



University
of Vermont

College of Education
and Social Services

Department of Counseling, Human Development & Family Science

Master of Science in Counseling

Student Handbook

2024 – 25 ACADEMIC YEAR

Mann Hall, 208 Colchester Avenue

Burlington, VT 05405-1757

(802) 656-3888

cslgprog@uvm.edu

[Department of Counseling, Human Development and Family Science](#)

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Introduction

The University of Vermont Counseling Program offers a Master 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 and requirements of the program for 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 ensure 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.

Counseling Program Faculty and Staff

Administrative Support

Sonam Friedensohn

Active Core Program Faculty for 2024/2025AY

[Anna Elliott, Ph.D](#)

Associate Professor

Program Coordinator

Clinical Mental Health Counseling Lead

[Robin Hausheer, Ed.D.](#)

Associate Professor

School Counseling Lead

CACREP Liaison

[Aishwarya Joshi, Ph.D.](#)

Assistant Professor

[Nancy Thacker Darrow, Ph.D.](#)

Assistant Professor

PhD Program Coordinator

[Lance Smith, Ph.D.](#)

Associate Professor

[Julie Welkowitz, Ph.D.](#)

Senior Lecturer

Field Placement Coordinator

[Christine Proulx, Ph.D.](#)

Department Chair

Department of Counseling, Human Development and Family Science

[Katharine Shepherd, Ed.D.](#)

College Dean

College of Education and Social Services

General Information

The Counseling Program

The [Counseling Program](#) at the University of Vermont (UVM) currently offers a Master of Science (M.S.) degree in Counseling, and a Ph.D. in Counselor Education and Supervision. This manual is specific to the MS Program in Counseling. Within the MS 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 and School Counseling Program are 60-credit hour CACREP accredited programs, which 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 Counseling Program meets all 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 the educational requirements for endorsement as a school counselor in Vermont, and students can apply immediately for licensure post-graduation (if all 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 ensure that our students are well prepared to work as licensed professionals both in and out of Vermont.

The College of Education and Social Services

The Counseling Program at UVM is part of the [College of Education and Social Services \(CESS\)](#). 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 Counseling, Human Development and Family Science

Within the College of Education and Social Services (CESS), the Counseling Program is housed within the Department of Counseling, Human Development and Family Science (CHDF). The CHDF Department strives to advance the science and professional practice of critically conscious human services and counseling professionals. To this end, we offer undergraduate and graduate programs that focus on the examination of the dynamics of intimate and other close interpersonal relationships, as well as the promotion of healthy development of individuals, relationships, families and communities. Our pedagogy and curriculum are grounded in culturally responsive social justice principles of expanding access to services, promoting diversity, equity and inclusion, and examining pathways to interrupting systemic barriers to positive development and healthy relationships. Graduates of programs in our department are equipped to offer an array of services

in human service agencies, clinical mental health and school contexts. Our faculty are committed to graduate and undergraduate teaching, research, and professional service, and the importance of a collaborative scholarly environment.

Counseling Program Mission

The mission of the MS 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, school, primary care, substance use agencies), and private practice settings. To these ends, students are provided foundational knowledge and skills necessary for supporting the wellness of others. This involves helping students to achieve a sound knowledge of the parameters of ethical practice, to engage in critical reflection of inequitable systems of power and privilege, as well as social justice advocacy to disrupt and redress inequitable systems, to create developmentally informed and theoretically sound treatment plans, and to develop skills to facilitate healing utilizing a strength-based perspective in a wide variety of modalities in a culturally responsive manner.

Program Accreditation and Standards

The Counseling Program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), an affiliate of the American Counseling Association (ACA). This accreditation was recently renewed in the Spring of 2023. The Counseling Program also meets educational 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.

Program Values Specific to Racial Injustice

The Counseling Program training curriculum is fully aligned with the American Counseling Association (ACA)'s Code of Ethics and Mission that promotes human dignity and diversity, respect, the attainment of a quality of life for all, empowerment, integrity, social justice advocacy, equity and inclusion. The UVM Counseling Program stands with the ACA in recognizing the constant trauma associated with racial injustice and systemic racism in the United States. As such, the UVM Counseling Program supports the statement by former ACA President Dr. Sue Pressman, that "Professional counselors will need to assess themselves with a hypervigilant and transparent scope to root out any unidentified biases to help facilitate the racial and individual healing that is needed for our country."

ACA resources on racial justice

<https://www.counseling.org/knowledge-center/mental-health-resources/racism>

Guiding Theoretical Frameworks

The Counseling Program is comprised of faculty members who are guided by different theoretical frameworks (e.g., Relational Cultural Theory, Narrative theory, Cognitive Behavior Theory (CBT), Feminist Theory, etc.), approaches (e.g., individual counseling, group counseling, family counseling, community & social justice advocacy), and philosophical orientations (e.g. humanistic, social constructivist, systemic). Though they hold different theoretical orientations and clinical specialty foci, faculty are each committed to an orientation of wellness and positive growth, that is guided by the principles of social 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.

