

Northern Vermont University

**Master of Science (MS) in
Clinical Mental Health Counseling
Weekend Format**

**Student Manual
Wisconsin**

2022-23

Helpful Contacts

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WELCOME!

Welcome to Northern Vermont University and the MS in Clinical Mental Health Counseling (PCMH)! We look forward to getting to know you over the next several years, as students, counseling professionals and colleagues.

This *Student Manual* provides an overview of University and PCMH program policies and procedures. Understanding these policies and procedures will help you progress skillfully and efficiently as a graduate student in PCMH.

Some policies discussed in this manual may also be included in the **Northern Vermont University Graduate Catalogue (accessed from this page, by choosing Graduate Catalog from the drop down menu: [Northern Vermont University - Acalog ACMS™](#))**. However, this Student Manual provides additional information specifically for students enrolled in the Graduate Program (MS) in Clinical Mental Health Counseling, often abbreviated as PCMH. Northern Vermont University and PCMH reserve the right to modify these policies as necessary.

Please take the time to read the Student Manual thoroughly and to contact us with any questions. Students are responsible for reading and following all policies in the Student Manual and Graduate Catalogue, as well as any revisions or addenda to them during the time of their enrollment.

NVU MS in CMHC Helpful Contacts and Resources

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To login to the NVU Portal:

- Admissions will send you a link to activate your account and set a password
- You will then need your username and password to login to the Portal
- Your username is in the form initials+ 5 random numbers (ex. mpr02675)
- You will get automated reminders to reset your password. If your password expires, you will need your student ID number in order to reset it. Call or e-mail Sarah Chausse for your ID. We cannot e-mail it to you, but we can give it to you over the phone. IT also can help you.

To access the Portal (including Self-Service, Canvas, the Library, Webmail):

- Go to www.northernvermont.edu
- On the upper right, under Quicklinks, choose VSCS Portal

What do I use these systems for?

- **Self-Service:** Registration and Viewing Academic Progress
- **Canvas:**
 - **Courses**
 - **PCMH Student Site** (Schedules, Booklists, Syllabi, Registration instructions & more, for all students and by Cohort). You will receive an invitation to this "course" from Sarah Chausse, in your NVU e-mail. Please accept the invitation, to be added to the Site.
 - **Inbox** - you can send and receive messages from here, but we do not recommend it, as you can only send to people in Canvas. It is not as reliable as your:
- **NVU E-mail: We expect you to check this regularly, for messages from NVU and PCMH.**
- **The Library:** is a great resource. Start clicking around to see what is available ASAP.

VT site: Vermont Technical College, 41 Lawrence Place, Williston, VT 05495, 400 Suite,
<https://www.vtc.edu/locations/>

WI site: UWSP at Wausau, 518 South 7th Ave., Wausau, WI 54401, Terrace Room

Northern Vermont University

Northern Vermont University

Northern Vermont University (NVU) is comprised of two distinct but complementary campuses in the towns of Johnson and Lyndon. The Johnson campus, founded in 1827 as Johnson Academy and accredited as Johnson State College in 1974, is today a liberal arts college serving over 1,300 mostly undergraduate, degree-seeking students from Vermont and surrounding states. The campus offers students opportunities through 31 programs in the arts, the sciences, education, and a range of professions. Learning takes many forms—in the classroom and in the field, through exhibitions and performances, internships, research and presentations at professional conferences, and engagement in service projects and participation in study-abroad and National Student Exchange programs. In 2016 Johnson was designated as Vermont's premier public liberal arts college by the Council for Public Liberal Arts Colleges, whose board voted unanimously to approve Johnson's application for membership in the organization.

Forty-three miles from Johnson, the Lyndon campus serves approximately 1,200 mostly undergraduate students from Vermont and New England; about 5% come from other U.S. states and 5% from other countries. Located in Lyndonville, the northeastern corner of the state, the college is the fifth largest employer in the area and contributes about \$20M annually to the local economy. Lyndon became a comprehensive four-year college in 1961 as part of the Vermont State Colleges System. It currently offers 44 majors at the associate's, bachelor's, and master's level in 15 academic departments. (Lyndon has about 7% graduate students, Johnson about 9%.) Disciplines taught include traditional liberal arts and focused professional programs. Several newer BA/BS areas, for example, in exercise science, music business industry, and graphic design/visual communication, now enroll 80% of Lyndon's students. Several of its programs, such as atmospheric science and mountain recreation management, have long-standing regional and national reputations.

The Master of Science in Clinical Mental Health Counseling-Weekend Format is a program of Northern Vermont University (NVU). NVU is operated by the Vermont State College system. Leadership and administration of NVU is provided by Dr. John Mills, President of Northern Vermont University. Dr. Nolan Atkins, Provost, provides administrative oversight for PCMH and its administration.

