1-3
Stage 2	IRB Application, Data Collection, Data Analysis	Update Chapter 3, as needed
Stage 3	Finalize Manuscript and Dissertation Defense	Chapters 4-5

Students should expect several revisions at each stage prior to obtaining committee approval. Approval signifies the student has achieved requirements for completion of the next dissertation stage. The committee may recommend: 1) approve as written, 2) approve with revisions, or 3) deny approval.

SECTION 4: ASSESSMENT

Student Assessment

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 the American Counseling Association (2014) Code of Ethics for professional counselors. Students are responsible for understanding and following these ethical standards.

Student evaluation and assessment begins with admission to any of our three graduate counseling programs. 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 work with the student to develop a plan for improvement.

Key Performance Indicators (KPIs)

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.

All KPIs have been purposefully aligned with specific assignments throughout the course curriculum to assist faculty in formally evaluating student academic progress and concerns. If a course has one or more KPI assignments, students can see this clearly in bold within the course syllabus. Students will receive written feedback from the faculty annually, in the form of an email, evaluating each students' individual success regarding the KPI assignments related to their coursework that academic year. Students with questions or concerns regarding this process and/or the faculty provided feedback should reach out to their faculty advisors or the departmental director to discuss.

Key Professional Dispositions (KPDs)

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, School Counselors, and Counselor Educators must monitor not only their clients' and/or students' behavior but pay particular attention to their own stressors and challenges. Similarly, 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. The dispositions considered include:

- **Conscientiousness:** Behaviors associated with accepting responsibility, perseverance, dependability, capacity to plan, and self-discipline.

- **Coping and self-care:** Identifies and responds appropriately to personal stress, burnout, and situational impairment; uses positive coping mechanisms.
- **Openness:** Tolerance for ambiguity and lifestyles of others, imaginative, curious, open to new learning experiences.
- **Cooperativeness:** Behaviors that demonstrate a general attitude of helpfulness and agreeableness, capacity to work well with authority figures, avoidance of inappropriate competition or power struggles, and non-defensiveness; accept influence from supervisors.
- **Moral reasoning:** Behavior reflecting academic honesty; reliable and truthful in dealings with others; engenders public trust.
- **Interpersonal skills:** Demonstrates appropriate warmth, energy in interpersonal relationships, and the capacity to interact effectively with others.
- **Cultural sensitivity:** Behaviors that suggest tolerance for culture and lifestyle differences, cultural sensitivity to multiple factors that make up an individual's identity, awareness of one's own heritage and the potential impact of one's own cultural on others.
- **Self-awareness:** A conscious knowledge of one's own traits, emotions, and behavior, and the impact of one's behaviors on others.
- **Emotional stability:** Ability to control negative emotions, such as anger and anxiety, and to adopt a generally positive perspective; effective management of behaviors that could potentially interfere with professional functioning.
- **Ethical behavior:** Integration of professionalism and ethical standards into day-to-day behavior.

Viterbo University expects our students will uphold the highest professional, personal, and ethical standards and to respond when those standards are compromised. Counselors and Counselor Educators must monitor not only their clients' and/or students' behavior but pay particular attention to their own stresses and challenges. The ACA(2014) 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 (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 (p.15)

Counseling not only demands the highest levels of performance, but 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.

Student Retention, Remediation, and Program Dismissal

Professional Development Plans

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(s) via a Professional Development Plan (PDP). See the Appendix for a PDP template.

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 professional development with the student. 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. If the student's implementation of the plan does not adequately remedy the issue(s), the student may be dismissed from the program. Note: Any student who undergoes two failed PDPs will automatically be dismissed from the program.

Academic Appeals

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*.

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 are ultimately appealed to the Board of Review as outlined in the *Graduate School Catalog*. The demonstrating appropriate professional behavior or ethics may be dismissed from the program. The Counselor Education Department retains records related any student in the program who is placed on a Professional Development plan.

SECTION 5: DEPARTMENTAL POLICIES

Student Expectations

Attendance Policy

Attendance in class is important to your development as a counselor. One excused absence is allowed. An excused absence is one in which the instructor is notified before class. Once you have had one excused absence, each additional absence will decrease your grade by ½ a letter grade. Emergencies will be reviewed on a case-by-case basis and with appropriate documentation.

Technology Competence

As adult learners, students are responsible to seek assistance with any technology-related needs. Faculty, the [HUB](#) for Student Success, [Instructional and Information Technology](#), and the [Library](#) are fantastic resources, in addition to the university [technology guides](#). Students are expected to be able to utilize the following learning platforms and tools, which can all be located on the [MyVU](#) webpage:

- Viterbo email (Microsoft 365)
- VitNet Self Service
- Etrieve
- Moodle
- Starfish
- Zoom [EdD-CES students only]

Professional Communication

- **Viterbo email:** Other than during class, email is the primary way students communicate with course instructors and site supervisors. All email correspondence should be professional in nature, rather than treating emails as text messages or short notes to a friend/family member. Pro tip: Take the time to include a greeting and salutation for each email you send.
- **APA writing standards:** Doctoral students in program are expected to write in a scholarly manner using the most current edition of the American Psychological Association (7th ed.) 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 offers workshops and individual consultation regarding APA writing standards through the HUB for Student Success.

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. Following this initial meeting, students are expected to attend advising meetings at least once a semester to facilitate discussions related to career goals, educational needs, progress toward graduation, class schedules, professional development, and personal/academic concerns.