Personal Growth Orientation

Being successful as a graduate counseling student requires far more than attainment of theoretical knowledge and competence in counseling skills. There's an old adage in the field that says, "We can only take our client's as far as we've gone ourselves." This adage is speaking to the intrapersonal and interpersonal healing, growth and development work that we all need to do in order to 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. An expectation of personal growth is ingrained into the graduate program in counseling. Therefore, faculty insist on a commitment from all students to continuously engage in personal and professional growth. Students will be challenged and supported to pursue their own personal and professional growth and self-awareness through feedback, self-reflection, and referrals for personal counseling. 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.

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](#)

Graduate Program Coordinator: Dr. Anna Elliott

Anna Elliott, PhD, LCMHC, is currently serving as the Counseling Program Coordinator. In this role, Dr. Elliott reports to the Department Chair on progress pertaining to the inner workings of the Counseling Program. These include overseeing the academic schedule, recruiting and supporting part-time faculty, coordinating student admissions, & coordination of counseling program practices & policies. In addition, Dr. Elliott responds to student inquiries and makes budgetary recommendations to the Department Chair.

School Counseling Program Lead: Dr. Robin Hausheer

[Robin Hausheer, Ed.D.](#) currently serves as the School Counseling Program Lead. Her primary role is to focus on matters related to the school counseling curriculum in accordance with University, College, CACREP and State accreditation and licensing standards. She also oversees the school counseling placement sites, in collaboration with the field placement coordinator. 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 Lead: Dr. Anna Elliott

[Anna Elliott, Ph.D, LCMHC](#) currently serves as the Clinical Mental Health Program Lead. In this position, Dr. Elliott is responsible for advising the program on current trends and requirements for clinical mental health counselor trainees. She also oversees the clinical placement sites, in collaboration with the field placement coordinator. This includes making curriculum suggestions based on the current literature; making sure the program meets all requirements for licensure as a clinical mental health counselor in the State of Vermont; and monitoring the clinical mental health program courses to be sure it is consistent with program requirements and philosophy. Dr. Elliott 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. Elliott 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.

Field Placement 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. 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, except for 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 to develop a master's program in counseling. Along with developing and teaching new courses, 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 UVM and he and Dr. Peterson became full-time counseling faculty.

In the beginning, the program was 30-36 credit hours; early courses were like some of the current program's core courses. Although school guidance was the initial focus of the program, the Community Program was 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. Years later, this program separated from the counseling program and became the Higher Education and Student Affairs Administration (HESA) Program.

To meet local and national trends and standards, the Counseling Program continued to grow and become more formalized during the 1970's. 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). In response to state and national trends and standards, the Counseling Program 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 Guzzetta, Dr. Janice O'Donnell, Dr. Dolores Reagin, Dr. Zander Ponzio, 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), Dr. Lance Smith (Program Coordinator, 2018-2022); Dr. Julie Welkowitz (Program Coordinator 2021-2024). Dedicated Program staff have been Rose Mary Graveline, (who provided stability and structure to the program for over 20 years), Sharron Bigelow (2010-2013) Shelly Ho (2014-2018) and Crispina Pincus (2019-2022). 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 January 15th for a Fall matriculation.***

- **Graduate Application form:** The [Graduate Application Form and Instructions](#) are 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 personal statement should include a clear articulation of career goals related to counseling and the applicant's commitment to social justice, equity, and inclusion. In addition to informing the program of the applicant's experiences and perspectives, 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. If you have been out of school for some time, please have one letter be from someone who can speak to your academic potential. Please do not include letters written by your own family members, personal or 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 [Graduate International Students](#) 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 via the MS Teams meeting platform. Current Counseling Program faculty facilitate 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, degree of critical consciousness, ability to communicate with others, experience, 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.

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 or they can contact Sonam Friedensohn 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, Sonam Friedensohn. Sonam can be contacted via e-mail cslgprog@uvm.edu or phone (802-656-3888).

Questions?

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

Program of Study Requirements

Program of Study

The Counseling Program offers a Master of Science (M.S.) degree in Counseling. Students can choose to study Clinical Mental Health Counseling (60 credits), School Counseling (60 credits), or elect to enroll in the Dual Option (76 credits), in which they complete the requirements for both specialty areas. All of these programs have a required 600-hour 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 6 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) 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. Students register for their classes directly through the UVM Registrar's Office.

Counseling Field Placements

All students in the Counseling Program are required to complete both a 100-hour practicum experience and 600-hour internship experience. The field 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.

The practicum experience includes 100 supervised clock hours, 40 of which will consist of direct client contact, with weekly individual and group supervision sessions with the faculty supervisor. Completion of the practicum is based on successful demonstration of counseling conceptualization and intervention skills and appropriate professional practice, as well as the capacity to self-reflect and address personalization that arise with clients.

Internship typically takes place in the second year of the program for students in the School Counseling and Clinical Mental Health Tracks, consisting of 600 hours of supervised clinical work, 240 of which will be direct client contact at approved sites, working under the supervision of a licensed school counselor or clinician. The School Counseling internship is completed over two academic semesters, in two different settings/levels. Clinical Mental Health Counseling students are placed in a clinical mental health setting over two academic semesters. Students in the Dual Option program 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 program and students who require more than 6 credits of internship (including students who are asked to take an additional semester of internship or whose sites request an additional semester) will be assessed a lab fee for each additional semester of placement beyond 6 credits (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 Program 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 the Graduate College (cc'd to Program staff) at or prior to the deadlines listed by the Graduate College. Students in the Clinical Mental Health Program and Dual Option programs must successfully complete the CMHC Portfolio by the Counseling Program deadline. School Counseling Program students must demonstrate meeting the five core academic competencies defined by the Praxis Core exam: 1) Reading 2) Writing 3) Number and Quantity 4) Data Interpretation and Representation 5) Algebra and Geometry (see Licensure section regarding paths to meeting these requirements), 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 but can also take the exam after graduation. Students should check with the [UVM Graduate College](#) (802-656-3160) for any additional Graduate College requirements and fees.

