



The University of Vermont

*College of Education & Social Services  
Department of Leadership & Developmental Sciences  
The Counseling Program*

Master of Science in Counseling

# Student Handbook

**2020/21 ACADEMIC YEAR**

## **The Counseling Program**

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# Introduction

The University of Vermont Counseling Program offers a Master's of Science (M.S.) degree in Counseling. Students can choose to study Clinical Mental Health Counseling, School Counseling, or elect to enroll in the Dual Option, in which they complete the requirements for both specialty areas. Full or part-time study options are available.

This Student Handbook offers a detailed description of the UVM Counseling Program. It also outlines the most current Counseling Program practices and policies and includes relevant College and University rules and regulations. The aim of the handbook is to provide a clear understanding of all facets of the Program for interested students as well as to outline Program policies for matriculated students, faculty, and Program staff. The intent is to provide clarity so that all those involved can work together effectively to insure a high-quality graduate education. The Student Handbook is updated annually but the Counseling Program retains the right to change any of the policies or procedures in this Handbook at any time. Suggestions for changes to this handbook are always welcome.

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Lance Smith, Ph.D.

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# General Information

## **The Counseling Program**

The [Counseling Program](#) at the University of Vermont (UVM) offers a Master's of Science (M.S.) degree in Counseling. Students can choose to study Clinical Mental Health Counseling, School Counseling, or elect to enroll in the Dual Option, in which they complete the requirements for both specialty areas.

The Clinical Mental Health Counseling Program is a 60-credit hour CACREP accredited program, which can be completed in 2 years, including summers, of full-time study for most students, includes courses offered over the regular and summer semesters. The School Counseling Program is a 60-credit hour CACREP accredited program as well, and can be completed in 2 years, including summers, of full-time study for most students. The Dual Option is 76 credit hours and typically completed in 3 years, including summer study. Students can elect to study full or part-time. The Clinical Mental Health and School Counseling Programs are fully accredited by CACREP.

The Clinical Mental Health Counseling Program meets all of the educational requirements for licensure as a Clinical Mental Health Counselor in Vermont –it is also portable to many other states. Additional practice requirements are required in Vermont as with most other states for this license. Similarly, the School Counseling Program meets all of the educational requirements for endorsement as a school counselor in Vermont, and students can apply immediately for licensure post-graduation (if all of the licensure requirements have been met). This, too, is portable to many other states. The Program's adherence to Vermont licensure laws, as well as CACREP accreditation standards, helps to assure that our students are well prepared to work as licensed professionals both in and out of Vermont.

In addition to the required courses for counseling students, the Counseling Program sponsors a variety of elective courses during the summer for professionals already in the field.

## **The College of Education and Social Services**

The Counseling Program at UVM is part of the [College of Education and Social Services \(CESS\)](#), headed by Dean Scott Thomas, Ph.D. CESS is accredited by the National Council for the Accreditation of Teacher Education (NCATE). The mission of the College is to provide leadership in addressing the educational and human service needs of Vermont and the nation. It does so by preparing outstanding professionals in education, social work, and human services, engaging in scholarship of high quality, and providing exemplary professional service. The ultimate purpose of these activities is to create a more humane and just society, free from oppression, which fosters respect for ethnic and cultural diversity, and maximizes human potential and the quality of life for all individuals, families, and communities.

## **The Department of Leadership & Developmental Sciences**

The Counseling Program is housed in the [Department of Leadership and Developmental Sciences \(DLDS\)](#), one of three departments that comprise the College of Education and Social Services at UVM. The other two departments in the College are Education and Social Work. Within DLDS, there is the graduate program in [Counseling](#), and the undergraduate program in [Human Development and Family Studies](#). The Chair of DLDS is [Dr. Jane Okech](#).

## **Program Accreditation and Standards**

The Counseling Program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), a corporate affiliate of the American Counseling Association (ACA). The Counseling Program also meets requirements set by the State of Vermont Agency of Education (AOE) for preparing school counselors (K-12) for licensure in Vermont and the educational requirements set by the Vermont Board of Allied Mental Health Practitioners for preparing clinical mental health counselors for licensure in Vermont.

## **Counseling Program Mission**

The mission of the Counseling Program at UVM is to prepare graduate students to work as counseling professionals in culturally and socially diverse school, community (i.e. mental health, substance use agencies), and private practice settings. To these ends, students are provided a foundation of knowledge and skills necessary for helping others. This involves helping students to achieve a sound knowledge of the parameters of ethical practice, engage in critical reflection of inequitable systems of power and privilege, the ability to create developmentally informed and theoretically sound treatment plans, and the skills to implement those plans utilizing a strength-based perspective and in a wide variety of modalities in a culturally responsive manner essential for engaging diverse individuals in a pluralistic society. They are challenged and supported to pursue their own personal and professional growth and self-awareness through feedback and self-reflection, and they are encouraged to engage in self-care practices.

## **Philosophy**

The Counseling Program is comprised of faculty members who are guided by different theoretical frameworks (e.g., attachment theory, Cognitive Behavior Theory (CBT), feminist theory, narrative theory, existential theory etc.), approaches (i.e., individual counseling, group counseling, family counseling, community, social justice advocacy, and the application of Enlightenment and civil rights principles) and philosophical orientations. Though they hold different theoretical orientations and clinical specialty foci, faculty are each committed citizens of a profession that is oriented towards wellness and positive growth, and that is guided by the principles of justice, respect for autonomy, veracity, fidelity, beneficence, and non-maleficence. We insist that students also adhere to these principles in their counseling practice. The orientation implicit in the Program is that counselors engage in a professional relationship that empowers individuals, families, and groups from diverse backgrounds to accomplish mental health, wellness, education, and career goals. Faculty believes that all humans have strengths and that it is the work of the professional counselor to build on these strengths to facilitate desired growth and change.

The UVM Counseling program faculty is committed to training professional counselors who will promote positive change in themselves and others, and who will actively work in a variety of settings to change social, political, and environmental barriers to healthy living. Faculty insists on a commitment from all students to continuously engage in both personal and professional growth and respond to the needs of all people regardless of race, sex, gender expression, age, national origin, religion, political or philosophical ideology, sexual orientation, social class, and physical or mental ability.

## **Program Objectives**

The UVM Counseling Program has adopted the objectives and training standards outlined by Council for Accreditation of Counseling and Related Educational Programs (CACREP), the Vermont Agency of

Education School Counseling endorsement areas, and the licensure standards outlined by the Board of Allied Mental Health Practitioners for Clinical Mental Health Counselor license in Vermont.

Students in the UVM Counseling Program are expected to become familiar with the [2016 CACREP Accreditation Standards](#), as well as [Vermont Agency of Education School Counselor Endorsement Areas](#) and [Vermont Clinical Mental Health Counselor licensure standards and requirements](#).

**Program Coordinator: Dr. Lance C. Smith**

[Lance C. Smith, Ph.D.](#), is currently serving as the Counseling Program Coordinator. In his role as Program Coordinator, Dr. Smith's reports to the Department Chair on progress pertaining to the Program Coordinator's three primary duties. These include serving as the CACREP liaison, coordinating student admissions, & coordination of counseling program practices & policies. In addition, Dr. Smith coordinates year-round coverage of the counseling program, responds to student inquiries and makes budgetary recommendations to the Department Chair.

**School Counseling Program Coordinator: Dr. Lance Smith**

[Lance C. Smith, Ph.D.](#), is also currently serving as the School Counseling Program Coordinator. In his role as School Counseling Program Coordinator, Dr. Smith's overarching duty is to build consensus among the faculty on matters related to the school counseling curriculum in accordance to University, College, CACREP and State accreditation and licensing standards. More concretely, the School Counseling Program Coordinator takes up four tasks that are vital to ensuring compliance with CACREP and State accreditation and licensing standards. These tasks include serving as a liaison to the Vermont Agency of Education (AOE) in matters related to school counseling, facilitating graduating school counselors' compliance with AOE licensure eligibility requirements, locating, maintaining and communicating appropriate courses for the 12 credits of School Counselor Special Topics.

**Clinical Mental Health Counseling Program Coordinator: Dr. Anne Geroski**

[Anne Geroski, Ed.D.](#), is currently serving as the Clinical Mental Health Counseling Program Coordinator. In this position, Dr. Geroski is responsible for advising the program on current trends and requirements for clinical mental health counselor trainees. This includes making curriculum suggestions based on the current literature; making sure the program meets all requirements for licensure in the State of Vermont; and monitoring the content of clinical mental health Program courses taught by adjunct professors to be sure it is consistent with program requirements and philosophy. Dr. Geroski also serves as a liaison to the Vermont Board of Allied Mental Health Professionals, and keeps students informed of the requirements and procedures for earning licensure in Vermont as a Clinical Mental Health Counselor. Additionally, Dr. Geroski serves as the campus coordinator for the National Counselor Exam (NCE). In this capacity, she is responsible for communicating with NBCC regarding all NCC certification procedures, and for keeping Mental Health Counseling students informed about the exam. The coordinator is also a liaison with the Vermont Mental Health Counselor's Association, and keeps faculty and students informed about current regional issues, trends, and training opportunities in clinical practice.

**Practicum and Internship Coordinator: Dr. Julie Welkowitz**

[Julie Welkowitz, Ph.D.](#), is responsible for the coordination of the UVM Counseling Program's practicum and internship experiences for both the Clinical Mental Health Counseling Program and the School Counseling Program. With respect to the Counseling Practicum, the coordinator explores University and

community/school resources pertaining to the maintenance and expansion of practicum opportunities for Counseling graduate students. For the students on the Clinical Mental Health Counseling Program, the coordinator identifies undergraduate courses that are willing to partner for Helping Conversations, as well as other potential clinical experiences that may be a good match for the practicum experience. For students on the School Counseling Program, the coordinator identifies school sites that can ensure appropriate practicum counseling opportunities and oversight. This involves both initial, as well as ongoing, contact with undergraduate instructors and school administrators to provide an overview of the requirements and to address any questions or concerns. The coordinator is also in contact with other practicum instructors to assist with the distribution of students for Helping Conversations and to be the point person for challenges that need to be communicated to the undergraduate instructors or other site administrators. With respect to the internship process, the coordinator is responsible for the maintenance of existing sites and the identification and initial vetting of new internship sites. For new internship and school practicum sites, the Coordinator is responsible for developing site agreements and providing new supervisors with relevant resources.

### **A Brief History of the Counseling Program**

In the early 1960's, the University of Vermont offered a thirty-credit Master's Degree in Education with a specialty in school guidance. All courses, with the exception of a course called "Principles of Guidance," taught by Dr. Al Rippa, were part of the teacher education curriculum and were taught by teacher educators.

James Peterson, Ed.D., was hired by the College in 1966 specifically to develop a Master's program in counseling. Along with developing new courses and teaching them, Dr. Peterson secured official approval of the new program from the Graduate College in 1967. Dr. Russell Riley joined Dr. Peterson for a short time and both taught courses in teacher education and counseling. In 1970, Zander Ponzio, Ph.D., joined the University and he and Dr. Peterson became full-time counseling program faculty.

In the beginning, the program was 30-36 credit hours; early courses were similar to some of the current program's core courses. Although school guidance was the initial focus of the program, the community Program was soon developed during the early 1970's to meet changing student and societal needs. At the same time, to accommodate growing interest in the study of student personnel services in higher education, the counseling faculty developed and hired faculty for a graduate program in student personnel services. A number of years later, this program separated from the counseling program and became the Higher Education and Student Affairs Administration (HESA) Program.

In an effort to become stronger and to develop and meet local and national trends and standards, the Counseling Program continued to grow and become more formalized during the 1970's. To that end, the number of credit hours required for completion of the Program was raised to a minimum of 42. The program continued the decidedly Adlerian emphasis it had taken on during the late 1960's under Dr. Peterson's direction. (Dr. Rudolf Dreikurs, internationally known psychiatrist, was a guest professor during the summers from 1967 to 1970.) Dr. William Marchant was hired to join the faculty and a Family Education Center was developed and, until the late 1980's, served families in the community and functioned as a training site for counseling students.

In 1983, a major step occurred for the Program when its two Programs, School Counseling and Community Counseling received accreditation from the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). Most recently, in response to state and national trends

and standards, the Counseling Program has developed a Clinical Mental Health Counseling Program that received CACREP accreditation in the fall of 1999. The Community Counseling Program was discontinued in 2003.