An Introduction to the Graduate Program in Clinical Mental Health Counseling

History

The Graduate Program in Clinical Mental Health Counseling began as the Program in Community Mental Health and Mental Health Counseling in 1995 at Trinity College of Vermont. Originally chartered in September 1925, Trinity College of Vermont was founded by the Sisters of Mercy of the Diocese of Burlington to prepare women of competence for leadership roles in the Church and in the local community. In 1972, the College opened its programs to serve men and women adult learners, and later introduced one of the first Weekend College programs in Vermont (1979), and an Evening Degree program (1983). In 1991, Trinity College began to offer graduate programs in education.

In 1993, Trinity College became host to the Center for Community Change through Housing and Support (CCC), a national research, technical assistance and training organization focused on improving the lives of people with psychiatric disabilities. CCC addressed a number of human resource development needs, including higher education opportunities, in Vermont and elsewhere. Out of this effort there emerged a set of workforce competencies for serving both children and adults with mental health disorders and the identified need for more relevant higher education of staff working in the field. Through collaboration with the Vermont Division of Mental Health, Trinity College launched the Program in Community Mental Health (now the Graduate Program in Clinical Mental Health Counseling) in the spring of 1995.

Although the graduate programs at Trinity College, in education and in community mental health and mental health counseling, were financially viable and strong, the College found that its undergraduate residential programs for women were consistently under enrolled. Trinity College of Vermont closed its doors in July of 2001, after a distinguished 75 year history of celebrating women and educating women and later men as community leaders committed to social justice. The program then moved to Southern New Hampshire University, from 2001 to 2018. In the Fall of 2018, the program became a part of Northern Vermont University. Northern Vermont's mission and personal and individualized student support will support the program well into the future.

The development and growth of PCMH through its first six years was made possible by generous support from the Center for Community Change, the Vermont Department of Mental Health, the Vermont Department of Health, Office of Alcohol and Drug Abuse Programs, the van Ameringen Foundation, and Trinity College of Vermont.

Mission, Objectives and Purpose

Mission.

The mission and purpose of PCMH are consistent with the overall mission and vision of Northern Vermont University, to foster the individual growth of each student, promote diversity and inclusion, and provide innovative professional education. The Graduate Program in Clinical Mental Health Counseling offers state-of-the-art graduate education in clinical mental health counseling. Its **mission** is to prepare professional counselors to work in clinical mental health, community and private practice settings, in order to promote individual and community wellness, resilience and recovery. In addition, our graduates will be prepared to meet the needs of individuals with mental health challenges and related addiction disorders. The program is designed to be highly accessible to working adults, in order to encourage a diverse group of students, including people currently working in the field, people in recovery and family members, as well as the general public. Graduates demonstrate a strong grounding in the knowledge and skills of the counseling profession, as well as in: person-centered and strength-based approaches; culturally competent practice in a multicultural and diverse society; integrated, evidence-based clinical practice in mental health and addictions, and a commitment to leadership, systems change and advocacy within the profession, the community, and the larger society.

Endorsement. Graduates of the Graduate Program in Clinical Mental Health Counseling are prepared to pursue licensure as Clinical Mental Health or Professional Counselors, and to work in a wide variety of settings, including private practice, community mental health agencies, residential settings, educational institutions, and other settings that serve people with mental health challenges (practice or consultation to primary care, schools, corrections, child welfare, and so forth). Graduates are ready to engage in any and all of the roles of a clinical mental health counselor, including clinical practice, management and leadership, and advocacy. As both course work and practice highlight working to enhance the mental health and wellness of a diverse population, graduates are prepared to engage therapeutically with a wide variety of individuals, including children, adolescents and adults. Further, because of the program's innovative approach to integrating addictions counseling in the curriculum, graduates are additionally prepared to work with people experiencing co-occurring disorders, in settings such as alcohol and drug treatment centers.

Students complete a Master of Science degree in Clinical Mental Health Counseling, requiring 63 to 66 credits, dependent on whether students complete 700 or 1,000 hours of practicum and internship. Students in the Master of Science degree complete all of the required course work for an M.S. in Clinical Mental Health Counseling, across the lifespan, and also complete a specialization in integrated mental health and addictions treatment for children, youth, and families or for adults. While licensure is not guaranteed, the program prepares students to pursue licensure as clinical mental health or professional counselors, in each of the states in which it is offered, and also covers much of the educational content required for certification as an addictions counselor. The program is designed to be accessible to practicing professionals, as well as service recipients, family members, and others who wish to become counselors. Faculty are scholar/practitioners who bring national and local expertise in clinical mental health and addictions counseling, integrated service delivery, research and administration to the program.

The curricula in the Graduate Program in Clinical Mental Health Counseling are based on a set of core competencies that have been drawn from research literature, evidence-based and promising clinical practices and input from professionals, service users and their families. The program is not accredited by CACREP.

Program competencies emphasize clinical mental health counseling, organizational leadership skills, and core values for service delivery in rural and urban settings, including: integrated clinical mental health and addictions counseling, recovery oriented approaches, integration with physical health care, wrap-around and strength-based approaches and intervention, community-based support, evidence-based practice, family partnership, developmentally appropriate practice (from infancy through adulthood and the challenges of aging) and cultural relevance

Learning Outcomes

The program has aligned its Learning Outcomes with the MA in Counseling, offered on campus at NVU. It also has identified 9 courses which are substantially equivalent and which may be taken with either program.