Comprehensive Evaluation

All students are required to successfully complete a comprehensive evaluation by the end of their studies in the UVM Counseling Program. The *School Portfolio* and the *Clinical Mental Health Portfolio* serve as the comprehensive evaluative tool for students in the respective School and Clinical Mental Health Counseling Program and is completed in the last year of a student's program. Students in the Dual Option program of study will be required to complete both portfolios.

Clinical Mental Health Portfolio

The Clinical Mental Health Portfolio consists of a submission of a recorded clinical demonstration and case conceptualization paper evaluated by Counseling faculty at three points during their clinical practice: during practicum, and each semester of internship. Students who do not pass the review may be given the opportunity to resubmit their demonstration/conceptualization paper, based on the student's advisor and practicum instructor discretion. If a student does not pass, they will be asked to repeat the Practicum course and may not progress in the program until doing so. The exact dates for the portfolio submissions will be announced each semester by the program faculty.

The Clinical Portfolio is designed to be an 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. Practicum/internship instructors who are core faculty will conduct the review. Adjunct faculty who teach Practicum/internships will consult with the student's program advisor in reviewing the clinical demonstration and paper. If a core faculty instructor determines a student has not passed their demonstration, an additional core faculty (most likely their advisor) will review the student's submission. Each submission will count towards one-third of the final comprehensive examination evaluation. Students must pass each submission review to proceed to the next stage of the evaluation process. If a student does not pass the review after Practicum, they may need to repeat Practicum and submit a new clinical demonstration. Similarly, if a student does not pass the review after Internship 1, they may need to repeat Internship 1 and submit a new clinical demonstration.

The format for all 3 clinical reviews will consist of a written case conceptualization paper and presentation. The format for the demonstration and paper will be outlined in detail in the practicum and internship syllabi. The submission will consist of a case conceptualization and presentation that includes:

- a detailed client description and assessment (including identifying information, relevant personal and family history, and other psychosocial factors), a diagnosis and diagnostic rationale, and a safety assessment.
- 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. Students must ground their theoretical conceptualization using one primary theory, but may integrate up to an additional 2 counseling, cultural, developmental, or trauma informed theories (minimum of 5 texts/articles that support the theoretical conceptualization)
- an articulation of the most salient ethical issues that are relevant to the clinical presentation.
- a clear articulation of treatment goals
- a concise exploration of the counselor's personalization/countertransference relevant to the specific case
- 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.

During the in-class presentation, the student will be asked to respond to clarifying questions regarding the Clinical Demonstration (which was submitted in advance) and then the student will provide a 20-minute video presentation of their work with the identified client. Instructors/Evaluators will be assessing students' ability to clearly articulate their conceptualization of the client as well as their ability to demonstrate relationship-building, working-stage, and theoretically informed interventions. Evaluators will consider students' professional developmental level in the assessment of their knowledge and skills. It is important for students and committee members to understand that students will be evaluated based on the quality of their submissions during all three reviews. Prior experiences of the student in classes and at the internship are not part of the Oral Examination evaluation process.

These requirements are outlined more specifically in the *Clinical Demonstration Guidelines and Directions* which can be found on our [UVM Counseling Program](#) website.

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 (see UVM Counseling website, Handbook and Forms page)*, distributed and discussed in the school internship course.

When a time and date for submission of the School Counseling Portfolio is announced by the School Counseling Coordinator (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 a second faculty member for review. Upon successful completion of the 2nd review, the student will be notified that their School Counseling Portfolio has been accepted.

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 encouraged to take it during their final semester in the Program. NCE also provides a discount for students who register while still enrolled in their graduate 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).

A master's thesis option is not currently available.

General Counseling Program Policies

Advising

Each student is assigned a faculty advisor prior to the start of their first fall semester. 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 to plan classes and to complete various forms. The *Student Information Form*, *Handbook Agreement* and *Program of Study* forms should be completed and uploaded to the Prism system 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 if they plan to make any changes to their program of study.

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. Any changes to the original Program of Study typically require the submission of a Petition to Modify form (see Counseling website). 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. If students desire to change in advisors, a protocol is outline within the [Change of Advisor Form](#) found on the Counseling website under Handbook and Forms for current students.