In addition to the people already mentioned, several others have been central to the program's development and positive reputation. Other full-time faculty and staff members remembered with appreciation and respect for their various contributions are Dr. Roberta Guzetta, Dr. Janice O'Donnell, Dr. Dolores Reagin, Dr. Zander Ponzo, Dr. Dianne Coffey, Dr. Eric Nichols (Program Coordinator, 1996-2006 and Co-Coordinator 2015-2016), Dr. Ximena Mejia, Dr. Denise Pickering, Dr. Anne Geroski (Program Coordinator, 2006-2012, Sp 2015, Co-Coordinator 2015-2016), Dr. Jane Okech (Program Coordinator, 2012-2015) and Dr. Aaron Kindsvatter (Program Coordinator, 2016-2018). Dedicated Program staff have been Rose Mary Graveline, (who provided stability and structure to the program for over 20 years), Sharron Bigelow (2010-2013) and Shelly Ho (2014-2018). Throughout the years, there have also been many adjunct faculty members who made significant contributions to the Program. The Program's past is populated with faculty, staff, and students who built the Counseling Program's excellent reputation. They have made many important contributions to the growth of the counseling profession and the healthy development of people.



# Admissions

Admission to the Counseling Program is competitive and admissions decisions are made only once a year -during the Spring semester for Fall matriculation. Applicants with strong undergraduate academic preparation and a solid grade point average, and who demonstrate an ability to fully participate in healthy interpersonal relations with others, make strong candidates for the UVM Counseling Program. The Program faculty is committed to admitting applicants who represent diverse backgrounds and who have special abilities to work with diverse client populations. One application process is used for students applying to either the School Counseling or Clinical Mental Health Counseling Program, the Dual Option, and for part-time or full-time study.

## Admissions Process

The admission process includes submitting everything requested in the Graduate College Application packet, and participating in an invitation-only formal group interview. Each of these is described below.

### 1. **Application Packet**

Submit the following (below) to the University of Vermont Graduate College Admissions Office. Please be advised that the [UVM Graduate College](#) uses an on-line admissions process. This process includes the documents that are listed below. ***Applications must be received by February 1<sup>st</sup> for a Fall matriculation.***

- **Graduate Application form:** The [application form](#) is available on-line from the Graduate College.
- **Statement of Purpose:** The *Statement of Purpose* offers the applicant an opportunity to articulate their reasons for pursuing graduate study in counseling and to review the skills and experiences that have informed the applicant's desires to pursue studies in this area. The Statement will be reviewed for clarity of expression, grammatical construction, and insight and clarity regarding the applicant's reasons for pursuing study in the Counseling Program.
- **Three Letters of Recommendation:** Applicants must submit three letters written by individuals who have a professional relationship with the applicant and who are well acquainted with the applicant's accomplishments and potential for becoming an effective counselor. **At least one** of these letters should be from an academic advisor or instructor. Please do not include letters written by personal friends, family friends, therapists, or acquaintances.
- **Official College Transcripts:** An official transcript of course work (undergraduate and graduate) should be submitted from *every* college and/or university attended.
- **Professional Resume:** An up-to-date resume that attests to the applicant's education, work and volunteer experience should be included in the application packet. Work experience in counseling or in a related field is highly desired.
- **English Proficiency Examination:** It is a Graduate College policy that applicants whose native or first language is not English must submit proof of English proficiency. Applicants must submit official scores of the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). The minimum acceptable score for admission to the Graduate College at the University of Vermont is 90 (Internet based) for the TOEFL. The minimum acceptable score for a student receiving

funding at the University of Vermont is 100 (Internet based) for the TOEFL. The minimum acceptable score for admission to the Graduate College at the University of Vermont is 6.5 (Internet based) for the IELTS. The minimum acceptable score for a student receiving funding at the University of Vermont is 7.0 (Internet based) for the IELTS. For more information, please see the [International Student Admissions](#) page on the Graduate College website.

## **2. Interview**

After an initial review of application materials, qualified applicants are invited to participate in a group interview on the UVM campus. Current Counseling Program faculty conducts the group interview. Applicants are interviewed within a group of others who are also applying to the Counseling Program.

The group interview is critical to the application process. Faculty will be looking for evidence of candidates' self-awareness, awareness of social and cultural issues, ability to communicate with others, and interest and commitment to the profession of counseling. The interview will also offer candidates an opportunity to receive information about the UVM Counseling Program and meet other students applying to the program.

In extenuating circumstances, an applicant may be given permission to participate in a phone or Skype interview. Arrangements will be made for these alternatives on an individual basis after full faculty consultation.

### **Additional Admissions Prerequisites**

Applicants wishing to be licensed in Vermont as a school counselor should have documentation of at least 30 credit hours in an Arts and Sciences undergraduate major (e.g., English, Mathematics, Psychology). Please note that this is a State of Vermont requirement for licensure to practice counseling in public schools in Vermont and not an admission requirement. For more information about this requirement, including the ways in which this requirement can be met/documented, students can speak directly with the director of UVM CESS Student Services (802-656-3468). In the Counseling Program, admitted students can work with their assigned advisor to document this requirement. Additionally, all graduates seeking employment in schools (and in many agencies) will be required by their future employer to pass a Federal background check.

### **Tour of Campus**

Applicants are invited to meet with students currently in the Counseling Program, to tour the UVM campus, and to sit in on a class. Interested applicants can use the Program e-mail address [cslgprog@uvm.edu](mailto:cslgprog@uvm.edu) or they can contact Crispina Pincus by phone at 802-656-3888.

### **Classes for Non-Matriculated Students**

A select few of our introductory classes are open for non-matriculated students. We encourage students interested in learning more about the UVM Counseling Program to enroll in a class prior to application or admission. The process for matriculation in these classes is through a wait list managed by Program staff, Crispina Pincus. Crispina can be contacted via e-mail [cslgprog@uvm.edu](mailto:cslgprog@uvm.edu) or phone (802-656-3888).

### **Questions?**

Feel free to contact Counseling Program staff, Crispina Pincus ([cslgprog@uvm.edu](mailto:cslgprog@uvm.edu) or 802-656-3888) if you have any questions related to admissions. Ms. Pincus will be able to answer your questions or put you in touch with the appropriate individuals who can assist you.

## Requirements of the Program of Study

### **Program of Study**

The Counseling Program offers a Master's of Science (M.S.) degree in Counseling. Students can choose to study Clinical Mental Health Counseling, School Counseling, or elect to enroll in the Dual Option, in which they complete the requirements for both specialty areas. The Clinical Mental Health Counseling Program is a 60-credit hour CACREP accredited program which typically can be completed in 2 years of full-time study (including two summers) for most students. The School Counseling Program is a 60-credit hour CACREP accredited program, and is typically completed in 2 years of full-time study for most students (including two summers). The Dual Option is 76 credit hours and is typically completed in 3 years, and also entails summer study. Students who enroll in the Dual Option complete all of the requirements of the Clinical Mental Health and School Counseling Programs. All of these programs have a required internship in a practice setting. The list of classes required for completion of studies in both Programs is in the *Program of Study*. This and course descriptions are included in the appendices.

Students can elect to study full- or part-time in the Counseling Program. According to Graduate College policy, students enrolled in full-time studies are expected to take at least 9 credit hours of classes per semester; students considered half-time take between 5-8 credits per semester, and students who enroll in 4 or fewer credits per semester are considered part-time students. Federal guidelines for financial aid dictate that students must be enrolled in at least 5 credits per semester to qualify for federal financial aid. Students who are not enrolled in classes for more than two subsequent semesters will be considered inactive. Students who wish to return to the Counseling Program after being on deactivation status will need to complete a Program Re-Activation form (Graduate College website) and petition the Counseling Program Coordinator.

The *Program of Study* is the document that outlines program requirements and courses that are necessary for graduation. This document, reviewed and completed by each student and their faculty advisor, prepares students to meet the educational portion of licensure and all graduation requirements. The *Program of Study* form as well as a sample plan of study (*Sample Program of Study*) are included in the appendices of this *Student Handbook*, and are also available on the Counseling Program [website](#).

### **Program Planning and Course Registration**

Students in the Counseling Program are assigned a faculty advisor to help them plan their courses and navigate their graduate school experience. Students should meet regularly with their faculty advisor (every semester) in order to plan for enrolling in the appropriate sequence of courses and to graduate in a timely manner. We emphasize that planning in advance is critical as many courses are offered only once per year, some have prerequisites, and some are restricted to admitted students with special permission (e.g., *Group Experience*, *Laboratory Experience in Counseling*, *Practicum*, *Internship* and *Advanced Group: Theory & Practice*). Students register for their classes directly through the UVM Registrar's Office.

### **Counseling Internship**

All students in the Counseling Program are required to complete an internship experience –working in the field under the supervision of a practicing counselor. The internship experience is a vital component of counselor training. Multiple prerequisite courses are in place to prepare students for

their internship experience, and the experience itself is structured in a way that supports and scaffolds student learning.

Internship experience is directly preceded by enrollment in and successful completion of all practicum course requirements. The practicum experience includes 100 supervised clock hours with weekly supervision sessions with the faculty supervisor. Completion of the practicum is based on successful demonstration of counseling skills and appropriate professional practice.

Internship, for students in the School Counseling Program entails 600 hours of supervised clinical work in approved school sites, working under the supervision of a licensed school counselor. The School Counseling internship is completed over two academic semesters, typically in the second year of studies, and in two different settings/levels. Internship requirements for Clinical Mental Health Counseling Program students includes a total of 600 clock hours in a clinical mental health setting over two academic semesters, typically in the second year of studies. Depending upon the needs of their field site, some Clinical Mental Health students may choose to complete a 3<sup>rd</sup> semester of their clinical mental health internship. Students in the Dual Option are required to complete an internship in both school (600 hrs.) and clinical mental health (600 hrs.) settings. Successful completion of internship is based on adequate demonstration of counseling and professional practice skills.

Students in the Dual Option and students who require more than the 3 semesters to complete their internship experiences (i.e., students who are asked to take an additional semester of internship) will be assessed a lab fee for each additional semester of placement beyond 3 semesters (this fee is for the site-supervisor stipend). Internship details are outlined in the *Internship Handbook* available on the Counseling Program [website](#).

Students are required to attend the *Internship Informational Meeting* prior to enrollment in internship. In this meeting, students will receive specific information about the internship experience, including application and placement policies and practices. Students will be required to obtain liability insurance prior to participating in internship and they likely will be asked to provide recent certified fingerprints for security clearance if they are working in a school or with children in a mental health site. Finally, students who wish to modify the internship experience in any way must first discuss their plans with their advisor and then receive prior approval from the full faculty, in writing, using a [Petition to Modify form](#).

### **Graduation Requirements**

Students must meet with their advisor in the semester prior to graduation to review these graduation requirements. Students must submit all required forms including the [Intent to Graduate](#) form (available from the [Graduate College website](#)) to Program staff at or prior to the deadlines announced by Program staff. Students in the Clinical Mental Health Program and Dual Option programs must successfully complete the Orals evaluation by the Counseling Program deadline. School Counseling Program students must also take the PRAXIS I examination, submit a portfolio by the Counseling Program deadline and have their Licensure Eligibility form approved by the [CESS office of Student Services](#) in order to be recommended for licensure. School Counseling Program students are not required to complete the Orals evaluation. Clinical Mental Health Counseling Program and Dual Option students typically take the NCE in their final semester of studies. Students should check with the [Graduate College](#) (802-656-3160) for any additional Graduate College requirements and fees.

## **Final Comprehensive Evaluation**

All students are required to successfully complete a comprehensive evaluation at the end of their studies in the UVM Counseling Program. The *Portfolio* serves as the comprehensive evaluative tool for students in the School Counseling Program. The *Oral Examination* (“Orals”) serves this requirement for all students in the Clinical Mental Health Program. Students in the Dual Option program of study will be required to complete both the Portfolio and the Oral Examination.

The exact dates for when the Oral Examination should be taken and the due dates for the submission of the Portfolio will be announced by Program administrative support staff each year. In general, the Oral Examinations are conducted and the Portfolio is due during or near the final semester of studies. January graduates will take the Oral Examination/submit the Portfolio late in their final Fall semester prior to the end of classes, May graduates - early in their final Spring semester, and October graduates will take the Oral Examination/submit the Portfolio late in the Spring semester.

All students intending to graduate must meet with their advisor during the semester prior to their last semester of studies. In this meeting, they will review the student’s Program of Study to assure that graduation requirements have been met, and they will discuss Portfolio and Oral Examination requirements.

### **School Counseling Portfolio**

The School Counseling Portfolio is designed to be a comprehensive assessment of student knowledge of and engagement in school counseling practice. It is based on course assignments and internship experiences that are the core of the training received in the Counseling Program and is consistent with the Vermont Agency of Education Level 1 Licensure Portfolio requirements. The format of the Portfolio is outlined in the *Portfolio Guidelines* distributed and discussed in the appointed meetings and classes, and reviewed with the student advisor.