Learning Outcomes:

Students who successfully complete a Counseling Masters (MA in CSL, MS in CMH) will:

1. Knowledge: Use academic study to develop content area knowledge in the common core areas in counselor education, as well as for specializations in clinical mental health and substance use disorder counseling.
2. Counselor Disposition: Demonstrate, in the classroom and in field placements, growth towards a counselor disposition grounded in a strengths-based, person-centered, wellness and recovery-oriented and ethical approach.
3. Counseling Skills & Practice: Demonstrate, in the classroom and in field placements professional counseling practice, grounded in culturally relevant, evidence-based and promising approaches.
4. Ethics: Develop a personal code of ethics, grounded in the ACA, AMHCA and NAADAC codes, which reflects an understanding of diverse world views, cultural competence, health equity and ethical practice.
5. Leadership & Systems Change: Demonstrate ability to critically analyze information for purposes of program evaluation, advocacy, consultation, systems change and personal and organizational leadership

Program Structure

PCMH remained the same, in its transition from SNHU to NVU, for students enrolled in the program at the time of the transfer. This included the curricula, structure, faculty and locations. Now that it is an NVU program, the coordinator of PCMH and of the NVU-Johnson MA in Counseling have collaborated to align some of the two programs' curricula and student learning outcomes. The face-to-face (in person or via zoom), location-specific format, as well as the cohort and weekend model, remain in place for PCMH.

PCMH offers a state-of-the-art Master of Science (M.S.) in clinical mental health counseling. Its mission is to prepare professional counselors to work in clinical mental health and community settings, in order to promote individual and community wellness, resilience and recovery. In addition, our graduates are prepared to meet the needs of individuals with mental health challenges and related addiction disorders. The program is designed to be highly accessible to working adults, in order to encourage a diverse group of students, including people currently working in the field, people in recovery, and family members, as well as the general public. Graduates demonstrate a strong grounding in the knowledge and skills of the counseling profession, as well as in person-centered and strength-based approaches; culturally competent practice in a multicultural and diverse society; integrated, evidence-based clinical practice in mental health and addictions; and a commitment to leadership, systems change, and advocacy within the profession, the community, and the larger society.

The curriculum is based on a set of core competencies that have been drawn from research literature, evidence-based and promising clinical practices and input from professionals, service users and their families. Program competencies emphasize clinical mental health counseling, organizational leadership skills, and core values for service delivery in rural and urban settings, including integrated clinical mental health and addictions counseling; recovery oriented approaches; integration with physical health care; wrap-around and strength-based approaches and intervention; community-based support; evidence-based practice; family partnership; developmentally appropriate practice (from infancy through adulthood and the challenges of aging); and cultural relevance.

Program Structure. Students complete a Master of Science degree in Clinical Mental Health Counseling, requiring 63 to 66 credits, dependent on whether students complete 700 or 1,000 hours of practicum (1 to 3 credits) and internship (6 to 9 credits). Students complete all of the required course work for an M.S. in Clinical Mental Health Counseling, across the lifespan, and also complete a specialization in integrated mental health and substance use counseling, for children, youth, and families, or for adults. While licensure is not guaranteed, the program prepares students to pursue licensure as clinical mental health or professional counselors, and meets the educational requirements in each of the states in which it is offered. In states that offer pre-approval of the educational requirements for licensure, the program is pre-approved as a 60+ credit program (for VT's LCMHC and WI's LPC). In Wisconsin, students must complete 65 credits, including 3 credits of Practicum. In Maine, students must complete 66 credits and 1,000 hours of practicum and internship, in order to qualify to apply to be licensed as Clinical Professional Counselors. The program is designed to be accessible to practicing professionals, as well as service recipients, family members, and others who wish to become counselors. Faculty are scholar/practitioners who bring national and local expertise in clinical mental health and addictions counseling, integrated service delivery, research and administration to the program.

Specializations and Options. The program offers two specializations in Integrated Mental Health and Addictions Treatment: one in the area of Children, Youth, and Families; and one in the area of Adults. Courses may be taken toward the M.S. degree or as professional development/continuing education coursework.

Cohort Model and Weekend Format. The Master's program begins with an Orientation. Classes meet one weekend per month, all day Saturday and Sunday (8 hours per day), across the calendar year. The 3-credit courses last eight weeks or 16 weeks. The majority of courses run in an 8-week format, involving two weekends of face-to-face instruction (in a classroom or via zoom), plus out-of-class learning online and at home through readings, written assignments, other course materials, and application in their internship and work settings. Some assignments require the use of Canvas. Students are generally enrolled in (and therefore focused on) one course at a time, and two or three courses per Term. Because of the sequential nature of the program, students at each site complete all course work in the program together. This fosters strong "learning communities" of peers and networks of alumni.