Program Dispositions

Professional dispositions are “the commitments, characteristics, values, beliefs, and behaviors that influence the counselor’s professional growth and interactions with clients, faculty, supervisors, and peers, including working in a diverse, multicultural, and global society with marginalized populations” (CACREP, 2024). Students and faculty members are expected to uphold the following dispositions, both within and outside the classroom. Professional dispositions are used as a central point in identifying strengths and concerns. We expect striving for excellence in each disposition. We utilize the acronym **REACH** to remember the following dispositions:

<i>Disposition</i>	<i>Definition</i>
Respect	Demonstrates ability to hold an unconditional regard for others through communication and interactions. Honors professional boundaries and ethical guidelines for the profession. Maintains integrity across professional roles.
Empathy	Demonstrates ability to foster collaboration with peers and colleagues. Accepts mistakes and avoids placing blame on others. Recognizes role and maintains warmth and regard when navigating challenging situations or conflict.
Awareness	Demonstrates ability to recognize and manage own thoughts, feelings, and actions and how these impact relationships with others. Maintains professional self-care to enhance wellness and prevent burnout that may impact competency.

Curiosity	Demonstrates active pursuit of learning. Sustains openness to receiving feedback and integrates feedback, alternate perspectives, and new ideas into thinking and behaviors. Recognizes learning is a life-long process.
Cultural Humility	Demonstrates a personal lifelong commitment to openness, self-evaluation and self-critique. Recognizes power imbalances and takes action to redress those imbalances and to develop partnerships with people and groups who advocate for others. Fosters affirmation of other's cultural beliefs, identities, and values. Holds institutions, even one's own, accountable.

Exxat Prism

Exxat Prism is a data management and assessment software system. The College of Education and Social Services (CESS) has adopted the assessment software system to complete the aforementioned tasks, as well as to enhance the integration of technology into the curriculum in the College. Prism is utilized in the college as the repository for student records, 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. Prism 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, Prism is necessary to collect data and documentation of student outcomes required by CACREP. Prism acts as our information system that helps to organize and analyze this required data.

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 a maximum of 9 graduate course credits to be transferred in from another institution (and an additional 6 credits from relevant UVM coursework) 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. For additional information about the UVM Graduate Transfer Credit policy, see: [UVM Graduate Transfer Credit Policy](#).

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 Lab Experience, 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	C+	2.33
A-	3.67	C	2.0
B+	3.33	C-	1.67
B	3.0	F	0
B-	2.67		

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. Typically, this is for illness or emergency situations.
- 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. For pass/fail courses, this may result in a student failing or being withdrawn from a course (at the instructor’s discretion).
- A fourth absence will result in dropping the student from the class without credit.

As per UVM policy, students can miss classes that are held during religious holidays, provided that this request is submitted prior to the start of a course.

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*, 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.

For students wanting to take elective credits that are not on the Counseling approved list for the School Counseling program (for School Counseling students) nor part of the Counseling Program available electives (for Clinical Mental Health or Dual Option students), they must get approval from their advisor, using the *Petition to Modify* form.

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 graduate Counseling Program are expected to demonstrate articulate writing skills in their coursework and as part of their practicum and internship documentation. 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 help 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 are 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 coursework 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 Student Accessibility Services (SAS). 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 (visit the website: https://www.uvm.edu/academicsuccess/student_accessibility_services)

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 faculty, staff or students most directly involved in the problem if appropriate, if not resolved
 - 2) The student should speak to their advisor, if not resolved for further recommendations
 - 3) The student should speak to the Chair of the Department; and if not resolved for further actions and recommendations
 - 4) The student should speak to the Dean of the College of Education and Social Services for further actions and recommendations
- Note that if the nature of the concerns is related to ethical issues or unprofessional behavior by a faculty or staff member, the student should skip step 1 and 2 and contact the Department Chair directly.

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.

UVM Title IX Notice & Sexual Misconduct

The University of Vermont aims to provide an environment that is free of bias, discrimination and harassment. If you have been the victim of sexual harassment/misconduct/assault we encourage you to report this. If you report this to a faculty member, this individual must notify our University's Title IX Coordinator (<https://www.uvm.edu/aaeo/title-ix-coordinators>) about the basic facts of the incident (you may choose whether you or anyone involved is identified by name). For confidential support please contact Counseling and Psychological Services (CAPS)- <https://www.uvm.edu/health/CAPS>. Additionally for more information about **Title IX** please visit <https://www.uvm.edu/aaeo/title-9-sexual-misconduct>

UVM & Title VI Compliance

What is Title VI?

According to the Civil Rights Acts (1964), *“No person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefit of, or be subjected to discrimination under any program or activity receiving federal financial assistance.”* If you have been a victim of racism and/or micro/macro aggression based on your race/ethnicity or nation of origin, we encourage you to report this. If you report this to a faculty member, this individual must and will notify the Dean of Students office (deanofstudents@uvm.edu). Additionally, for more information about **Title VI** please visit <https://www.uvm.edu/sites/default/files/UVM-Policies>

Grade Appeals

More detailed information is available here: <https://www.uvm.edu/sites/default/files/UVM-Policies/policies/gradeappeals.pdf>

Retention and Remediation

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, and to react to concerns by providing options for remediation and, 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. Evaluation in these areas takes place as part of most courses and faculty also meet 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)-with approval of full faculty, 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.