The format of the Portfolio is outlined in the *Portfolio Guidelines* which can be found on our website (see Handbook & Forms page). When a time and date for submission of the School Counseling Portfolio is announced (this will be in the second part of the Spring semester as the student completes their second school counseling internship), the student will submit their portfolio to their advisor for evaluation. If the advisor determines that the portfolio has fallen short of meeting the standards identified by the evaluation rubric, it will be returned to the student for revision and resubmission. Once the student’s advisor has deemed the portfolio to meet the necessary standards, the portfolio will be passed on to the School Counseling Program Coordinator or the Program Coordinator for a 2<sup>nd</sup> review. Upon successful completion of the 2<sup>nd</sup> review, the student will be notified that their School Counseling Portfolio has been accepted.

### **Oral Examination**

The Oral Examination is designed to be a final assessment of student knowledge of fundamental elements of clinical mental health practice that have been the core of the clinical training received in the Counseling Program. The format for the exam will be a thorough case study and presentation that includes the following:

- client conceptualization including a basic assessment (gleaned from client history, social location, family, and other psycho-social factors), a diagnosis, and an assessment of harm;
- a coherent and relevant articulation and application of a theoretical framework that is used to understand the client and client issues in the case study;
- an articulation of the most salient ethical issues that are relevant to the case;

- a clear articulation of the counseling theory as well as goals and strategies that are or were used with this client; and
- a 20-minute video presentation of counseling work with a specific client that is consistent with assessment, the counseling theory, goals, and strategies articulated in the case study.

These requirements are outlined more specifically in the *Oral Examination Case Study Guidelines and Directions* which can be found on our [website](#).

The Orals committee for the oral comprehensive exam consists of the student's advisor and site supervisor.

When a time and date are announced for the Oral Examination (this will be in the second part of the Spring semester prior to graduation) and after meeting with their advisor and setting a date with the committee members, students must contact Program administrative support staff to schedule a room for the Orals. Students should arrange with the administrative support staff (well in advance of the Orals date) for a parking pass for the outside committee member. *One week prior* to the scheduled Oral Examination, the student must distribute an Oral Examination Case Study (following the *Oral Examination Case Study Guidelines*) to each committee member and to the Program administrative support staff member. On the day/at the time of the Oral Examination, students should plan to greet their outside committee member at the door, help them locate the specific location of the Oral Examination, etc.

During the Oral Examination, the student will first be asked to respond to clarifying questions regarding the Oral Examination Case Study (which was submitted to committee members in advance) and then the student will present a 20-minute video presentation of their work with the client described in the case study. Evaluators will be assessing student's ability to clearly articulate their thinking about the client as well as their ability to put theory into practice.

It is important for students and Orals committee members to understand that students will be evaluated based on the quality of their Oral Examination Case Study and video presentation during this exam. Prior experiences of the student in classes and at the internship are not part of the Oral Examination evaluation process.

### **National Counselor Exam (NCE)**

Counseling Program students are not required to take the National Counselor Exam as a part of the UVM Counseling Program; however, this exam is required for clinical mental health licensure in most states. For this reason, all students are *strongly encouraged* to take it during their final semester in the Program. Students in the Clinical Mental Health Program will need to take the NCE if they wish to pursue licensure as Clinical Mental Health Counselors in Vermont since it is a State of Vermont requirement (see Licensure section for more information).

### **Master's Thesis**

The Master's Thesis option is currently under review by Program faculty and is not available at this time.

## General Counseling Program Policies

### **Advising**

Each student is assigned a faculty advisor at the time of admission. The role of the advisor is to assist students in navigating program requirements and providing general support throughout their time in the program. New students typically begin meeting with their advisor at the start of the program in order to plan classes and to complete various forms. The *Handbook Agreement* and *Program of Study* forms (and the *Licensure Eligibility* form for School Counseling Program and Dual Option students) should be completed and submitted to Counseling Program administrative staff during or after the initial student-advisor meeting. For each subsequent semester, students should arrange to meet with their advisor prior to registering for courses.

Although the advisor works alongside the student, it is the student's responsibility to follow their *Program of Study*, attend all informational meetings, and to stay informed about all Program requirements. Counseling Program administrative staff will review a student's academic file prior to graduation to ensure that all necessary papers and procedures are in order for graduation. Students are urged to contact their advisor whenever they believe a meeting would be helpful. In exceptional circumstances, students may request a change in advisors, an outline protocol must be followed for change in advisors to occur, (See Appendix G for *Change of Advisor* form).

***Please remember: It is the student's responsibility to contact their advisor regularly.***

### **TK20**

TK20 by Watermark, is a data management and assessment software system. The College of Education and Social Services (CESS) has adopted the Tk20 assessment software system to complete the aforementioned tasks, as well as to enhance the integration of technology into the curriculum in the College. TK20 is utilized in the college for electronic evaluation of practicum and internship experiences; in some courses students use the system to develop and submit assignments, access course information, build portfolios, and access content after graduation. Tk20 is the electronic system we use to create and score the School Counseling Level I Licensure portfolios that are required to meet degree and licensure requirements for School Counseling and dual option students. As a CACREP accredited program, Tk20 is necessary to collect data and documentation of student outcomes required by CACREP. Tk20 acts as our information system that helps to organize and analyze this required data. Tk20 allows students to access content after graduation with accounts being accessible for 7 years. Students accepted into the program are charged a onetime fee of \$110.

### **Transfer of Credits**

Transfer of credits involves course work taken at another institution or earned at the University of Vermont prior to formal admission and is approved by the Counseling Program (and the UVM Transfer Affairs Office) for inclusion in the student's program of study. The UVM Graduate College allows only a maximum of 9 graduate course credits to be transferred in for inclusion as part of a student's program of study, and only those courses in which the grade of B or better was earned can be transferred into the Counseling Program. Faculty will review the course syllabi for final decisions regarding transferability of courses taken outside of UVM. Even if a course previously taken is on a similar topic, the approval of transfer credit is not a guarantee. As per University policy, transferred

credit GPA's are not averaged into the matriculated student's GPA.

### **Grading**

The University of Vermont requires that a letter grade be submitted to the registrar at the end of each semester as an indication that a student has completed a course. The basis for determining a grade is described in the individual syllabus for each course, and is an indication of the extent to which a student has met the objectives and requirements of that course. In general, an "A" indicates excellent work; a "B" represents good work that meets the expected requirements of the course; a "C" indicates fair work in a course; and an "F" is given when a student has failed to meet the basic requirements of a course or has not adequately met all course requirements. A plus (+) or minus (-) is used to further designate levels of achievement. The Counseling Program assigns a grade of "S" (satisfactory) or "U" (unsatisfactory) for the Group Dynamics, Practicum, and Internship courses.

An incomplete ("I") may be assigned if the student's work is satisfactory but the student is unable to complete all course requirements before the end of the semester. This option may be exercised in cases when illness, emergency, or other extenuating circumstances prevent the student from completing a course on schedule. The Dean of the Graduate College must grant permission for an incomplete and has the right to set a deadline for the course completion. In most cases, the faculty who grants the incomplete designates a date for when all course work must be satisfactorily completed. Graduate College policy states, *"In no case shall this time be set longer than the beginning of the corresponding semester of the next academic year."*

A grade of XC (extended course) may be given to the whole class when the nature of the work is such that it is impossible to complete all requirements within the regular time limits of the course. This may occur, for example, when a major paper or project is required for a two-week course or there is a final project/class beyond the end of the regular semester. This is rarely used in the Counseling Program.

According to the UVM Graduate College Catalogue, *"a candidate for a graduate degree must complete the program with a minimum overall grade-point average of 3.0."* The Counseling program policy is that *"A student may be dismissed from the Counseling Program if two grades or more are below a B or the designation of "U" in a or Seminar is received."* Furthermore, *"a course may be repeated for credit only when failed and only once."* In this situation, the second grade (along with the original grade) will be averaged into a student's grade-point average, and both grades remain on the student's permanent transcript.

The Graduate College assigns quality points as follows:

A+	4.0
A	4.0
A-	3.67
B+	3.33
B	3.0
B-	2.67
C+	2.33
C	2.0
C-	1.67
F	0



## **Class Attendance Policy**

The experiential nature of most Counseling Program courses makes student participation in class essential. Classes normally meet just once a week for three hours and missing a class means missing a significant amount of the course material. In addition, skill development is addressed and assessed through class participation; Counseling Program instructors expect students to attend all classes. The Counseling Program policy on class attendance is as follows:

- Students are allowed one absence from class and must inform the instructor, prior to class if possible, of the reason for the absence.
- A second absence *may* be excused only if the instructor is convinced sufficient reason exists; the instructor may use their discretion in granting the excused absence.
- A third absence, or unexcused absence, will result in lowering of the student's final grade by one letter.
- A fourth absence will result in dropping the student from the class without credit.

In all cases, the student is responsible for contacting other class members to get notes, handouts, and assignments from class and to promptly make up any work missed due to absences. Course instructors are not responsible for nor expected to meet with students to catch up on missed class materials.

## **Program Modification**

In some situations, students may request modifications in the standard *Program of Study*. However, because of the unique pattern of course scheduling and due to stringent licensure requirements, changes in the *Program of Study* are not common. The process for requesting modifications to the Program of Study is as follows: (1) The student must discuss potential modifications with their advisor. (2) After discussing potential changes with the advisor, the student must put their request in writing on a *Petition to Modify* form (available on the Program website) and submit this form to their advisor or the Counseling Program staff. (3) Upon receipt of the written *Petition*, full faculty will review the proposal and make a decision. All Petitions are reviewed and approved/denied by consensus of the full faculty and they are subject to Graduate College policies.

## **Student Records**

Our student records policy is that all Counseling Program student records (including internship records) will be kept on file for 10 years and then purged. Students are advised to keep their own copies of course syllabi, their Program of Study, and their Practicum and Internship Competency Checklists and Accountability forms.

## **Writing Policies**

Students in the Counseling Program are expected to write well. It is our belief that clear writing reflects clear thinking, and that clear, organized writing is one way to demonstrate and refine good critical thinking skills. Good communications skills are at the core of what we do as counselors, and writing is one form of communication used in the counseling profession. The APA writing format as described in the *Publication Manual of the American Psychological Association* (latest edition) is required in most Counseling Program classes.

It is expected that students have good writing skills when they enter the Counseling Program and it is our hope that students will become excellent writers by the time they graduate; writing assignments and feedback are designed, in part, to fulfill this goal. Counseling Program faculty helps students learn to write clear, thoughtful, substantive, well-organized, scholarly papers and reports by providing

feedback on written work and sometimes offering students an opportunity to rewrite certain assignments. However, faculty is not in a position to teach basic writing skills for graduate students. Students who are not able to meet the writing standards in their classes will be expected to seek assistance from appropriate sources (e.g., a tutor trained to teach writing skills, the UVM Writing Center).

We recommend that all students take steps to improve their writing where necessary throughout their studies in the UVM Counseling Program. In addition, we recommend that all students purchase a copy of the *APA Publication Manual* (latest edition) and read the first two chapters before beginning their course work in counseling. This book is a required text for all Counseling Program students.

### **American with Disabilities Act**

In keeping with University policy, any counseling student with a documented disability interested in utilizing accommodations should contact SAS, the office of Disability Services on campus. SAS works with students and faculty in an interactive process to explore reasonable and appropriate accommodations, which are communicated to faculty in an accommodation letter. All students are strongly encouraged to meet with their faculty to discuss the accommodations they plan to use in each course. A student's accommodation letter lists those accommodations that will not be implemented until the student meets with their faculty to create a plan. Contact SAS: A170 Living/Learning Center; 802-656-7753; access@uvm.edu; or www.uvm.edu/access.

### **Student Concerns**

On occasion, students may have concerns with specific aspects of the Program or they may experience academic or interpersonal difficulties with other students, faculty, staff, internship personnel, or with course materials and/or expectations. We ask that students address any problems that emerge as soon as possible and in a professional, respectful and caring manner. This is the process used in the Counseling Program for resolving problems:

- 1) The student should speak to the person(s) most directly involved in the problem if appropriate; if not resolved
- 2) The student should speak to their advisor; if not resolved
- 3) The student should speak with the Program Coordinator; if not resolved for further recommendations
- 4) The student should speak to the Chair of the Department; and if not resolved
- 5) The student should speak to an Associate Dean or the Dean of the College of Education and Social Services, or the Dean of the Graduate College.

UVM also has other offices and services available to respond to specific concerns: the Office of Affirmative Action, the Counseling & Psychiatric Services (CAPS), the ALANA (African, Latino/a, Asian, Native-American) Student Center, and Campus Ministry.

### **Retention**

The faculty of the Counseling Program fully intends for all matriculated students to successfully complete their studies. However, students whose work is of marginal quality, whose skills are not adequately developed or not appropriate for therapeutic practice, or students who demonstrate behavior that does not meet Counseling Program expectations for what is required to become professional counselors, may be asked to slow down their sequence of classes, to repeat a specific class, to follow a specific plan for remediation, or may not be recommended for continuation in the program. The ethical guidelines of the American Counseling Association (ACA) require faculty to continuously monitor and evaluate *“academic and personal limitations of students and supervisees that*

*might impede performance*” as a professional counselor (F.3.a), and to react to concerns by providing options for remediation or, if necessary, dismissing a student from the program.