Students complete a 100-hour Practicum and, two or three 300-hour internships that are taken concurrently with other course work. Students complete an integrative Masters Project as a culminating learning experience on a topic of their choice, toward the end of the course

sequence. The program works with licensing boards, in the states in which it is offered, to meet the educational requirements for licensure as a clinical mental health or professional counselor. Additional course work and internships may be offered. The university does not guarantee that students who complete the program will become licensed.

Location: Classes are approved to meet on location in: the Burlington area in Williston, Vermont; Manchester, New Hampshire; Brunswick, Maine; Wausau, Wisconsin and Anchorage, Alaska. A new site has been approved in Oconomowoc, near Milwaukee, Wisconsin.

National Recognition. The Annapolis Coalition on the Behavioral Health Workforce selected the program as an “Innovative Practice in Workforce Development” highlighted in its Registry of Innovative Practices. The program was awarded this recognition by expert panels convened to identify best practices in workforce education under the following five categories: consumer and family/adult mental health, child/adolescent and school-based mental health, leadership, rural mental health, and substance use disorders treatment and persons in recovery. In addition, in 2016, the program was chosen to host the New England Regional Workforce Development Summit in Mental Health and Addictions, by the National Association of Addictions Professionals, selected by a committee that included representatives from Maine, New Hampshire and Vermont.

Program Evaluation. The program uses multiple sources of information, with input from students, instructors, alumni, field supervisors and other workforce development networks, for continuous improvement. A summary of processes and evaluation data may be seen in Appendix C.

Admissions to PCMH

All PCMH students (as of September, 2018) were automatically admitted to NVU/PCMH. New students follow the admissions policies for the NVU, which are noted below.

Advanced standing.

No advanced standing is granted.

Admission Requirements. NVU requirements vary depending on the program to which you are applying; specifics are noted on the application. In general, however, all graduate programs require the following in addition to the application:

- An official transcript from all previous colleges and/or universities attended
- Three references from professors or other professionals who know the quality of your preparation or who can attest to your character and skills
- A two-page essay stating why you are interested in graduate study (PCMH specifies its essay requirements on the application.)
- An interview with a Counseling faculty member after receipt of all required materials.

Admission deadlines and acceptance. Students are admitted on a rolling basis. Students receive acceptance letters electronically and by mail; students may defer enrollment for up to one year.

Transfer Credit and Credit for Prior Training. All applicants for enrollment at NVU are notified that credits earned at any college are transferable only at the discretion of the receiving college. NVU and PCMH do not grant advance standing for prior education and training.

A maximum of 12 credits of graduate work taken elsewhere may be approved for transfer into PCMH provided that:

- the institution from which the work is to be transferred is authorized to grant graduate degrees by its regional accrediting agency;
- credits to be transferred are graduate-level, and the course must have been a 3 semester hour course
- In order to replace a PCMH requirement, course syllabi must be found equivalent to course(s) required within the program.
- Practicum and Internship courses are not accepted for transfer credit.
- graduate course work must be not more than 5 years old, at the time of original acceptance and enrollment as a degree-seeking student in the program;
- a grade of B or higher was earned for the course. Courses graded “P” (Pass) or “S” (Satisfactory) will be accepted providing all other grades appearing on the transcript are B or better. Otherwise, the student must provide evidence of a letter grade equivalent for the “S” or “P” to prove that it is equal to a B or better.

Students must submit a transfer course request to their academic advisor, along with an official transcript (sent to NVU from the granting institution), a course description and a syllabus, in order for the program and NVU to evaluate the request. Course descriptions are researched to be sure that credit accepted does not duplicate credit accepted from any other source for the same student. Transfer credit requests must be approved by the Program Director and the graduate Registrar. Grades do not transfer. The grade point average of transfer students is computed solely on courses completed at NVU. NVU does not accept transfer credit for co-ops, capstones, internships or student teaching at other institutions. Grades earned at other institutions do not appear on NVU transcripts, nor are they calculated in the student’s overall GPA.

Transfer of Credit from Northern Vermont University to other Universities.

No school can guarantee that its credits or programs are transferable. Transfer of credits is always at the discretion of the receiving institution.

Application Deadlines

The program has a rolling admissions policy. Deadlines for receipt of admission applications are determined in accordance with the schedule of courses for each new cohort. Course schedules are designed to allow students to join a cohort at several points at the start of a cohort. Admission to a new cohort is generally closed by the start of CMH 6105/Helping Relationships and may be closed sooner.

Program Curriculum

No more than 12 graduate credits may be transferred from another accredited college or university; transfer credits are subject to approval by NVU.

Students seeking the Master of Science must earn a minimum of 63 to 66 credits with a GPA of 3.0 or better on the 4.0 scale, including completion of an approved 100 hours of practicum and two or three 300-hour internships.