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. Faculty will take all possible steps to work with students 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 discussed with the Chair and forwarded, in writing, from the Program Coordinator to the Dean of the Graduate School. The Dean of the Graduate School may discuss the matter with the student and the Program Coordinator or faculty. The Graduate School Dean may also decide to hold a meeting at which both the student and/or Program Coordinator are present. The Graduate Dean 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 by consensus of the faculty, 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 Graduate School Dean, they may appeal that decision 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 Graduate Dean. 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 Graduate Dean may elect to discuss the matter with the student and the Program Coordinator and/or Department Chair. The Dean can also invite the Program Coordinator or 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 Program Coordinator or 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 Counseling Program, 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 online from the Graduate College: <https://www.uvm.edu/graduate/resources>

Drop/Add of Courses: See the Registrar's website (<https://www.uvm.edu/registrar>) for specific information and financial implications.

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 for students to gain an internship, 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. 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 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.

School Counseling 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 Prism platform.

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 revise 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.

School Counseling Testing Requirements

To matriculate through the School Counseling program, all students need to demonstrate meeting the five core academic competencies defined by the Praxis Core exam: 1) Reading 2) Writing 3) Number and Quantity 4) Data Interpretation and Representation 5) Algebra and Geometry.

There are several ways to demonstrate meeting these competencies.

1. **Praxis Core Assessment**—The Praxis Core is a standardized test developed by Educational Testing Services (ETS) to assess educators ability to meet core academic competencies. The tests may be taken as a whole or separately. Each individual test is \$90. All three taken together are \$150. ETS has established no limit to the number of times a candidate can retake any individual test or the combined test. A test-taker must wait 28 days between attempts. The Praxis Core can be taken at approved testing centers or at-home. At-home testing provides more flexibility with dates, though there are very specific restrictions on the testing environment. For more information on the Praxis Core, please visit [their website](#).
 - a. Core Academic Skills for Educators: Reading (Test Code 5713) meets the Reading Competency

- i. Qualifying score: 156 or higher
 - b. Core Academic Skills for Educators: Writing (Test Code 5723) meets the Writing Competency
 - i. Qualifying score: 162 or higher
 - c. Core Academic Skills for Educators: Math (Test Code 5733) meets the Number and Quantity, Data Interpretation and Representation, and Algebra and Geometry Competencies
 - i. Qualifying score: 146 or higher
- 2. **SAT**—A student can use SAT scores to demonstrate core competencies. The precise qualifying scores depend on the version of the SAT taken. The scores below refer to the version of the SAT put into circulation on 1 March 2016 and will apply to most UVM students. If a student is looking to use scores previous to March 2016, please see the Vermont Agency of Education [testing page](#).
 - a. SAT Verbal meets the Reading and Writing Competencies
 - i. Qualifying score: 480 or higher
 - b. SAT Math meets the Number and Quantity, Data Interpretation and Representation, and Algebra and Geometry Competencies
 - i. Qualifying score: 530 or higher
- 3. **ACT**—A student can use ACT scores to demonstrate core competencies.
 - a. ACT English meets the Reading and Writing Competencies
 - i. Qualifying score: 18 or higher
 - b. ACT Math meets the Number and Quantity, Data Interpretation and Representation, and Algebra and Geometry Competencies
 - i. Qualifying score: 18 or higher
- 4. **GRE**—A student can use GRE scores to demonstrate core competencies. The precise qualifying scores depend on the version of the GRE taken. The scores below refer to the version of the GRE put into circulation on 1 August 2011 and will apply to most UVM students. If a student is looking to use scores previous to August 2011, please see the Vermont Agency of Education [testing page](#).
 - c. GRE Verbal meets the Reading and Writing Competencies
 - i. Qualifying score: 153 or higher
 - d. GRE Math meets the Number and Quantity, Data Interpretation and Representation, and Algebra and Geometry Competencies
 - i. Qualifying score: 144 or higher

While official score reports are preferred, unofficial score reports of any of the above assessments can be used.

The Vermont Agency of Education, in conjunction with the Vermont Standards Board for Professional Educators updates allowable tests regularly. Please see the CESS Department of Education Director of Educator Licensure to see if another test you have taken demonstrates meeting core competencies.

- 5. **Existing College Coursework**—A student can use existing college level courses aligned to the core competencies in which a student has received a grade of “B” or higher.

- a. Student identifies courses that may align with competencies.
- b. Student consults with Director of Educator Licensure to discuss potential classes.
- c. Student completes Core Competencies Waiver Worksheet identifying the institution issuing the course credit, course name, and course number.
- d. Student submits the completed worksheet along with a copy of the syllabus to the Director of Educator Licensure who will coordinate record keeping.
- e. If the course is from an institution other than UVM, student must submit an accompanying transcript and syllabus.
- f. Appropriate Advanced Placement courses would meet specific competencies.
 - i. AP English Language and Composition for writing
 - ii. AP English Language and Literature for reading
- iii. AP Calculus for Math number sense and algebra and geometry
- iv. AP Statistics for Math data and statistics
- g. A single class could not be designed to meet both the Reading and Writing competencies.
- h. Occasionally a single class could meet two math competencies, but not all three.
- i. Final determination as to whether a course meets one of the core competencies lies with the Director of Educator Licensure.

Students must provide an official score report or a notarized unofficial score report for qualifying Praxis Core, SAT, ACT, or GRE scores to the Vermont Agency of Education with their application for initial licensure.

Students using courses to demonstrate core competencies will need to upload the Core Competencies Waiver Worksheet when applying for an initial license with the Vermont Agency of Education.

Students can “mix and match” across approved demonstrations of competency. For example, a student could meet the writing and reading competencies through SAT scores and the math competency through aligned courses.