In the UVM Counseling Program, evaluation of students is an ongoing process that begins with admission and continues until graduation. Along with the traditional academic indices of student progress through coursework and assignments, students’ interpersonal and intrapersonal functioning and dispositions are periodically reviewed and evaluated according to Appendix H Counseling Program Key Professional Dispositions. Evaluation in these areas takes place as part of most courses and faculty also meets at least once each semester to evaluate each student’s professional dispositions while in the program.

Accumulation of credits and satisfactory grades, alone, are not a guarantee of successful program completion. Students are also evaluated on their level of personal insight, judgment, sensitivity, ethical behavior, attitude, communication and counseling skills, professionalization, and other qualities that are essential to becoming effective professional counselors.

If a concern surfaces at any time about a student’s progress, ethics, behavior, counseling skills, professionalization, or if any other problems surface, Counseling Program faculty will collectively discuss ways to address the concern and make recommendations to the Program Coordinator. Thereafter, either the Program Coordinator, advisor, or the student’s course instructor will communicate with the student about the concern, allow the student to respond to the concern(s), and ultimately review and decide upon the best path forward to address the concern, up to and including remediation and/or termination. Alternatively, faculty may request that a student meet with them as a group to discuss concerns, allow the student to respond to those concerns, and to outline an appropriate course of action. This request must be approved by the full faculty.

The basic objective of the above outlined process is to determine, when possible, a plan of action that is satisfactory to both the student and the full faculty, given the evaluative role that faculty has in a professional preparation program. It is expected that students will take full responsibility for correcting any identified concerns and that they will ask for help when necessary. Students may be assured that faculty will work with them in a supportive, respectful and growth-enhancing way in addressing concerns.

Where concerns raise to the level of formal remediation or termination, the course of action recommended by the full faculty will be forwarded, in writing, from the Program Coordinator to the student and the Department Chair for consideration. The Department Chair may discuss the matter with the student and the Program Coordinator or faculty. The Department Chair may also decide to hold a meeting at which both the student and Program Coordinator can respond to any questions the Department Chair wishes to pose to them. The Department Chair may uphold the recommendation of the Program Coordinator and faculty, modify the recommendation, or decline the recommendation, and shall render a decision, in writing, to the student and the Program Coordinator.

Where a remediation plan has been established, the student will be asked to meet periodically with their advisor or another member of the faculty to follow up on the progress in attaining desired goals and the advisor will keep the Program Coordinator apprised of plans and developments. The nature of the concern and the plan of action to address the concern will be documented in writing and the documentation will be placed in the student’s file. The plan for remediation may be revised, as appropriate, as progress is made, following consultation with the student. Failure to achieve the goals of a remediation plan, or otherwise complete the identified tasks in a remediation plan, may lead to further

action by the Program, up to and including termination.

If a student is dissatisfied with the decision of the Department Chair, they may appeal that decision to the Dean of the College of Education and Social Services for the following reasons:

- (1) A procedural error unfairly and materially affected the outcome;
- (2) Material evidence has been discovered that was not reasonably available at the time of the decision; or
- (3) There was a clear abuse of discretion on the part of the Program faculty, Program Coordinator or Department Chair.

Appeals must be articulated in writing and submitted within five (5) business days of the written decision from the Department Chair. The appeal must articulate a rationale and include any documentation that may support their position. Failure to do so may result in dismissal of the appeal.

The Dean may elect to discuss the matter with the student and the Department Chair. The Dean can also invite the Department Chair to submit a statement. The Dean shall consider both statements, and may also decide to hold a meeting at which both the student and Department Chair can respond to the other's written statements, and to any questions the Dean wishes to pose to them. Thereafter, the Dean will render a written decision. The appeal decision may uphold the decision of the Department Chair, modify the decision, or overturn the decision. The appeal decision rendered by the Dean is the final action taken by the University.

### **Leave of Absence**

The Graduate College outlines the University of Vermont Leave of Absence policy. Students who seek a leave should meet with their advisor, and submit their request for leave in writing (letter or e-mail) to the Program Coordinator. As per Graduate College policy, the maximum leave is for one year. Forms are available from the [Graduate College](#), 333 Waterman Building, or [online](#).

### **Reference Policy**

Counseling Program faculty, at the discretion of individual faculty members, may provide a reference (i.e., a verbal or written recommendation) upon student request in order for students to gain employment or credentials. Students should be aware of faculty commitment to the ethical principle of veracity, and bear in mind that student display of professionalism and core conditions in their interactions with others may inform a faculty member's decision to provide an endorsement, or the nature of the endorsement provided. Students should seek endorsement only for employment and credentials that are appropriate given their training, coursework and supervised experience. Students and graduates of the University of Vermont's Counseling Program will be endorsed by faculty only for positions or credentials for which they have been adequately prepared.

## **Licensure**

### **School Counseling Licensure**

It is important to note that in Vermont, school counselors hold an Educator's license with an endorsement in School Counseling. This means that in Vermont school counselors seeking initial licensure must meet most of the requirements for the general Educator's license. In order to be recommended for licensure, students who graduate from the Counseling Program must complete all program course requirements (including the completion of an internship both at the elementary and secondary levels) as well as the Vermont Agency of Education (AOE) requirements listed below.

School Counseling Program and Dual Option students who have successfully completed all of these requirements prior to graduation will be recommended for licensure or endorsement in the area of School Counseling just after graduation. The UVM office of Student Services will “stamp” the student’s transcript, thus rendering the student eligible for licensure. Students/graduates are reminded that “stamped” transcripts are not automatically sent to the AOE for licensure; students must request these to be sent via the AOE licensure application process.

### Arts and Sciences Undergraduate Concentration

In the State of Vermont, applicants for teaching licensure (and for an endorsement in school counseling) must have completed an undergraduate concentration in the Arts and Sciences. This is not a Counseling Program requirement but it is a State of Vermont requirement for licensure. The *Licensure/Endorsement Eligibility Form* in (Appendix C) is used to document this requirement. Students typically complete the *Licensure/Endorsement Eligibility Form* with the assistance of their advisor during the first advisement meeting. Final approval of this requirement is granted through the CESS office of Student Services. Students who do not have a specific Arts and Sciences degree are usually able to meet this requirement through the structuring of an Individually Designed Interdisciplinary Major Concentration (IDIMC) in Arts and Sciences.

### UVM Counseling Program Students - Licensure Eligibility Process:

1. All students in the School Counseling Program and Dual Option must submit the *Licensure Eligibility Form* to the CESS Student Services office. This form can be completed by the student and submitted to the Counseling Program administrative staff, who will attach a copy of the student’s undergraduate transcript and send the form to Student Services. When the requirement is verified by Student Services, the signed *Licensure Eligibility Form* will be returned to Counseling Program administrative staff. Acceptance into the Counseling Program is not contingent upon this requirement, but eventual recommendation for licensure in Vermont ("stamped transcript") is.
2. Students who appear to have met the 30 Arts and Sciences credit hours requirement but not through a clear major indicated on their transcript will need to complete an IDIMC proposal. These students will meet with School Counseling Program Coordinator in the Counseling Program who will explain the requirement and show them how to draft an IDIMC proposal, including showing them the documents to use on the Student Services website and offering them a sample of a proposal. When the proposal is drafted, the student will submit it directly to CESS Student Services. The proposal will be reviewed by Student Services staff and they will contact the student to offer suggestions if changes or adjustments are needed. When the IDIMC proposal is appropriate, Student Services staff will approve it by signing the document and sending a copy to the Counseling Program. The Student Services staff and/or Counseling Program staff will notify the student that the proposal is accepted.
3. Students who do not appear to meet the requirement—those with degrees in areas that are not in the Arts & Sciences or without "approved" majors—will be referred to CESS Student Services. Student Services will work with those students to determine how the requirements will be met and students will provide appropriate documentation to Student Services staff, as appropriate (e.g., transcripts indicating that additional courses have been taken to meet the requirement). When the requirement has been met and appropriate documentation is received in the Student Services office, the *Licensure Eligibility Form* will be signed by Student Services and forwarded to Counseling Program.

For more information on this requirement, students are advised to review the CESS Student Services [website](#), meet with Student Services staff, or talk with their advisor or the Counseling Program School Counseling Program Coordinator.

## Portfolio

In Vermont, all programs leading to professional educator licensure are competency or outcome based. The Vermont State Agency of Education (AOE) requirement for competency assessment is the Level 1 Licensure Portfolio. The portfolio evaluation system that is outlined in the *Portfolio Guidelines* on the Counseling Program website and is also discussed within multiple meetings and classes throughout the year. These guidelines describe the electronic portfolio format via the platform, TK20.

Students enrolled in the School Counseling Program or Dual Option are required to submit a portfolio to their advisor at least *two* weeks prior to the deadline. Upon submission, the Student's advisor will review the portfolio using the *Portfolio Grading Rubric*, and the student may be required to make revisions to the portfolio prior to recommendation for graduation or licensure. Students will not be permitted to graduate until the portfolio has been approved by their advisor.

## PRAXIS Exam

Individuals wishing to be licensed as a school counselor in Vermont must take the PRAXIS Core exam. <sup>1</sup> This is not a Counseling Program requirement, but it is a State of Vermont requirement for licensure. It is possible to use GRE, SAT, ACT, and previous PRAXIS I scores in place of the Praxis requirement if they meet certain criteria –this information is in the Appendix D. (Students should be aware that these waiver permissions may not be valid in other states.) A copy of the student's PRAXIS Core scores must be submitted to Program administrative staff and is kept in the student file. (If the alternative scores are being used to meet this requirement, the student must submit a written request to Program staff identifying the alternative scores that will be used to meet this requirement.) Students who elect not to complete this requirement prior to graduation, must submit PRAXIS Core or alternative scores to Counseling Program administrative staff within one year of graduation in order for the transcript to be stamped (indicating the completion of AOE licensure requirements).

## Criminal Record Check

Graduates seeking licensure/school counselor endorsement from the Vermont Agency of Education are required to complete the Criminal Record Check consent form that authorizes the Commissioner of Education to obtain criminal record checks through the FBI and other states. This process requires applicants to provide recent certified fingerprint samples. This is not a UVM Graduation requirement and it is not monitored through the Counseling Program. However, students should be aware that a Criminal Record Check is also required for students completing school counseling practicums and internships and it is also required in some clinical mental health internships as well.

## Additional School Counselor Licensure Information

Students must complete the portfolio requirement before graduation. If the remaining licensure requirements have not been completed before graduation, students have *up to one year* to complete them in order to have their transcript stamped, indicating the completion of AOE licensure requirements (as per CESS Student Services policy). Those who have not completed all of the requirements by the Orals deadline must submit a typed, dated and signed letter to program staff (for the permanent file) indicating when they anticipate completing the PRAXIS and Arts and Sciences course requirements.

More information available on the Student Services web site: [website](#)

All School Counseling Program and Dual Option students are advised to seek Vermont AOE licensure, regardless of future plans. Those who elect not to do this and who do not complete licensure requirements (beyond the portfolio) must submit a typed, dated, signed letter to program staff (for the permanent file) indicating that they are aware of the AOE licensure requirements but are electing to not seek licensure in Vermont and have decided not to complete the requirements. It is important to note that students will not be recommended for licensure (the transcript “stamped”) until all of the licensure requirements are completed.

It is recommended that students seeking a school counseling license/endorsement begin meeting the requirements at the start of their program of study, and that they begin completing the application for licensure (from the AOE) during their final semester in the Counseling Program. Keep in mind that this license is regulated by the Vermont Agency of Education; it is not a UVM process/license, so students are responsible for completing all of the paperwork necessary for School Counseling Licensure/ Endorsement. This process is explained in more detail on the UVM Student Services [webpage](#). Other licensing information is also available at [State of Vermont – Agency of Education](#).

After completing all program requirements for graduation, school counseling students **must apply directly to the [State Agency of Education \(AOE\)](#) for licensure/endorsement**. This application is available from the [Vermont Agency of Education \(AOE\)](#) and from the [CESS office of Student Services](#), 5<sup>th</sup> Floor, Waterman Building at UVM (656-3468). As a part of the application, students will need to request (from UVM in writing) that an official stamped transcript be forwarded to the State Agency of Education. **Transcripts will not be forwarded to the State automatically** (i.e., without student written consent) and they will not be forwarded until after the student’s graduation date.

### **Clinical Mental Health Counselor Licensure**

Students in the Clinical Mental Health Counseling Program who have successfully completed all requirements for the Master of Science degree in Counseling are eligible to apply for licensure as a Clinical Mental Health Counselor in the state of Vermont. Upon completion of Program requirements, students/graduates **apply directly to the [Board of Allied Mental Health Practitioners](#) for this license**. Students are encouraged to apply for licensure immediately upon graduation. However, while this begins the review process, counselors are not eligible for full licensure in Vermont until they have also completed 3000 hours of post-Master’s supervised practice and have successfully passed two national counselor exams (see below).