Foundation Courses: 16 Credits (Courses are 3 credits unless otherwise noted):

- Orientation and Immersion Weekend (no credit)
- CMH 6005 - Overview of Clinical MH & SA Counseling
- CMH 6105 - Helping Relationships & Clinical Counseling Techniques
- CMH 6155 - Practicum (Seminar and Field Experience), Minimum Credits: 1
- CMH 6165 - Additional Practicum (required in WI for the LPC), Minimum Credits: 2
- CMH 6805 - Diagnosis, Assessment & Psychopathology
- CMH 6215 - Treatment Planning in Clinical MH & SA Counseling
- CMH 6505 - Internship I

Clinical Specialization Courses: 9 Credits (Courses are 3 credits, unless otherwise noted).

Students must complete one (1) of the following two sets of courses:

Integrated Mental Health and Addictions Treatment for Children, Youth and Families

- CMH 6355 - Clinical I: Integrated Mental Health & Addictions Treatment, Child & Family
- CMH 6365 - Clinical Skills II: Crisis, Trauma, Complex Issues (Child, Family)
- CMH 6895 - Early Childhood and Infant Mental Health

OR

Integrated Mental Health and Addictions Treatment for Adults

- CMH 6455 - Clinical Skills I: Integrated Mental Health & Addictions Treatment, Adult
- CMH 6465 - Clinical Skills II: Crisis, Trauma, Complex Issues (Adult)
- CMH 6925 - Elders: Mental Health and Addictions

Advanced Courses: 38 Credits (Courses are 3 credits, unless otherwise noted)

- CMH 6625 - Internship II
- CMH 6825 - Human Growth and Development
- CMH 6655 - Program Evaluation and Systems Research
- CMH 6665 - Professional Counseling Orientation & Ethics
- CMH 6705 - Organizational Leadership & System Change
- CMH 6755 - Mental Health, Addictions & Family Systems
- CMH 6765 - Psychopharmacology in Mental Health & Addictions, Across the Lifespan
- CMH 6905 - Master's Project, Credits: 2
- CMH 6885 - Clinical Counseling Theories
- CMH 6835 - Group Process
- CMH 6855 - Social and Cultural Foundations
- CMH 6055 - Measurement & Testing
- CMH 6865 - Career and Lifestyle Development

Additional Coursework:

The following course is required for students completing 66 credits.

- CMH 6635 - Internship III
Total Credits: 63, 65 (WI) or 66

Student Progress

All students are reviewed biannually, for Academic Progress. In addition, all students are reviewed at the completion of CMH 6505/Internship I for continued advancement towards the Master of Science degree. This is generally at the midpoint of their progress through the program.

The Program reserves the right to administratively withdraw students whose academic, clinical or internship performance or conduct is not sufficient for continuation to the Master's level.

Progress through the Master of Science:

- CMH 6105 and 6805 are prerequisites to beginning the Practicum (CMH 6155, 6165) and Clinical Specialization courses (CMH 6355 and 6365 or 6455 and 6465)
- Completion of CMH6155/Practicum is a prerequisite for enrollment in 6505/Internship I.
- Completion of CMH 6155/Practicum and CMH 6505/Internship I is a prerequisite for enrollment in CMH 6625/Internship II.
- A student may delay CMH 6505/Internship I and enroll in Internship I at the time that the rest of his/her cohort is enrolled in CMH 6625/Internship II.
- Students who have not completed at least the first half of Internship I (CMH 6505) with a Satisfactory (passing) mid-term evaluation and grade, by the midpoint of the program may be required to stop all further enrollment in advanced course work towards the M.S. until at least 1.5 credits of CMH 6505/Internship I has been completed. Failure to complete any of the Foundation or Clinical core course work (6355 and 6365 or 6455 and 6465) by this point in time also may result in a student being denied further enrollment in Masters courses until the deficient course work is successfully completed.
- Completion of all Foundation and Clinical core course work and of CMH 6655/Program Evaluation and Systems Research are prerequisites for enrollment in CMH 6905/Masters Project.
- It is recommended that students take CMH 6825/Human Development before enrolling in CMH 6895/Early Childhood and Family Mental Health and CMH 6925/Elders: Mental Health and Substance Abuse.
- The Advanced courses above are considered freestanding and may be taken out of sequence with program prerequisites, except that:
 - CMH 6805/Diagnosis, Assessment & Psychopathology is a prerequisite for CMH 6055/Measurement and Testing.
 - CMH 6355 and 6365 or 6455 and 6465 (Clinical 1 and 2) are prerequisites to CMH 6755 and 6765.
 - It is highly recommended that students take CMH 6885/Clinical Counseling Theories before enrolling in CMH 6865/Career and Lifestyle Development.

Degree Conferral

In order for the M.S. to be conferred, all grades must be entered and the student must have:

- A minimum of 63 to 66 credits with a Grade Point Average (GPA) of "B" or better (3.0 on a 4.0 scale)
- No more than 12 graduate credits transferred from another accredited college or university (subject to program approval)
- Completion of 100 hours of Practicum plus an approved 600 to 900 hours of internship experience, graded Satisfactory, and

PCMH follows NVU grading and other academic policies, as outlined below.