Important Caveat: The flexibility described above is thanks to the work of the Vermont Standards Board for Professional Educators and the Vermont Agency of Education. If a student is applying for a license in a state other than Vermont, it is possible this flexibility will not meet the requirements of that state. Please consult with the licensing office of the state to which you are applying or Patrick Halladay (patrick.halladay@uvm.edu), the College of Education’s Director of Educator Licensure.

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 Final Comprehensive Exam (Portfolio for School Counseling Students) deadline must submit a typed, dated and signed letter to program staff (for the permanent file) indicating when they anticipate completing the Testing Requirements indicated above.

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 <https://education.vermont.gov/educator-licensure>

After completing all program requirements for graduation, school counseling students **must apply directly to Vermont’s Agency of Education for licensure/endorsement:** <https://education.vermont.gov/educator-licensure> . Applications for Vermont educator licensure are available online: <https://education.vermont.gov/educator-licensure/online-licensing>. 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 in Vermont, 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 encouraged to take the NCE prior to graduation. This standardized exam is administered by the *National Board of Certified Counselors* (NBCC). There is an examination fee for taking the NCE exam. There are exam windows in late Spring and late Fall. Notification of the process and the testing dates are sent out via email to students once they have registered for the 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 or registering while you are still a student, 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 register for 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.

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 Board of Allied Mental Health for Vermont Mental Health licensure information: <https://sos.vermont.gov/allied-mental-health/>. 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: <https://www.nbcc.org/search/stateboarddirectory>

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. Finally, when applying for licensure in another state, it is often the case that you will need the Counseling Program to sign a licensure eligibility form verifying your program of study and graduation requirements here at UVM. Please complete such forms as completely as you can, and then forward the form to cslgprog@uvm.edu for the Program Coordinator's signature.

Professional Affiliations

Counseling Program faculty are 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.

Appendix A: Course Descriptions

Undergraduate Courses

CNSL 2010 – The Helping Relationship: (3 credit 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:

Prerequisites: HDF 1050 or HDF 1600; Minimum Sophomore standing. Cross-listed with: CNSL 2010.

All courses listed below are required for SC and CMHC Counseling Graduate Students, except for track specific courses, which are required only for those specific tracks or dual students.

Graduate Lab-Based Courses

CNSL 6750 – Laboratory Experience in Counseling: (3 credit 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. Prerequisites: Counseling majors only and CNSL 6740 or concurrent with 6740.

CNSL 6630 – Counseling Practicum: (3 credit 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. Prerequisites: CNSL 6750

CNSL 6991 – Counseling Internship: (3 credit hr.) Supervised experience in counseling in a field (school or clinical mental health) setting. Prerequisites: CNSL 6750 and CNSL 6630

Graduate Content-Based Courses

CNSL 6200 – Developmental Perspectives in Counseling: (3 credit hr.) Survey of major theories of human development and application of theoretical concepts to self and others from a counseling perspective. Prerequisites: Counseling Majors or permission.

CNSL 6360 (6990) – Trauma, Crisis and Suicide Prevention (3 credit hr.) This course offers current information, skills, and strategies for counseling interventions specific to suicide prevention, crises, disasters, and other trauma-causing events. Topics include triage, assessment and diagnosis, individual and community resiliency, emergency preparedness, multicultural considerations, interagency cooperation, and psychological first aid. *This course is currently offered as an elective during winter term. It will become a required course in AY 2025-26, so students starting in AY 2024 are encouraged but not required to take it during their Program of Study.*

CNSL 6440 – Modalities: Counseling Children and Adolescents: (3 credit 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. Prerequisites: Counseling majors and concurrent with practicum or permission.

CNSL 6500 – Professional Issues in Counseling: (3 credit 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. . Prerequisites: Counseling majors.

CNSL 6420 – Assessment in School Counseling: (1 credit hr.) Students will learn about common assessment tools and processes used in professional school counseling. Prerequisites: Counseling majors and CNSL 6750, 6630, or permission.

CNSL 6520 – Assessment in Clinical Mental Health Counseling: (3 credit hr.) Students will learn about common assessment tools and processes used in clinical mental health practice. Prerequisites: Counseling majors and CNSL 6750, 6630, or permission.

CNSL 6740 – Counseling Theory and Practice: (3 credit 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. Prerequisites: Counseling majors only or permission.

CNSL 6760 – Addictions Counseling: (3 credit 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. Prerequisites: Counseling majors or permission.

CNSL 6770 – Diversity & Intersectionality: (3 credit 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 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 relational, experiential, and designed to engender discomfort as well as empowerment. Prerequisites: Counseling majors or permission.

CNSL 6410 – Diagnosis in School Counseling: (1 credit hr.) This course reviews the presentation and etiology of child and adolescent 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.

CNSL 6450 – Diagnosis in Clinical Mental Health Counseling: (3 credit hr.) 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.

CNSL 6810 – Counseling for Career and Lifestyle Development: (3 credit hr.) An exploration of the theories, assessment instruments, counseling techniques, and issues most relevant in

counseling for career and lifestyle development. . Prerequisites: Counseling majors and CNSL 6740, 6750 or permission.