It is important to note that in addition to having a CMHC file in process with the Board, graduates must also register to be on the Vermont *Roster of Non-Licensed, Non-Certified Psychotherapists*, also regulated through the Vermont Board of Allied Mental Health Practitioners, to engage in supervised counseling practice in Vermont. This roster allows graduates to work as counselors in the state of Vermont while completing additional requirements to be fully licensed as a Clinical Mental Health Counselor.

To be fully licensed, counselors must complete 3,000 hours of post-Master’s supervised experience over a minimum of two years. Of the 3,000 practice hours, 2,000 hours must be direct service, with the remaining 1,000 hours in either continued clinical practice or related services. The supervised practice must take place in a setting or settings that meet the definition of a "clinical mental health counseling" setting in 26 V.S.A. § 3261(2). Counselors must also pass the National Counselor Examination (NCE) and the National Clinical Mental Health Counselor Examination (NCMHCE) for this license. The NCE is typically taken prior to or just after graduation and the NCMHCE is typically taken

just prior to completing the 3000 practice hours.

### Counseling Exams (NCE and NCMHCE)

All Clinical Mental Health Counseling Program students are strongly encouraged to take the NCE prior to graduation. This standardized exam is administered by the *National Board of Certified Counselors* (NBCC) and is offered at a testing site near campus each April and October. There is an examination fee for taking the NCE exam.

Students are eligible to apply to take this exam if they are in good academic standing and have met other testing eligibility requirements; typically, students should be in their final academic semester of study in the Counseling Program when taking the NCE. Taking this exam in the final semester of the Counseling Program qualifies students to sit for the exam at a reduced fee and to be eligible to become a *National Certified Counselor* (NCC) upon successful exam and program completion. While the NCC is a valued credential, please note that this is not the same as a license to practice as a counselor in Vermont. However, most states including Vermont, require the NCE examination for licensure.

Students who elect to take the NCE after graduation may do so, but they will need to register for the exam directly with NBCC, the examination fee will not be the reduced fee that students are awarded, and they may not be automatically eligible for the *National Counselor Certification*.

Information regarding the NCE will be made available to students at the annual Clinical Mental Health Counseling Program informational meeting. Students should be aware that they will need to register for the NCE in advance -the initial application processes typically occurs about 6 months prior to the actual examination date. The registration process involves being included on the roster sent to NBCC from the UVM Counseling Program, completing the online registration process by the deadline (rostered students will receive information regarding registration procedures directly from NBCC), and paying an examination fee. Notices with information about registering for the NCE will be provided via e-mail communications to all active UVM Counseling Program students.

Students should be aware that Clinical Mental Health licensure in Vermont requires two examinations. In addition to the above-mentioned NCE, licensure applicants in Vermont are also required to take the NCMHCE. This examination may be taken any time post-graduation, although many licensure applicants elect to take the NCMHCE at the end of their 3000 post-Masters clinical hour requirement.

All Clinical Mental Health Counseling Program graduates who desire to work in Vermont should be in contact with the [State licensing board](#) for Vermont Mental Health licensure information and application packets. Contact: Ms. [Diane LaFaille](#), 89 Main St., 3<sup>rd</sup> Floor, Montpelier, VT 05620-3402, (802) 828- 2390.

Students who plan to practice as a counselor outside of Vermont must contact the licensing board of the state in which they hope to practice for licensure information relevant to that state. Information regarding licensure in other states can be found at [NBCC State Board Directory](#). Students are urged to make these contacts early in their program of study so that they are familiar with any licensure requirements that may differ from those of Vermont. In many cases, it is most appropriate to seek Vermont license prior to transferring to another state.



### **Professional Affiliations**

Counseling Program faculty is committed to assisting students to develop professional citizenship. To facilitate this aspect of student development, the faculty encourages students to become members of the professional organizations appropriate to the scope of their practice. These include the [American Counseling Association](#), the [American Mental Health Counselors Association](#), the [American School Counseling Association](#), the [Association for Specialists in Group Work](#), and the [International Association of Marriage and Family Counselors](#). Regional affiliates of these organizations include the [North Atlantic Regional Association for Counselor Education and Supervision](#), the [Vermont School Counseling Association](#), and the [Vermont Mental Health Counseling Association](#). We encourage students to participate in local, regional, and national conferences and events sponsored by those organizations.

## Course Descriptions

**EDCO 101 – The Helping Relationship:** (3 cr hr.) Exposes undergraduate students to domains of personal and professional development necessary for successful careers in helping professions. A key component involves helping conversations with students in the graduate counseling program. Prerequisites: For Human Development and Family Studies students: HDFS 005 and HDFS 060 (HDFS may be taken concurrently with HDFS 101); Sophomore standing; or Instructor permission. Priority: Human Development and Family Studies majors, concentrations, and minors. Cross-listed with: HDFS 101.

**EDCO 320 – Developmental Perspectives in Counseling:** (3 cr hr.) Survey of major theories of human development and application of theoretical concepts to self and others from a counseling perspective. This course is required for CMHC and SC Program students. Prerequisites: Counseling Majors or permission.

**EDCO 340 – Developmental Guidance in Schools:** (3 cr hr.) This course provides an introduction to the role of the professional counselor working in the school setting. Topics include state and national trends in school counseling, classroom and small group work in schools, advocacy, leadership, consultation, special education services, parenting skills, classroom and behavior management, and crisis intervention. This course is required for SC Program students. Prerequisites: Counseling majors or permission.

**EDCO 344 – Modalities: Counseling Children and Adolescents:** (3 cr hr.) This course provides a study of counseling practices for working with children and adolescents. Learning will be facilitated through assigned readings, lectures, discussions, demonstrations, and student practice of skill. This course is required for CMHC and SC Program students. Prerequisites: Counseling majors and concurrent with internship or permission.

**EDCO 350 – Professional Issues in Counseling:** (3 cr hr.) Students address a variety of professional ethical and legal issues relevant to the practice of counseling in schools, community and mental health agencies, and private practice settings. This course is required for CMHC and SC Program students. Prerequisites: Counseling majors or permission.

**EDCO 342 – Assessment in School Counseling:** (1 cr hr.) Students will learn about common assessment tools and processes used in professional school counseling. Prerequisites: Counseling majors and EDCO 320, 350, 374, 375, 377 or permission.

**EDCO 352 – Assessment in Clinical Mental Health Counseling:** (3 cr hr.) Students will learn about common assessment tools and processes used in clinical mental health practice. Prerequisites: Counseling majors and EDCO 320, 350, 374, 375, 377 or permission.

**EDCO 361 – The Practice of Mental Health Counseling:** (3 cr hr.) This course is an introduction to the philosophy and practice of clinical mental health counseling and is designed for graduate students who will be working as mental health counselors in community settings and in private practice. This course is required for CMHC Program students. Prerequisites: Counseling majors or permission.

**EDCO 363 – Counseling Practicum:** (3 cr hr.) Introductory supervised experience in counseling in a field or laboratory setting. Includes 100 hours working as a counselor with a minimum of 40 direct service hours. This course is required for CMHC and SC Program students. Prerequisites: EDCO 320,350,374,375 (School and Clinical Mental Health Counseling Programs), EDCO 340 (School Program) and EDCO 361 (Clinical Mental Health Program).

**EDCO 374 – Counseling Theory and Practice:** (3 cr hr.) This course introduces students to current theories that guide the practice of counseling. Students will be asked to think critically about the theories and to apply them to case conceptualization and intervention planning. This course is required for CMHC and SC Program students. Prerequisites: Counseling majors only or permission.

**EDCO 375 – Laboratory Experience in Counseling:** (3 cr hr.) This course is designed to teach basic counseling skills to students in the Counseling Program. In addition to skill development, students are expected to show evidence of the personal and professional growth necessary to succeed in the counseling profession. The course is the foundation upon which more advanced courses in the Counseling Program are built. This course is required for CMHC and SC Program students. Prerequisites: Counseling majors only and EDCO 374 or concurrent with 374.

**EDCO 376 – Addictions Counseling:** (3 cr hr.) This course provides an overview of the nature and etiology of addictions, theories of change and recovery, ethical issues, diagnostic considerations, screening and assessment approaches, strength based and culturally responsive treatment strategies, implications for prevention and policy, and discussion of resources. This course is required for CMHC and SC Program students. Prerequisites: Counseling majors or permission.

**EDCO 377 – Diversity & Intersectionality:** (3 cr hr.) This course is designed to assist students in recognizing and acknowledging diversity in society, and developing the knowledge and skills to recognize, interrupt and redress inequity within their spheres of influence. Specifically, we will take up an intersectional lens to examine the cultural forces and legacies that shape our view of others and systemically advantage some while disadvantaging others. We will explore theories and models that address alterity and identify and develop individual counseling skills and systemic advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients and students. This course is highly relational, experiential, and designed to engender discomfort as well as empowerment.

**EDCO 341 – Diagnosis in School Counseling:** (1 cr hr.) This course reviews the presentation and etiology of child and adolescent and mental health disorders as included in the DSM-5. A comparison of the DSM to other categorization processes used within school environments is delineated. The emphasis will be on strength-based assessment that is culturally appropriate. Prerequisites: Counseling majors or permission.

**EDCO 345 – Diagnosis in Clinical Mental Health Counseling:** (1 or 3 cr hrs.) This course reviews the presentation and etiology of child, adolescent and adult mental health disorders as included in the DSM-5. A comparison of the DSM to other categorization processes used within school environments is delineated. Students will gain skills in conducting a diagnostic interview and making a differential diagnosis, as well as skills in clinical report writing. The emphasis will be on strength-based assessment that is culturally appropriate. Prerequisites: Counseling majors or permission.

**EDCO 381 – Counseling for Career and Lifestyle Development:** (3 cr hrs.) An exploration of the theories, assessment instruments, counseling techniques, and issues most relevant in counseling for career and lifestyle development. This course is required for CMHC and SC Program students. Prerequisites: Counseling majors and EDCO 374, 375 or permission.

**EDCO 387 – Therapeutic Psychopharmacology:** (3 cr hrs.) This course is an introduction to neuroanatomy, neurophysiology, and pharmacology as they pertain to mental health counseling. Course also covers commonly prescribed medications, ethical issues and the referral process. This course is required for CMHC Program students. Prerequisites: Counseling majors with EDCO 320, 350, 374, 378 or permission.

**EDCO 388 – Family and Couples Counseling:** (3 cr hrs.) This course reviews the main concepts of family and couples counseling, discusses sociocultural considerations, and focuses on the prominent models of family and couples therapy that have emerged over time. Discussion of theoretical concepts will be integrated with opportunities for clinical practice. This course is required for CMHC and SC Program students. Prerequisites: Counseling majors with EDCO 320, 350, 374, 375, 392 or permission.

**EDCO 389 – Counseling Internship:** (3 cr hrs.) Supervised experience in counseling in a field (school or Clinical mental health) setting. This course is required for CMHC and SC Program students. Prerequisites: EDCO 320, 350, 374, 363 (Practicum), 375 (School and Mental Health Programs), EDCO 340 (School Counseling Program) and EDCO 361 (Clinical Mental Health Counseling Program).

**EDCO 392 – Group Counseling Experience:** (1 cr hrs.) This course is designed to provide students with direct clinical group experience. Students participate as group members in a counseling group for a minimum of 10 clock hours over the course of one academic term. This group experience provides increased awareness of self and models relating to others. This course is required for CMHC and SC Program students. Prerequisites: Graduate standing matriculated students

**EDCO 393 – Advanced Group Counseling: Theory and Practice:** (3 cr hrs.) Group leadership skills are developed, practiced, and refined through in-class and laboratory experiences that focus on live group supervision, theory, feedback exchange, and ethical issues. This course is required for CMHC and SC Program students. Prerequisites: EDCO 320, 350, 363, 374, 375, 377, 392, 389 and permission of the instructor.

**EDCO 394 – Research Methods in Counseling:** (3 cr hrs.) This course is designed to assist counseling students in understanding research methods, qualitative and statistical analysis, needs assessment, and program evaluation relevant to the field of counseling. This course or an approved equivalent is required for CMHC and SC Program students.

**EDCO 397 – Independent Study in Counseling:** Individual work on a research problem selected by the student in consultation with a staff member. Permission and endorsement by a sponsoring faculty member only. Must follow University and program criteria.