Professional Involvement

In addition to formal course work, students will be encouraged to pursue professional affiliations, such as student memberships in the American Counseling Association (ACA), American School Counseling Association, Chi Sigma Iota Honor Society, and Association for Counselor Education and Supervision (ACES). Such memberships promote scholarly work, provide avenues for continuing education, assist in presentation of research projects, and also provide reasonably priced insurance when in 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. Students can also visit the Credit for Credentialing & Education (CCE) website for additional information.

Diversity, Equity, Inclusion, and Accessibility

Accommodations and Procedures

- **The HUB for student success:** The [HUB for Student Success](#) is 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 potential. Services include workshops and one-on-one meetings.
- **Writing center:** Graduate writing assistance is available for all Viterbo graduate students on any paper. The center can also answer questions about formatting. Writing assistance is provided primarily online, but in-person appointments can be arranged. More information is available on [Sharepoint](#). Contact us at hub@viterbo.edu with questions.
- **Accessibility services:** [Accessibility Services](#) provides services to students who have a documented disability or for whom English is a secondary+ language. Sample accommodations include note takers, alternative test locations, specialized software, and audio books. It is the student's responsibility to request accommodations each semester and provide the required documentation. Contact ada@viterbo.edu with any questions.
- **Counseling services:** Counseling Services, located on the 3rd floor of Murphy Center, provides 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 a 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 visiting the [Counseling Services website](#).
- **Career development:** [Advising and Career Development](#) offers assistance with career planning and development. Specific services include career advising, resume reviews, mock interviews, job search assistance, and an online job bank (Handshake). Schedule an appointment on [Starfish](#) or email acd@viterbo.edu with questions.
- **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.

- **Technology support:** All campus-based students are given a Moodle, email, and VitNet account. Moodle is Viterbo University's online course management software. The student's assigned email address is used throughout the duration of the student's time at Viterbo University and is the official means of communication with students. 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. The [MyVU website](#) acts as a homepage and houses all of Viterbo University's student apps.
- **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. Note: When a student takes a leave of absence that spans more than three semesters, a re-entry procedure is required via the CED Director. Viterbo University graduate school policy regarding leave of absence and reentry may be found in the *Graduate School Catalog*.

- **Zoom policy:** Since both MS programs are designed to be in-person, attending classes via Zoom is considered an accommodation. For this reason, students must get approval through the HUB for Student Success on the 3rd floor of Murphy Center *prior* to the class period in which they need to attend class virtually. Courses are accredited and designed as face to face; therefore, students will not be approved to attend virtually unless you have prior approval from HUB (<https://www.viterbo.edu/hub-student-success>).

Endorsement Policy for Students and Graduates

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 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.

APPENDIX

Professional Development Plan – Template

Student Name:
Advisor Name:
GPA:

Student ID:
Date:

The purpose of the Professional Development Plan (PDP) is to provide students with an opportunity to rectify academic deficiencies that are interfering with their capacity to satisfactorily complete the requirements for the Counselor Education Programs. Other concerns involving violations of criminal law, professional and ethical standards, and Viterbo University policies related to physical violence, property damage, and behaviors that interfere with Viterbo University Counselor Education Programs mission and are addressed in accordance with the Student Conduct and Academic Integrity policies (Counselor Education department's student handbooks and/or Viterbo University's Graduate Catalog).

Procedure: In consultation with faculty, the student's advisor identifies the nature of the problem(s) and proposes corrective actions to the student (see below). The advisor provides the student with an opportunity to respond, and if warranted, can decide to revise the action plan based on the student's input. The student, advisor, and other involved faculty are provided a copy of the corrective action required of the student. Once the meeting is completed, all parties involved must sign this document indicating that they have discussed and mutually understand the terms of the PDP.

Concern in Need of Professional Development (highlight all that apply):

- Uncompleted prerequisites
- Hold status in Student Competency Review for 2 or more semesters
- No credit granted
- Academic Warning
- Academic Probation
- Chronically late assignments
- Failure to utilize corrective feedback
- Problems with class participation
- Chronic absenteeism and tardiness
- Insufficient English proficiency
- Substandard scholarship/academic writing
- Inability to obtain a clinical internship site
- Inability to retain a clinical internship site
- Lack of client retention during clinical internship or practicum
- Internship onsite supervisor concerns
- Excessive semesters needed to complete internship
- Other __disposition towards classes and related coursework_____

PDP Requirements:

Professional development actions are determined by the Advisor, program faculty, and in consultation with the student. Examples of typical supportive measures include, but are not limited to, the student taking the following actions: enrolling in a writing course, completing a particular academic course, repeating a failed course, taking off-site skills training, writing a reflection paper, taking a leave of absence, engaging in psychotherapy, accepting a credit limit, adding more clinical supervision, and making a formal presentation on ethics.

1. Student will complete ----.
2. Student must meet weekly for one hour of in-person supervision from counselor education faculty, ----.
3. Student will write a reflection paper on ----.
4. Student will ---- TBD.
5. Faculty will meet with the student regarding PDP progress on ----.

Consequence(s) for Failure to Complete PDP:

Failure to complete the PDP or violation of the conditions of the PDP as written above may result in continuation of the PDP or dismissal from the Counselor Education program. Continuation may involve:

- Development of an Academic Probation plan
- Academic Probation status updated to academic Warning status
- Prevention from obtaining a clinical site
- Removal from clinical site
- Referral for investigation of breach of Student Conduct and/or Academic Integrity policies

PDP Timeline:

The student was informed of the PDP and invited to the initial meeting on:

The PDP was presented by the advisor to the student in a meeting on:

The PDP was presented at a core faculty meeting on:

The PDP form was placed in the student’s file and a copy was provided to the student on:

Student	Date
Advisor	Date
Director	Date