Passing Grades. Students in graduate courses are graded on a continuum from A through F. Graduate credit is granted when grades of A through C+ are earned; however, courses with grades of C+ do not meet any graduation requirements. Performance at the C through F level is graded as "F" (Unsatisfactory) and earns no credit. At NVU-Johnson, a Pass/No Pass option is available for some courses in the Counseling Program, and all courses within the M.F.A. degree are graded Pass/No Pass.

Students access their grades through Web Services and the NVU Portal.

Incompletes. A grade of Incomplete (I) will be given, at the discretion of the instructor, to work of satisfactory quality in a course when the full amount of required work has not been completed because of illness or other reasons beyond the control of the student. It cannot be used instead of the grade of F in situations involving a student's lack of ability or negligence. The student has until the seventh week of the next regular semester (excluding the summer semester) to complete the work, although the instructor may impose a shorter deadline. This mid-semester deadline applies regardless of whether the student is enrolled during the semester. When the student completes the work, the Incomplete is replaced with the final grade. In assigning an Incomplete, the instructor is required to designate what grade should be recorded if the student fails to complete the work by the deadline. If the instructor fails to designate this default grade, the Registrar will assume the grade to be an F. The resulting grade will be calculated into the student's cumulative average. The cumulative average will be reviewed at the end of each regular semester in conformance with the academic dismissal policy.

An instructor may extend an Incomplete beyond the mid-semester deadline but must obtain the approval of the Registrar prior to that deadline.

Not Graded Work. A grade of NG (not graded) will be given when a course is still officially in progress at the end of a regular semester. When the course is subsequently completed, the NG is removed and only the final grade will show on the transcript.

Repeat Course Option and Missed Courses. Students may repeat any course they have previously taken to attempt to earn a higher grade. When a course has been repeated, the initial grade remains on the transcript but is taken out of the student's cumulative GPA. The most recent grade will be the only one computed in the student's cumulative average. Credit in the course may be earned only once. If the credit value of the course has changed, the repeated course is worth the new credit value.

Specifically, students who fail to successfully complete any PCMH courses, or who miss a course when it is offered for the cohort as a whole, have several options, depending on the situation in their local area:

- It may be possible to take the course the following year at the student's current site, if a new cohort of students is enrolled at that site.
- The student may complete that course at another PCMH site.
- The student may be able to take an equivalent course with the MA in counseling offered on campus in Johnson.
- In exceptional cases, in which a student has missed a substantial part of a course, the student may be allowed to re-take the course through a tutorial or independent study. Such requests should be directed to the Academic Advisor. A student must also apply to the Program Director to complete course work through a tutorial. Such applications will be approved depending on the circumstances and on the availability of faculty to serve in that capacity.
- In cases in which students intend to take courses in the following year, there are no guarantees that state-specific financial aid or scholarships will be available at that future time

Academic Honesty. Students are expected to be honest in all of their academic work at NVU-Johnson. Academic dishonesty, in any form, is prohibited and unacceptable. Acts of dishonesty for which a student may be disciplined include, but are not limited to, receiving or providing unauthorized assistance on an examination and plagiarizing the work of others in writing assignments. The American Heritage Dictionary defines plagiarism in the following way: "To steal or use (the ideas or writings of another) as one's own." Students are responsible for knowing what specific acts constitute plagiarism. If students are uncertain whether a particular act constitutes plagiarism, they should consult with their instructors before turning in assigned work.

Any faculty member who suspects that a student has committed an act of academic dishonesty will bring this suspicion to the attention of the student and provide the student with an opportunity to respond. If the student admits to an act of academic dishonesty, the faculty member may fail the student for the specific work submitted or for the course itself, or request

that the Graduate Committee of the Faculty Assembly determine an appropriate sanction. If the student denies committing an act of academic dishonesty, the faculty member shall refer the case to the Graduate Committee for a hearing. The committee will hear evidence from the student, the faculty member and any other appropriate parties, decide whether a violation has occurred and if so, determine an appropriate penalty. Decisions of the Graduate Committee may be appealed in writing to the Academic Dean. Records of all incidents of academic dishonesty will be maintained in the Academic Dean's Office. Repeated incidents of academic dishonesty will subject a student to dismissal from the college.

Good Academic Standing. From the beginning of his or her studies, a graduate student must maintain a minimum 3.0 cumulative grade point average. If a student's cumulative grade point average drops below 3.0, the student will be placed on academic probation for one semester. If the student fails to earn a semester grade point average of 3.0 after one semester on probation, the student will be dismissed from the college.

Adding, Dropping & Withdrawing from Courses. Students adding, dropping, or withdrawing from a course must do so within the Self-Service registration process or contact their advisor, for support from the Registrar's Office. The following deadlines and guidelines apply:

- Full-semester courses, including independent study courses, may be added only until the end of the second week of the semester.
- Full-semester courses may be dropped until the end of the second week of the semester.
- Full-semester courses may be withdrawn until the end of the ninth week of the semester.