The University of Vermont

OFFICE OF AUDIT AND COMPLIANCE SERVICES  
UVM.EDU/POLICIES

## POLICY

Title: Equal Opportunity in Educational Programs and Activities and Non-Harassment

### Policy Statement

The University of Vermont and State Agricultural College is committed to a policy of equal educational opportunity. The University therefore prohibits discrimination on the basis of unlawful criteria such as race, color, religion, national or ethnic origin, age, sex, sexual orientation, marital status, disability, or gender identity or expression, as those terms are defined under applicable law, in admitting students to its programs and facilities and in administering its admissions policies, educational policies, scholarship and loan programs, athletic programs, and other institutionally administered programs or activities made available to students at the University. The University also prohibits harassment, as defined in the Vermont Statutes at Title 16, section 11(a)(26). Unlawful harassment is a form of discrimination and is therefore prohibited.

Sources: Title VI of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975; Section 504 of the Rehabilitation Act of 1973; the Americans with Disabilities Act of 1990; the Vermont Public Accommodations Act; and such other federal, state, and local non-discrimination laws as may apply.

Note: This Statement of Policy is the official University of Vermont Equal Educational Opportunity Policy Statement and supersedes all prior statements regarding its subject matter. It may be modified only by written statement issued by the President as Chief Executive Officer of the University or by formal action by the University of Vermont and State Agricultural College Board of Trustees. This Policy Statement is designed to express the University's intent and commitment to comply with the requirements of federal, state, and local non-discrimination laws. It shall be applied co-extensively with those non-discrimination laws and shall not be interpreted as creating any rights, contractual or otherwise, that are greater than exist under those laws.

## Contacts

<b>Questions concerning the daily operational interpretation of this policy should be directed to the following (in accordance with the policy elaboration and procedures):</b>	
<b>Title(s)/Department(s):</b>	<b>Contact Information:</b>
Questions regarding this policy statement or compliance with its provisions may be directed to:	
Dean of Students	41-43 South Prospect Street Burlington, VT 05405 (802) 656-3380
Or	
Director, Office of Affirmative Action and Equal Opportunity	428 Waterman Building Burlington VT, 0405 (802) 656-3368
Questions may also be directed to government agencies having oversight and enforcement authority with respect to the referenced laws. A complete listing of those agencies may be obtained from the Office of Affirmative Action and Equal Opportunity.	
<b>Questions about policies related to Title IX, including sex discrimination, sexual harassment, and all forms of sexual violence</b>	
Title IX Coordinator Office of Affirmative Action and Equal Opportunity	Nick Stanton (802) 656-3368
<b>Questions about disability related issues</b>	
Student Accessibility Services	Sharon Mone (802) 656-4075
ADA/Section 504 Coordinator Office of Affirmative Action and Equal Opportunity	Amber Fulcher (802) 656-0945

## Related Documents/Policies

- [Discrimination and Harassment Policy](#)
- [Equal Employment Opportunity/Affirmative Action Policy Statement](#)
- [Procedural Guidelines for Handling and Resolving Discrimination Complaints](#)
- [Sexual Harassment & Misconduct](#)

## Regulatory References/Citations

- Age Discrimination Act of 1975
- Americans with Disabilities Act of 1990
- Section 504 of the Rehabilitation Act of 1973
- Title VI of the Civil Rights Act of 1964
- Title IX of the Education Amendments of 1972
- Vermont Public Accommodations Act
- Vermont Statutes at Title 16, section 11(a)(26)

## About This Policy

<b>Responsible Official:</b>	Vice President for Finance and Administration	<b>Approval Authority:</b>	President and the Chair of the Board of Trustees
<b>Policy Number:</b>	V. 4.24.11	<b>Effective Date:</b>	February 4, 2017
<b>Revision History:</b>	<ul style="list-style-type: none"> <li>• V. 7.0.5.1 effective April 7, 2006</li> <li>• V. 7.0.5.2 effective September 5, 2008</li> <li>• V. 7.0.5.3 effective April 13, 2009</li> <li>• V. 7.0.5.4 effective March 8, 2010</li> <li>• V. 7.0.5.5 effective May 22, 2011</li> <li>• V. 7.0.5.6 effective May 19, 2012</li> <li>• V. 7.4.7/V. 7.0.5.7 effective February 9, 2013</li> <li>• V. 7.4.8 effective February 8, 2014</li> <li>• V. 7.4.9 effective February 7, 2015</li> <li>• V. 7.4.10 effective February 6, 2016</li> <li>• V. 7.4.11 Reaffirmed as revised by the President and the Chair of the Board of Trustees: February 3, 2018 and March 6, 2019</li> <li>• V. 7.4.11 Reaffirmed by the President February 3, 2020 and the Chair of the Board of Trustees January 30, 2020</li> <li>• Responsible official officially changed from the Vice President for Human Resources, Diversity and Multicultural Affairs to the Vice President for Finance and Treasurer on May 1, 2020</li> </ul>		



The University of Vermont

*Master of Science in Counseling*

## HANDBOOK AGREEMENT FORM

To ensure that all students are familiar with counseling program policies, students are required to complete this form, sign it, and submit to their advisor, prior to their first semester, to be placed in their permanent student file in the Counseling Program Office.

I \_\_\_\_\_  
***STUDENT NAME (PLEASE PRINT)***

Hereby indicate that I have read, understand, and am in agreement with the policies and procedures outlined in the Master of Science in Counseling Program, Student Handbook dated \_\_\_\_\_ . (Month & Year on Cover of Handbook)

I am in the following Program in the Graduate Counseling Program: *(check one in each column)*

- |  |                                    |
|--|------------------------------------|
| <input type="checkbox"/> School Counseling Program | <input type="checkbox"/> Full-time |
| Clinical Mental Health Counseling Program          | Part-time student                  |
| Dual Option (School & Clinical Mental Health)      |                                    |

*Students are required to take 10 credits per academic year minimum for half-time status.*

*(Later switching of Programs and/or completing a dual option are possible but are not automatic. Request for permission to change Programs and/or to complete a dual option must be discussed with the student advisor and submitted for approval on the Change of Program Request form to the Counseling Program administrative staff (656- 3888). Such requests are reviewed and agreed upon by the full counseling faculty. If approved, you will be required to complete a new Program of Study and Program Planning Sheets.)*

\_\_\_\_\_  
 Student Signature

\_\_\_\_\_  
 Date

Distribution: Original in Permanent Student File, Advisor



## Licensure/Endorsement Eligibility Form

This form will be used in the process of determining your eligibility for licensure. **It is not an application for licensure.** Applications are available in 528 Waterman or by mail (656-3468).

All PBTP and Graduate students who expect to be recommended for an initial Vermont Educator’s License and a first endorsement or, if already licensed, stamped for a second endorsement, must complete all information on this form. Please send it to the University of Vermont, College of Education and Social Services, Office of Student Services and Support, 528 Waterman Building, Burlington, VT 05405. Providing this information early in your CESS/UVM program will facilitate the process of recommending you for licensure/endorsement when you finalize your program. **Please print the requested information below.**

Full Name (last, first, middle initial): \_\_\_\_\_

E-Mail Address: \_\_\_\_\_ Student Identification No. \_\_\_\_\_

Local Address: \_\_\_\_\_

Permanent Address: \_\_\_\_\_

Local Phone Number: \_\_\_\_\_ Permanent Phone Number: \_\_\_\_\_

Be certain to notify the Office of Student Services and Support immediately if your address and/or phone change while you are enrolled in a College of Education and Social Services Program.

PBTP/Graduate Program: \_\_\_\_\_  
Name of Program

Review the list of endorsements on the reverse side of this page and place a checkmark next to the endorsement you expect to earn at the completion of your CESS/UVM program.

Expected date of program completion: \_\_\_\_\_  
Month Year

**Certification/Licensure Status**

- Do you currently hold a valid Vermont Educator’s License  Yes  No
  - If YES, attach a photocopy of licensure to this form.
- If you do not hold a valid Vermont Educator’s License, have you completed a major (minimum 30 credit hours) in the liberal arts & sciences  Yes  No
  - If YES, please specify the major completed as it is listed on your transcript (e.g. English, Psychology, etc.) Attach a copy of your transcript verifying your major.
- If you do not hold a valid VT Educator’s license and you have not completed an appropriate major in the liberal arts and sciences, do you hold a valid Educator’s license from another state?  Yes  No
  - If YES, consider applying immediately for a Vermont Educator’s license through the reciprocity agreement and then attach a copy of your valid VT Educator’s license to this form.
- If you do not hold a valid VT Educator’s License and you have not completed a major in the liberal arts and sciences, you may meet the requirement for the Individually Designed Interdisciplinary Major Concentration (IDIMC). Review this information at the CESS Student Services Website (<http://www.uvm.edu/~cess/stservices>) and then attach a copy of your transcript and the IDIMC Cover Sheet for review. If your courses are appropriate, you will be required to complete the narrative for review by the CESS Student Affairs Committee. Approval is NOT guaranteed.

**SUBMIT THIS FORM AND ACCOMPANYING INFORMATION TO YOUR DEPARTMENTAL ADMINISTRATIVE ASSISTANT. THE COMPLETED PACKET WILL THEN BE FORWARDED TO 528 WATERMAN FOR REVIEW.**

\_\_\_\_\_  
 Signature certifying that you have provided accurate information.

\_\_\_\_\_  
 CESS Student Services Office, Licensing Officer

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Date

Approved      Denied      Need More Info/Packet Incomplete

## Endorsement Areas

- Administration/Principal - If you check this box, you must provide documentation of three years (minimum) of successful teaching experience.
- Administration/Superintendent - Provide a copy of your endorsement for Administration/Principal.
- Art (K-12)
- Consumer and Family Sciences (7-12)
- Early Childhood (Birth - Grade 3)
- Elementary (K-6)
- Guidance (K-12)
- Middle Grades (5-8)
- Music (K-12)
- Occupational Home Economics Education (7-12)
- Physical Education (K-12)
- Reading Teacher
- Reading Coordinator
- Secondary Classical Language, Latin (7-12)
- Secondary English (7-12)
- Secondary Foreign Language, French (7-12)
- Secondary Foreign Language, German (7-12)
- Secondary Foreign Language, Spanish (7-12)
- Secondary Mathematics (7-12)
- Secondary Science, Biological (7-12)
- Secondary Science, Chemistry (7-12)
- Secondary Science, Earth (7-12)
- Secondary Science, Physical (7-12)
- Secondary Science, Physics (7-12)
- Secondary Social Studies, Economics (7-12)
- Secondary Social Studies, Geography (7-12)
- Secondary Social Studies, History (7-12)
- Secondary Social Studies, Political Science (7-12)
- Speech/Language Pathology
- Special Education, Consulting Teacher/Learning Specialist
- Special Education, Teacher of the Handicapped, Special Education Class Programs/Resource Teacher Programs
- Special Education, Teacher of the Handicapped, Essential Early Education Classroom or Home Programs
- Special Education, Teacher of the Handicapped, Intensive Special Education Classrooms or Multi-Handicapped
- Special Education, Teacher of the Handicapped, Secondary Diversified Occupations Programs

June 12, 2019

## Vermont Agency of Education PRAXIS CORE Requirements

**All candidates seeking initial educator licensure in Vermont and who are not exempt are required to meet the passing scores established by the Vermont Standards Board for Professional Educators (VSBPE) for Praxis Core ([details on AOE site](#)).**

For Vermont licensure, **PRAXIS CORE** cut off scores are as follows:

- Reading: 156
- Writing: 162
- Mathematics: 150

Alternative tests for the PRAXIS CORE:

- PRAXIS I if taken on or prior to Aug 31, 2014:
  - Reading: 177
  - Writing: 174
  - Mathematics: 175
  - OR a composite score of 526
- SAT if taken *before* April 1, 1995:
  - Verbal: 420
  - Math: 470
  - Combined: 1000
- SAT if taken *after* April 1, 1995:
  - Verbal: 500
  - Math: 500
  - Combined: 1100
- ACT if taken *before* August 31, 2014:
  - Eng: 22
  - Math: 22
- GRE if taken *before* Aug 1, 2011
  - Verbal: 500
  - Quant: 500
  - Combined: 1100
- GRE if taken *after* Aug 1, 2011:
  - Verbal: 153
  - Quant: 144
  - Combined: 300

Having an out of state educator license from a state that has signed the Interstate NASDTEC agreement would exempt an applicant from the testing requirement for the endorsement on the out of state license.