CNSL 6880 – Family and Couples Counseling: (3 credit hr.) 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. . Prerequisites: Counseling majors with CNSL 6740, 6750, 6631 or permission.

CNSL 6000 – Research Methods in Counseling: (3 credit hr.) 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.

CNSL 6930 – Advanced Group Counseling: Theory and Practice: (3 credit hr.) 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. . Prerequisites: CNSL 6200, 6500, 6630, 6740, 6750, 6770, 6920, 6991 and permission of the instructor.

CNSL 6993 – 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.

Track Specific Courses

CNSL 6610 – The Practice of Mental Health Counseling: (3 credit 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.

CNSL 6400 – Developmental Guidance in Schools: (3 credit hr.) This course introduces 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.

Appendix B:
Full Time Program of Study 2024 – 2025

Full Time Clinical Mental Health Counseling Program of Study: 60 Credits					
Fall 1 st Year		Credits	Spring 1 st Year		Credits
CNSL 6750 Laboratory Experience in Counseling	3		CNSL 6630 Counseling Practicum	3	
CNSL 6200 Developmental Perspectives	3		CNSL 6450 Diagnosis in MH	3	
CNSL 6500 Professional Issues in Counseling	3		CNSL 6770 Diversity & Intersectionality	3	
CNSL 6740 Counseling Theory and Practice	3		CNSL 6440 Children & Adolescents	3	
Semester Total	12		Semester Total	12	
Winter 1 st Year		Credits	Summer 1 st Year		Credits
CNSL 6990: Trauma& Crisis (Elective)*	3		CNSL 6000 Research Methods	3	
			CNSL 6520 Assessment in MH	3	
			Electives	6	
Session Total	3		Session Total	12	
Fall 2 nd Year		Credits	Spring 2 nd Year		Credits
CNSL 6991 CMHC Internship in Counseling (3)	3		CNSL 6991 CMHC Internship in Counseling	3	
CNSL 6930 Advanced Group Counseling (3)	3		CNSL 6810 Career & Lifestyle Development	3	
CNSL 6880 Family and Couples (3)	3		CNSL 6760 Addictions Counseling	3	
CNSL 6610 Practice in MH	3		CNSL 6990: Trauma& Crisis (Elective)*		
Semester Total	12		Semester Total	9*	
TOTAL: 60 Credits					

Full Time School Counseling Program of Study: 60 Credits					
Fall 1 st Year		Credits	Spring 1 st Year		Credits
CNSL 6750 Laboratory Experience in Counseling	3		CNSL 6630 Counseling Practicum	3	
CNSL 6200 Developmental Perspectives	3		CNSL 6410 Diagnosis in School Counseling	1	
CNSL 6500 Professional Issues in Counseling	3		CNSL 6770 Diversity & Intersectionality	3	
CNSL 6740 Counseling Theory and Practice	3		CNSL 6440 Children & Adolescents	3	
Semester Total	12		Semester Total	10	
Winter 1 st Year		Credits	Summer 1 st Year		Credits
CNSL 6990: Trauma Counseling (Elective)*	3		CNSL 6000 Research Methods	3	
			CNSL 6420 Assessment in SC	2	
			Special Topics in SC /Electives	6	
Session Total	3		Session Total	11	
Fall 2 nd Year		Credits	Spring 2 nd Year		Credits
CNSL 6991 SC Internship in Counseling (3)	3		CNSL 6991 SC Internship in Counseling	3	
CNSL 6930 Advanced Group Counseling (3)	3		CNSL 6810 Career & Lifestyle Development	3	
CNSL 6880 Family and Couples (3)	3		CNSL 6760 Addictions Counseling	3	
CNSL xxxx: Counselors as Educators	3		CNSL 6400 Developmental Guidance	3	
Semester Total	12		Semester Total	12	
TOTAL: 60 Credits					

*The trauma and crisis class is not required for your cohort but will become required in AY 2025-26. You can take it in the winter 1 or spring 2 or do an additional elective instead.

Dual Option (CMHC Entry) Schedule of Classes

Full Time Dual CMHC/SC Program of Study: 75 Credits					
Fall 1 st Year		Credits	Spring 1 st Year		Credits
CNSL 6750 Laboratory Experience in Counseling	3		CNSL 6630 Counseling Practicum		3
CNSL 6700 Diversity & Intersectionality	3		CNSL 6450 Diagnosis in Mental Health		3
CNSL 6500 Professional Issues in Counseling	3		CNSL 6200 Developmental Perspectives		3
CNSL 6740 Counseling Theory and Practice	3		CNSL 6610 Practice of Mental Health		3
Semester Total	12		Semester Total		12
Summer 1st Year*					Credits
CNSL 6000 Research Methods					3
CNSL 6420 Assessment in CMHC					3
Electives					3
Session Total					9
Fall 2 nd Year		Credits	Spring 2 nd Year		Credits
CNSL 6991 CMHC Internship	3		CNSL 6991 CMHC Internship		3
CNSL 6930 Advanced Group Counseling	3		CNSL 6760 Addictions Counseling		3
CNSL 6610 The Practice of Mental Health	3		CNSL 6360 Trauma & Crisis		3
Semester Total	9		Semester Total		9
Summer 2nd Year*					Credits
Special Topics in SC					6
Fall 3 rd Year		Credits	Spring 3 rd Year		Credits
CNSL 6991 SC Internship	3		CNSL 6991 SC Internship		3
CNSL 6880 Family and Couples	3		CNSL 6810 Career & Lifestyle Development		3
CNSL xxxx Counselors as Educators	3		CNSL 6400 Children & Adolescents		3
Semester Total	9		Semester Total		9
TOTAL: 75 Credits					