The Registrar will publish the exact dates on which these deadlines fall. To add or drop a course beyond the specified deadline, a student must appeal to the Graduate Committee. Students may withdraw from a course after the withdrawal deadline only with the approval of the Graduate Committee. If the request is granted, the course will appear on the transcript with a "W." The withdrawal will not affect a student's grade point average. There are no financial refunds for approved late withdrawals.

Note: Graduate courses are open to undergraduates only with the permission of the instructor.

Auditing Courses. No credit or grades are assigned for audited courses. A per-credit tuition fee of one-half of in-state or out-of-state rates, whichever applies, is charged. Students wishing to audit a course should follow normal registration procedures, indicating AU as their grade option on the course registration form. The choice to audit a course must be made prior to the end of the add/drop period. Audit rates apply only to courses with full tuition rates and not to extension courses or courses with special/reduced rates.

Non-matriculated Students. Students who have a bachelor's degree but are not matriculated in one of the college's graduate programs may enroll in open graduate courses after the designated registration for matriculated graduate students.

Exits & Leaves of Absence

Leaves of Absence. Students in good academic standing who wish to interrupt their studies for up to one year may request a leave of absence by submitting an electronic "Student Exit Notification and Leave of Absence" form. The leave is not official until the request is approved by the Registrar. If a student remains on leave for more than one year, he/she must reapply to the

program.

Students may apply for a Leave of Absence by completing a Student Exit Notification and Leave of Absence Form, available online on the JSC Portal under Offices & Services/Registrar Services/Leave of Absence Exit Form Processing. The leave is not official until the request is approved by the Registrar. In special circumstances, the Leave of Absence may be extended by the Registrar beyond the approved period.

Exiting from the College. A student voluntarily exiting from the college during the semester must do so formally by completing a Student Exit Notification and Leave of Absence Form, available online on the NVU-Johnson portal. The transcripts of students exiting the college after the beginning of classes and prior to the withdrawal deadline (the end of week nine) will show W grades for all courses enrolled in that semester. The transcripts of students exiting the College after the ninth week will show A-F or P/NP grades submitted by their instructors. Students who exit from the college may re-apply by making formal application with the Admissions Office. All previous grades received will be used in making an admission decision.

Involuntary Exit. In cases where the psychological or the emotional state of a student creates a clear and present danger to the well-being of the student or to other members of the college community, the Dean of Students or the College Counselor may carry out an involuntary exit of the student. An involuntary exit requires withdrawal from all courses. Students who fail to leave the campus as directed will be declared in trespass and civil authorities may be contacted. Students exiting involuntarily who wish to re-enroll in the college must reapply for admission and may be admitted only with written permission of the Dean of Students. An interview with the Dean of Students may be required.

Appeal of Academic Policies. Most often, questions about courses or grades can be resolved through a conversation with the instructor. A student with a concern or complaint about an instructor or course should speak first to the instructor. If the student is not satisfied or cannot resolve the issue at that level, then he or she should speak to the Director of PCMH

Students may appeal any academic regulation or decision to the Graduate Committee of the Faculty Assembly and then to the Academic Dean and President of the college. Information on procedures for appeal may be obtained from the Registrar's Office.

Time Limit to Complete a Graduate Degree. A student must complete the master's degree within five years of acceptance into the Graduate Program. (Current PCMH students in the teach-out must complete within eight years.) Students who have not completed by that time, or have not requested and been granted an extension by the Graduate Committee, will be dismissed from the program. Transcripts of students exiting the college after the beginning of classes and prior to the withdrawal deadline (the end of week nine) will show W grades for all courses enrolled in that semester. The transcripts of students exiting the College after the 9th week will show A-F or P/NP grades submitted by their instructors. Students who exit from the College may reapply by making formal application with the Admissions Office. All previous grades received will be used in making an admission decision. For refunds on tuition charges, please see refund policy.

Grades. All grading is at the discretion of the instructor. At the graduate level, the highest grade possible is an “A”. Any Grade below a “C+” is a Failing grade. Other Grades (for which no quality points are assigned, see Graduate Catalogue for more):

I	Incomplete (See Incompletes below)
P or NP	Pass/No Pass
NG	No grade indicates that no grade has yet been submitted. The grade will be recorded upon course completion.
TR	Transfer credit
CR	Credit granted (non-course work)
W	Withdrawn*
AU	Audit

**Withdrawals are recorded by the Registrar’s Office only after receipt of an authorized course withdrawal.*

As noted above, students in graduate courses are graded on a continuum from A through F. Graduate credit is granted when grades of A through C+ are earned; however, courses with grades of C+ do not meet any graduation requirements (i.e., must be retaken, for a higher grade, in order to graduate). Performance at the C through F level is graded as “F” (Unsatisfactory) and earns no credit

In general, faculty grades are due 48 hours after the end of the term.