We may not recommend you for licensure (“stamp your transcript”) until we have documentation of this requirement. That is, our office must have documentation of your PRAXIS CORE scores or the alternative that you are using to meet this requirement. Please be sure to email this information to Program staff as soon as it is available. (*Prior to 10/8/15 and 2015-2016AY: We may have copies of your GRE scores, so if you are using this alternative, check with Program staff to see if we have the scores, and then email them to indicate that you are using this alternative for your PRAXIS CORE requirement. Please pay close attention to the date details indicated above for accepted alternative testing.*)

## PROGRAM OF STUDY

STUDENT \_\_\_\_\_ ID# \_\_\_\_\_ ADVISOR \_\_\_\_\_

DATE OF MATRICULATION \_\_\_\_\_ ANTICIPATED DATE OF GRADUATION \_\_\_\_\_ PART-TIME  FULL-TIME

<input type="checkbox"/> School Counseling Program (60 Credit Hours)	<input type="checkbox"/> Clinical Mental Health Counseling Program (60 Credit Hours)	<input type="checkbox"/> Dual Option (76 Credit Hours)
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**CORE COUNSELING COURSES REQUIRED FOR ALL GRADUATE COUNSELING STUDENTS**

**SEM/YR COMPLETE GRADE**

_____	_____	EDCO 394 Research Methods in Counseling or EDFS 209 Introduction to Research	(3)	
_____	_____	EDCO 320 Developmental Perspectives in Counseling	(3)	
_____	_____	EDCO 344 Modalities: Counseling Children & Adolescents	(3)	
_____	_____	EDCO 350 Professional Issues in Counseling	(3)	
_____	_____	EDCO 363 Counseling Practicum	(3)	
_____	_____	EDCO 374 Counseling Theory and Practice	(3)	
_____	_____	EDCO 375 Laboratory Experience in Counseling	(3)	
_____	_____	EDCO 376 Addictions Counseling	(3)	
_____	_____	EDCO 377 Diversity & Intersectionality	(3)	
_____	_____	EDCO 381 Counseling for Career and Lifestyle Development	(3)	
_____	_____	EDCO 388 Family & Couples Counseling	(3)	
_____	_____	EDCO 392 Group Counseling Experience	(1)	
_____	_____	EDCO 393 Advanced Group Counseling: Theory & Practice	(3)	37

**SCHOOL COUNSELING PROGRAM (60 CREDIT HOURS)**

_____	_____	EDCO 340 Developmental Guidance in the Schools	(3)	
_____	_____	*EDCO 341 Diagnosis in School Counseling	(1)	
_____	_____	*EDCO 342 Assessment in School Counseling	(1)	
_____	_____	EDCO 389 School Counseling Internship 1	(3)	
_____	_____	EDCO 389 School Counseling Internship 2	(3)	
_____	_____	Special Topics in School Counseling 1	(3)	
_____	_____	Special Topics in School Counseling 2	(3)	
_____	_____	Special Topics in School Counseling 3	(3)	
_____	_____	Special Topics in School Counseling 4	(3)	60

\*School Counseling students register for only 1 credit of these courses

**CLINICAL MENTAL HEALTH COUNSELING PROGRAM (60 CREDIT HOURS)**

_____	_____	EDCO 361 The Practice of Mental Health Counseling	(3)	
_____	_____	EDCO 345 Diagnosis in Clinical Mental Health Counseling	(3)	
_____	_____	EDCO 352 Assessment in Clinical Mental Health Counseling	(3)	
_____	_____	EDCO 389 Counseling Internship 1	(3)	
_____	_____	EDCO 389 Counseling Internship 2	(3)	
_____	_____	EDCO 387 Therapeutic Psychopharmacology for Counselors	(3)	
Electives (total of 5 credits required)*				
_____	_____	Optional 3 <sup>rd</sup> semester of EDCO 389*	(1-3)	
_____	_____	Elective 1	(1-3)	
_____	_____	Elective 2	(1-3)	60

\* Under approved conditions a *third semester of CMHC internship* may be used to towards elective requirements for the CHMC Program.

**DUAL OPTION (76 CREDIT HOURS)**

Students must take all of the above **except** 5 credits of CMHC Electives

**TOTAL CREDITS** \_\_\_\_\_

Any deviation from the Program of Study must be documented on a Petition to Modify Program form, approved by the full core counseling faculty, and a new Program of Study must be completed and processed. All Electives require prior approval.

Student Signature \_\_\_\_\_

Date \_\_\_\_\_

Advisor Signature \_\_\_\_\_

Date \_\_\_\_\_

## 30 CREDITS UNDERGRADUATE ARTS & SCIENCES MAJOR

Applicants seeking endorsement as a school guidance counselor K - 12 in Vermont must have 30 credit hours in an undergraduate major in Arts & Science (e.g., English, Mathematics, History, Biology) in order to be licensed by the State of Vermont. For more information on this requirement, please check with Student Services, 528 Waterman, 802-656-3468.

I met this requirement as an undergraduate. Major: \_\_\_\_\_

I do not plan to be licensed as a school counselor in Vermont.

Not needed – I am enrolled in the 60-Hour Clinical Mental Health Program.

I do not meet/am not sure if I met this requirement. I will contact Student Services.

Date Licensure Eligibility form sent to Student Services: \_\_\_\_\_

**Student Signature**

### INFORMATION BELOW THIS LINE TO BE COMPLETED BY COUNSELING PROGRAM STAFF ONLY

Licensure Eligibility Form approved by Student Services: \_\_\_\_\_

Date \_\_\_\_\_ Major Concentration \_\_\_\_\_

### REQUIREMENTS AND EXAMINATIONS

#### Requirements for All Students (Clinical Mental Health, School and Dual Option)

√	DATE COMPLETE	REQUIREMENT FOR CLINICAL MENTAL HEALTH COUNSELING PROGRAM, SCHOOL COUNSELING PROGRAM AND DUAL OPTION STUDENTS
		<b>Student Information Form</b>
		<b>Handbook Agreement Form</b>
		<b>Intent to Graduate Form</b>
		<b>All Practicum/Internship Forms</b>
		<b>Oral Comprehensive Exam Successfully Defended (*Clinical Mental Health Counseling &amp; Dual Option Students)</b>
<b>*SCHOOL COUNSELING PROGRAM AND DUAL OPTION STUDENTS</b>		
		<b>Portfolio Approved</b>
		<b>Praxis Exam Scores on File (Required for State of VT for School Guidance licensure)</b> Qualifying Praxis I, SAT, ACT or GRE tests are accepted in lieu of the Praxis Core <i>Praxis I</i> - Reading 177, Writing 174, Math 175 (526 Composite) <i>SAT</i> - Taken prior to April 1, 1995 - Verbal 420, Math 470; 1000 Combined. Taken between April 1, 1995 and August 31, 2014 - Critical Reading 500, Math 500; 1100 Combined. <i>ACT</i> - English score 22, Math Score 22. <i>GRE</i> - Taken prior to August 1, 2011 - Verbal 500, Quantitative 500 ; 1100 Combined. Taken on or after August 1, 2011 - Verbal 153, Quantitative 144; 300 combined.
		Waiver based on GRE/ACT: Test Name _____ Total Score _____ Reading _____ Writing/Verbal _____ Math _____
<b>OPTIONAL FOR CLINICAL MENTAL HEALTH COUNSELING PROGRAM AND DUAL OPTION STUDENTS</b>		
		<b>NBCC (National Counselor Exam) VT State requirement for Clinical Mental Health Counselor licensure</b>

\* Required to recommend for school licensure by the Counseling Program and to have transcript stamped "recommended for licensure by the registrar.

### PROGRAM MODIFICATIONS AND COMMENTS

Petition to Modify conditions met: Yes \_\_\_\_\_, No \_\_\_\_\_

## SC and CMHC Program Model Program of Study

<b>Full-time School Counseling Program 60 Credit Hours</b>	
<b>FALL 1<sup>ST</sup> YEAR</b>	<b>SPRING 1<sup>ST</sup> YEAR</b>
EDCO 375 Laboratory Experience in Counseling (3) EDCO 320 Developmental Perspectives in Counseling (3) EDCO 350 Professional Issues in Counseling (3) EDCO 374 Counseling Theory and Practice (3)	EDCO 363 Counseling Practicum (3) EDCO 340 Developmental Guidance in Schools (K-12) (3) EDCO 377 Diversity & Intersectionality (3) EDCO 392 Group Counseling Experience (1) EDCO 341 Diagnosis in School Counseling (1)* EDCO 342 Assessment in School Counseling (1)* *School Counselors register for 1 variable credit
12	12
<b>SUMMER 1<sup>ST</sup> YEAR**</b>	
SPECIAL TOPICS IN SCHOOL COUNSELING (6)	
6	
<b>FALL 2<sup>ND</sup> YEAR</b>	<b>SPRING 2<sup>ND</sup> YEAR</b>
EDCO 389 (SC) Internship in Counseling (3) EDCO 393 Advanced Group Counseling: Theory & Practice (3) EDCO 344 Modalities: Counseling Children & Adolescents (3) EDCO 388 Family and Couples (3)	EDCO 389 (SC) Internship in Counseling (3) EDCO 381 Counseling for Career & Lifestyle Development (3) EDCO 376 Addictions Counseling (3) Special Topics in School Counseling (3)
12	12
<b>SUMMER 2<sup>ND</sup> YEAR</b>	
Special Topics in School Counseling (3) EDCO 394 Research Methods in Counseling (or EDFS 209 Research and Evaluation) (3)	
<b>60</b>	

\*The total credit requirement for SC students has been changed to 60 credits starting with the class admitted for the 2017/2018 academic year.

\*\* Out of state students should be aware that VTR does not apply to summer session.

<b>Full-time Clinical Mental Health Counseling Program 60 Credit Hours</b>	
<b>FALL 1<sup>ST</sup> YEAR</b>	<b>SPRING 1<sup>ST</sup> YEAR</b>
EDCO 375 Laboratory Experience in Counseling (3) EDCO 320 Developmental Perspectives in Counseling (3) EDCO 350 Professional Issues in Counseling (3) EDCO 374 Counseling Theory and Practice (3)	EDCO 363 Counseling Practicum (3) EDCO 361 The Practice of Mental Health Counseling (3) EDCO 345 Diagnosis in Clinical Mental Health Counseling (3)* EDCO 377 Diversity & Intersectionality (3) EDCO 392 Group Counseling Experience (1) *CMHC students register for 3 credits
12	13
<b>SUMMER 1<sup>ST</sup> YEAR**</b>	
EDCO 394 Research Methods in Counseling (or EDFS 209 Research and Evaluation) (3)** EDCO 387 Therapeutic Psychopharmacology for Counselors (3)**	
6	
<b>FALL 2<sup>ND</sup> YEAR</b>	<b>SPRING 2<sup>ND</sup> YEAR</b>
EDCO 389 (CMHC) Internship in Counseling (3) EDCO 393 Advanced Group Counseling: Theory & Practice (3) EDCO 344 Modalities: Counseling Children & Adolescents (3) EDCO 388 Family and Couples Counseling (3)	EDCO 389 (CMHC) Internship in Counseling (3) EDCO 376 Addictions Counseling (3) EDCO 381 Counseling for Career & Lifestyle Development (3) EDCO 352 Assessment in Clinical Mental Health Counseling (3)* *CMHC students register for 3 credits
12	12
<b>SUMMER 2<sup>nd</sup> Year**</b>	
EDCO XXX Counseling Elective (5 credits) <i>Optional 3<sup>rd</sup> semester of EDCO 389***</i>	
<b>60</b>	

\*CMHC students register for 3 credit hours

\*\* Out of state students should be aware that VTR does not apply to summer session

\*\*\*Unless otherwise specified by the internship agreement contract, a third semester of CMHC internship is not required. Under approved conditions, a third semester of CMHC may be taken and counted towards the CMHC Program electives.

Updated May 15, 2020

## Dual Option (CMHC Entry) Schedule of Classes

<b>Full-time Dual Option 76 Credit Hours (CMHC Entry)</b>	
<b>FALL 1<sup>ST</sup> YEAR</b>	<b>SPRING 1<sup>ST</sup> YEAR</b>
EDCO 375 Laboratory Experience in Counseling (3) EDCO 320 Developmental Perspectives in Counseling (3) EDCO 350 Professional Issues in Counseling (3) EDCO 374 Counseling Theory and Practice (3) <div style="text-align: right; margin-top: 5px;">12</div>	EDCO 363 Counseling Practicum (3) EDCO 361 The Practice of Mental Health Counseling (3) EDCO 345 Diagnosis in Clinical Mental Health Counseling (3) EDCO 377 Diversity & Intersectionality (3) EDCO 392 Group Counseling Experience (1) <div style="text-align: right; margin-top: 5px;">13</div>
<b>SUMMER 1<sup>ST</sup> YEAR**</b> EDCO 394 Research Methods in Counseling (or EDFS 209 Research and Evaluation) (3) EDCO 387 Therapeutic Psychopharmacology for Counselors (3) Special Topics in School Counseling (3) <div style="text-align: right; margin-top: 5px;">6-9</div>	
<b>FALL 2<sup>ND</sup> YEAR</b>	<b>SPRING 2<sup>ND</sup> YEAR</b>
EDCO 389 (CMHC) Internship in Counseling (3) EDCO 393 Advanced Group Counseling: Theory & Practice (3) EDCO 344 Modalities: Counseling Children & Adolescents (3) EDCO 388 Family and Couples (3) <div style="text-align: right; margin-top: 5px;">12</div>	EDCO 389 (CMHC) Internship in Counseling (3) EDCO 352 Assessment in Clinical Mental Health Counseling (3) EDCO 376 Addictions Counseling (3) EDCO 340 Developmental Guidance in Schools (K-12) (3) <div style="text-align: right; margin-top: 5px;">12</div>
<b>SUMMER 2<sup>ND</sup> YEAR**</b> Special Topics in School Counseling (3) <i>Optional 3<sup>rd</sup> semester of EDCO 389***</i> <div style="text-align: right; margin-top: 5px;">3-6</div>	
<b>FALL 3<sup>RD</sup> YEAR</b>	<b>SPRING 3<sup>RD</sup> YEAR</b>
EDCO 389 (SC) Internship in Counseling (3) Special Topics in School Counseling (3 – 6 credits) <div style="text-align: right; margin-top: 5px;">6-9</div>	EDCO 389 (SC) Internship in Counseling (3) EDCO 381 Counseling for Career & Lifestyle Development (3) Remaining Special Topics in School Counseling (3) <div style="text-align: right; margin-top: 5px;">9 <b>76-79</b></div>

\*The total credit requirement for Dual option students has been changed to 79 for students admitted for the 2017/2018 academic year.