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

Dual Option (SC Entry) Schedule of Classes

Full Time Dual CMHC/SC Program of Study: 75 Credits			
Fall 1 st Year	Credits	Spring 1 st Year	Credits
CNSL 6750 Laboratory Experience in Counseling	3	CNSL 6630 Counseling Practicum	3
CNSL 6700 Diversity & Intersectionality	3	CNSL 6450 Diagnosis in Mental Health	3
CNSL 6500 Professional Issues in Counseling	3	CNSL 6200 Developmental Perspectives	3
CNSL 6740 Counseling Theory and Practice	3	CNSL 6400 Developmental Guidance in SC	3
Semester Total	12	Semester Total	12
Summer 1 st Year*			Credits
CNSL 6000 Research Methods			3
CNSL 6420 Assessment in CMHC			3
Special Topics in SC			3
Session Total			9
Fall 2 nd Year	Credits	Spring 2 nd Year	Credits
CNSL 6991 SC Internship in Counseling	3	CNSL 6991 SC Internship in Counseling	3
CNSL 6930 Advanced Group Counseling	3	CNSL 6400 Children & Adolescents	3
CNSL xxxx Counselors as Educators	3	CNSL 6360: Trauma & Crisis	3
Semester Total	9	Semester Total	9
Summer 2 nd Year*			Credits
Electives/Special Topics in SC			6
Fall 3 rd Year	Credits	Spring 3 rd Year	Credits
CNSL 6991 CMHC Internship	3	CNSL 6991 CMHC Internship	3
CNSL 6880 Family and Couples	3	CNSL 6810 Career & Lifestyle Development	3
CNSL 6610 The Practice of Mental Health	3	CNSL 6760 Addictions Counseling	3
Semester Total	9	Semester Total	9
TOTAL: 75 Credits			

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

Year 1			
Fall Semester		Spring Semester	
CNSL 6500 Professional Issues in Counseling	3	CNSL 6440 Counseling Children & Adolescents	3
CNSL 6770 Diversity & Intersectionality	3	CNSL 6200 Development Perspectives	3
Total	6	Total	6
Yearly Credits			12
Year 2			
Fall Semester		Spring Semester	
CNSL 6880 Family & Couples Counseling	3	CNSL 6810 Career & Lifestyle Development	3
CNSL 6610 Practice of Mental Health	3	CNSL xxxx: Trauma and Crisis	3
Total	6	Total	6
Yearly Credits			12
Year 3			
Fall Semester		Spring Semester	
CNSL 6740: Counseling Theory & Practice	3	CNSL 6630: Counseling Practicum	3
CNSL 6750: Laboratory Experience	3	CNSL 6450: Diagnosis in CMHC	3
Total	6	Total	6
Yearly Credits:			12
Year 4			
Fall Semester		Spring Semester	
CNSL 6991: Counseling Internship	3	CNSL 6991 Counseling Internship	3
CNSL 6930: Advanced Group Counseling	3	CNSL 6760 Addictions Counseling	3
Total	6	Total	6
Yearly Credits:			12
Summers*			
CNSL 6000 Assessment in Clinical Mental Health Counseling (3)			
CNSL 6000 Research Methods in Counseling (3)			
Electives (6)			
			Total Summer Credits: 12
			TOTAL = 60

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

+ A minimum of 6 credits per semester are required for federal financial aid.

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

Year 1			
Fall Semester		Spring Semester	
CNSL 6500 Professional Issues in Counseling	3	CNSL 6400 Developmental Guidance in SC	3
CNSL 6200 Development Perspectives	3	CNSL 6810 Career & Lifestyle Development	3
Total	6	Total	6
Yearly Credits			12
Year 2			
Fall Semester		Spring Semester	
CNSL 6770 Diversity & Intersectionality	3	CNSL 6440 Counseling Children & Adolescents	3
CNSL 6880 Family & Couples Counseling	3	Special Topics in School Counseling	3
Total	6	Total	6
Yearly Credits			12
Year 3			
Fall Semester		Spring Semester	
CNSL 6740: Counseling Theory & Practice	3	CNSL 6630: Counseling Practicum	3
CNSL 6750: Laboratory Experience	3	CNSL 6410: Diagnosis in School Counseling	1
		Special Topics in School Counseling	3
Total	6	Total	7
Yearly Credits:			13
Year 4			
Fall Semester		Spring Semester	
CNSL 6991: Counseling Internship	3	CNSL xxxx: Trauma and Crisis	3
CNSL 6930: Advanced Group Counseling	3	CNSL 6760 Addictions Counseling	3
Total	6	Total	6
Yearly Credits:			12
Summers*			
CNSL 6520 Assessment in School Counseling (2)			
CNSL 6000 Research Methods in Counseling (3)			
Special Topics in School Counseling (6)			
			Total Summer Credits: 11
TOTAL = 60			

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

+ A minimum of 6 credits per semester are required for federal financial aid.