\*\* out of state students be aware that VTR does not apply in summer session

\*\*\* A third semester of CMHC internship is not required by the program. If students take a third semester of CMHC internship, credit hours will be increased from 76 to 79.

Updated on 5/15/20

## Dual Option (SC Entry) Schedule of Classes

<b>Full-time Dual Option 76 Credit Hours (SC Entry)</b>	
<b>FALL 1<sup>ST</sup> YEAR</b>	<b>SPRING 1<sup>ST</sup> YEAR</b>
EDCO 375 Laboratory Experience in Counseling (3) EDCO 320 Developmental Perspectives in Counseling (3) EDCO 350 Professional Issues in Counseling (3) EDCO 374 Counseling Theory and Practice (3)	EDCO 363 Counseling Practicum (3) EDCO 340 Developmental Guidance in Schools (K-12) (3) EDCO 377 Diversity & Intersectionality (3) EDCO 392 Group Counseling Experience (1) EDCO 345 Diagnosis in Clinical Mental Health Counseling (3)
12	13
<b>SUMMER 1<sup>ST</sup> YEAR**</b> SPECIAL TOPICS IN SCHOOL COUNSELING (6)	
6	
<b>FALL 2<sup>ND</sup> YEAR</b>	<b>SPRING 2<sup>ND</sup> YEAR</b>
EDCO 389 (SC) Internship in School Counseling (3) EDCO 393 Advanced Group Counseling: Theory & Practice (3) EDCO 344 Modalities: Counseling Children & Adolescents (3) Special Topics in School Counseling (3)	EDCO 389 (SC) Internship in School Counseling (3) EDCO 361 The Practice of Mental Health Counseling (3) EDCO 376 Addictions Counseling (3) Special Topics in School Counseling (3)
12	12
<b>SUMMER 2<sup>ND</sup> YEAR**</b> EDCO 394 Research Methods in Counseling (or EDFS 209 Research and Evaluation) (3) EDCO 387 Therapeutic Psychopharmacology for Counselors (3)	
6	
<b>FALL 3<sup>RD</sup> YEAR</b>	<b>SPRING 3<sup>RD</sup> YEAR</b>
EDCO 389 (CMHC) Internship in Counseling (3) EDCO 388 Family and Couples (3)	EDCO 389 (CMHC) Internship in Counseling (3) EDCO 381 Counseling for Career & Lifestyle Development (3) EDCO 352 Assessment in Clinical Mental Health Counseling (3)
6-9	9 <b>76</b>
<b>SUMMER 3<sup>RD</sup> YEAR**</b> <i>Optional 3<sup>rd</sup> semester of EDCO 389***</i>	
3 <b>79</b>	

\*The total credit requirement for Dual option students has been changed to 79 credits with the class admitted for the 2017/2018 academic year.

\*\*out of state students should be aware that VTR does not apply to summer session

\*\*\* A third semester of CMHC internship is not required by the program. If students take a third semester of CMHC internship, credit hours will be increased from 76 to 79.

Updated on 5/15/20



**UVM Counseling Program**  
*Part Time Model*  
**Clinical Mental Health Counseling Program Sample Program of Study\*\***

<b>Year 1</b>	
<b>Fall Semester</b>	<b>Spring Semester</b>
EDCO 320 Developmental Perspectives (3)	EDCO 361 Practice of Mental Health Counseling (3)
EDCO 350 Professional Issues in Counseling (3)	EDCO 377 Diversity & Intersectionality (3)
<b>Year 2</b>	
<b>Fall Semester</b>	<b>Spring Semester</b>
EDCO 374 Counseling Theory & Practice (3)	EDCO 392 Group Counseling Experience (1)
EDCO 388 Family & Couples Counseling (3)	EDCO 381 Counseling for Career & Lifestyle Development (3)
	EDCO 345 Diagnosis in Clinical Mental Health Counseling (3)
<b>Year 3</b>	
<b>Fall Semester</b>	<b>Spring Semester</b>
EDCO 344 Modalities: Counseling Children & Adolescents (3)	EDCO 363 Counseling Practicum (3)*
EDCO 375 Laboratory Experience in Counseling (3)	EDCO 376 Addictions Counseling (3)
<b>Year 4</b>	
<b>Fall Semester</b>	<b>Spring Semester</b>
EDCO 389 (CMHC) Counseling Internship*(3)	EDCO 389 (CMHC) Counseling Internship (3)*
EDCO 393 Advanced Group Counseling: Theory & Practice (3)	EDCO 352 Assessment in Clinical Mental Health Counseling (3)
<b>Summers**</b> (these courses will be offered every summer)	
Summer 1 EDCO 394 Research Methods in Counseling (3)	
Summer 2 Electives (5 credits)	
Summer 3 EDCO 387 Therapeutic Psychopharmacology for Counselors (3)	
Summer 4 <i>Optional 3<sup>rd</sup> semester of EDCO 389***</i>	

\*These courses require 20 hours of fieldwork per week that may need to be completed during daytime hours

\*\*out of state students should be aware that VTR does not apply to summer session

\*\*\*Unless otherwise specified by the internship agreement contract, a third semester of CMHC internship is not required. Under approved conditions, a third semester of CMHC may be taken and counted towards the CMHC Program electives.

Updated 5/15/20

**UVM Counseling Program**  
*Part Time Model*  
**School Counseling Program Sample Program of Study\*\***

<b>Year 1</b>	
<b>Fall Semester</b>	<b>Spring Semester</b>
EDCO 320 Development Perspectives in Counseling (3)	EDCO 340 Developmental Guidance in Schools (3)
EDCO 350 Professional Issues in Counseling (3)	EDCO 377 Diversity & Intersectionality (3)
<b>Year 2</b>	
<b>Fall Semester</b>	<b>Spring Semester</b>
Special Topics in School Counseling (3)	EDCO 342 Assessment in School Counseling (1)*
EDCO 374 Counseling Theory & Practice (3)	Special Topics in School Counseling (3)
	EDCO 392 Group Counseling Experience (1)
	EDCO 341 Diagnosis in School Counseling (1)* *school counselors register for 1 variable credit
<b>Year 3</b>	
<b>Fall Semester</b>	<b>Spring Semester</b>
EDCO 344 Modalities: Counseling Children & Adolescents (3)	EDCO 381 Counseling for Career & Lifestyle Development (3)
EDCO 393 Advanced Group: Theory & Practice (3)	EDCO 376 Addictions Counseling (3)
<b>Year 4</b>	
<b>Fall Semester</b>	<b>Spring Semester</b>
EDCO 375 Laboratory Experience in Counseling(3)	EDCO 363 Counseling Practicum (3)***
EDCO 388 Family & Couples Counseling (3)	Special Topics in School Counseling (3)
<b>Year 5</b>	
EDCO 389 (SC) Counseling Internship (3)*** Special Topics in School Counseling (3)	EDCO 389 (SC) Counseling Internship (3)***
<b>Summers**</b>	
Summer 1 Special Topics in School Counseling (3)	
Summer 2 Special Topics in School Counseling (3)	
Summer 3 EDCO 394 Research Methods in Counseling (3)	

\*school counselors register for 1 variable credit

\*\*out of state students should be aware that VTR does not apply to summer session

\*\*\*These courses require 20 hours of weekly fieldwork that will need to be completed during school and day time hours.

Updated 5/15/20



The University of Vermont

Master of Science in Counseling Program

**Request to Change Advisor**

<b>Student Name (please print)</b>	<b>Student Signature</b>	<b>Date</b>
<b>Requested Advisor</b>	<b>Approval Signature</b>	<b>Date</b>
<b>Original Advisor</b>	<b>Approval Signature</b>	<b>Date</b>
<b>Program Coordinator</b>	<b>Approval Signature</b>	<b>Date</b>

**Process:**

1. Meet with your current advisor to discuss change
2. Get permission from requested advisor
3. Receive approval from faculty
4. Submit form with all signatures to Counseling Program Office

Distribution: Student File, Current Advisor, New Advisor, Graduate College, Student Services (Dual Option and School Counseling Program only), Registrar Office.

### Counseling Program Key Professional Dispositions

Critical Engagement	The student does not engage in critical reflections of power & privilege, critical examination of the status quo, and plans to disrupt barriers to social/emotional growth.	The student struggles to engage in critical reflections of power & privilege, critical examination of the status quo, and plans to disrupt barriers to social/emotional growth.	The student consistently engages in critical reflections of power & privilege, critical examination of the status quo, and plans to disrupt barriers to social/emotional growth.	The student exceeds in engaging in critical reflections of power & privilege, critical examination of the status quo, and plans to disrupt barriers to social/emotional growth.
Cognitive complexity	The student is unable to interpret complicated phenomena and integrate new information into their thinking.	Student struggles to interpret complicated phenomena and integrate new information into their thinking.	Student regularly demonstrates the ability to interpret complicated phenomena and integrate new information into their thinking.	Student exceeds in interpreting complicated phenomena and integrate new information into their thinking.
Respect	The student unable to express due regard for the feelings, wishes, rights and traditions of others.	The student struggles to express due regard for the feelings, wishes, rights and traditions of others.	The student regularly expresses due regard for the feelings, wishes, rights and traditions of others.	The student exceeds in expressing due regard for the feelings, wishes, rights and traditions of others.
Empathy	Student is unable to understand and share the feelings of another.	Student struggles to demonstrate the ability to understand and share the feelings of another.	The student consistently demonstrates the ability to understand and share the feelings of another.	The student exceeds in demonstrating the ability to understand and share the feelings of another.
Self-care	Student does not demonstrate self-care.	Student struggles to demonstrate self-care.	Student consistently demonstrates self-care.	Student exceeds in demonstrating self-care.
Appreciation for client strengths	Student does not demonstrate appreciation for client strengths.	Student struggles to demonstrate appreciation for client strengths.	The student consistently demonstrates appreciation for client strengths.	Student exceeds in demonstrating appreciation for client strengths.

Openness	Student is closed off to feedback and the intellectual/emotional/personal exploration that is relevant to counselor training.	Student struggles with feedback and the intellectual/emotional/personal exploration that is relevant to counselor training.	Student consistently embraces feedback and the intellectual/emotional/personal exploration that is relevant to counselor training.	The student exceeds program expectations in embracing feedback and the intellectual/emotional/personal exploration that is relevant to counselor training. Student utilizes constructive feedback without personalization.
Integrity	Student does not demonstrate honesty, ethical behavior, and consistency of character.	Student struggles to demonstrate honesty, ethical behavior, and consistency of character.	Student consistently demonstrates honesty, ethical behavior, and consistency of character.	Student excels in demonstrating honesty, ethical behavior, and consistency of character.
Personal Values	Student is unable to refrain from imposing their own values onto clients and K-12 students.	Student struggles to refrain from imposing their own values onto clients and K-12 students.	Student consistently refrains from imposing their own values onto clients and K-12 students.	Student exceeds in refraining from imposing their own values onto clients and K-12 students.
Counselor Identity	Student is unaware of the professional emphases that distinguish counseling from other helping professions, and is unaware of different perspectives that various helping professionals can bring to interdisciplinary collaborations.	Student struggles in understanding the professional emphases that distinguish counseling from other helping professions, and is unaware of different perspectives that various helping professionals can bring to interdisciplinary collaborations.	Student demonstrates a solid understanding the professional emphases that distinguish counseling from other helping professions, and is unaware of different perspectives that various helping professionals can bring to interdisciplinary collaborations.	Student demonstrates an exceptional understanding the professional emphases that distinguish counseling from other helping professions, and is unaware of different perspectives that various helping professionals can bring to interdisciplinary collaborations.