Readmission. Readmission entails acceptance for re-enrollment at any time following termination of a previous enrollment. A conversation with a PCMH Academic Advisor is strongly encouraged.

CLASS ATTENDANCE; CLASS CANCELLATION

Class Attendance

All students are expected to attend all scheduled classes and complete all required course work. The responsibility of attendance and participation rests on each student. The primary penalty for nonattendance lies in the student's lessened grasp of the subject matter of the course.

In the case of an extreme emergency, an instructor may excuse a student’s absence for the equivalent of no more than eight class hours. A student missing more class time will seriously jeopardize his/her ability to successfully complete the course requirements. If a student misses an entire weekend, it is likely that he/she will have to repeat the course. It is the instructor's option whether to repeat any scheduled or unscheduled work, tests or quizzes that have taken place in a student's absence. Furthermore, instructors may impose any additional requirements on the student that arise from missing any of the regularly scheduled class hours with faculty. In the instance of an entire missed weekend, the instructor may recommend the student withdraw from the course or risk receiving an “F.”

Faculty, with assistance from the Site Liaison, maintain records of attendance, including partial days of missed class time. Attendance is factored into the student's grade for participation according to the weight that each instructor places on that requirement.

It is the student's responsibility to make up any course work that is missed. Typically, this will involve the following:

1. The student must notify the **instructor**, in advance if possible, of any anticipated absence. If this is not possible, the instructor must be notified within 24 hours of the actual absence.
2. The student must present a legitimate excuse for an absence to the instructor.
3. The student must arrange, either with another student or with the Site Liaison, to obtain notes for that weekend. The student should check with the instructor re: whether recording is possible. Recording is not automatically permitted in classes.
4. The student must arrange, with the Site Liaison, to access any video materials shown in class, and to receive any handouts from class.
5. The instructor may require additional assignments that demonstrate the student's learning related to the missed content.

This is a particularly crucial issue in PCMH since each day of instruction constitutes 25% of the total face-to-face contact with a faculty member. Students who regularly miss classes may be dropped from the course or even the Program, based on the impact of those absences on academic performance.

Tardiness. Students are expected to be present for the full class weekend. The site liaison collects attendance, and the instructor signs off on the attendance. If a student shows a pattern of missed time, they will be asked to have a discussion with their advisor. If the student is consistently missing time every weekend, this may significantly affect their grades, and they may be requested to stop further enrollment until class participation is possible.

Class Cancellation by the University

Students serving as Site Liaison are responsible for maintaining a telephone list through which students can be reached with any urgent information. In the event that inclement weather or faculty sickness (or other cause) strongly suggests a need to move a class to a remote format (e.g., zoom) OR cancel class, the Program Director, Site Liaison and the faculty member will consult with each other, and the Program Director will make the final decision, in concert with NVU. If contact is not possible with the Program Director, the instructor will make the final decision. Students should call the program or the Site Liaison if they have any questions about whether class will be canceled.

If the decision is made to offer a class remotely via zoom or to cancel class, the Program will send an e-mail notice to students NVU e-mail and/or post a notice to Canvas for the cohort.

Students are responsible for checking their NVU e-mail for cancellation messages and for contacting the program or site liaison if they are unsure about a cancellation.

If PCMH cancels class, the class will be rescheduled, either via zoom (the preferred method) or to meet the following weekend, or unless otherwise notified by the program.

Honors

No GPA-based honors are awarded in graduate programs.

Student Records

Student records for SNHU alumni are maintained by the SNHU Registrar's office (Registrar@snhu.edu). Records for students transferred to Northern Vermont University and future program alumni through Northern Vermont University are maintained by the Northern Vermont University Registrar. Northern Vermont University retains transcripts and student records permanently.

Transcript Requests

Official transcripts are available by submitting an online request from this page:

<https://www.northernvermont.edu/academics/resources-and-support/academic-support/advising-registration-and-resources/registrar>

Transcripts will not be released until all bills due the college are paid. Students requesting a transcript toward the end of any semester should indicate whether they want it sent immediately or whether it should be held until final grades are recorded. In the latter case, transcripts will not be sent out until at least the third week following the end of the semester.

Federal Educational Rights & Privacy Act (FERPA)

Information for students related to FERPA is provided on this page, through the NVU Website:

<https://www.northernvermont.edu/academics/resources-and-support/academic-support/advising-registration-and-resources/registrar/policies>

Faculty and Staff

PCMH draws from several sources to provide high quality, relevant instruction to students: (1) Full-time administrative staff/faculty, who are experienced in counselor education, mental health and addictions treatment and in graduate education for adult learners, in a weekend format program; (2) a core of "senior" part-time faculty, who are national leaders in the counseling and mental health fields and who teach for PCMH very regularly, and (3) local counselors and mental health practitioners hired as faculty on a course-by-course basis for their expertise in the topic and in behavioral health services in that state or site. This mix of respected practitioners and scholars in the field makes for a diverse, deep and broad group of experts from whom students may develop a comprehensive understanding of state-of-the-art practice.

Below is a snapshot of faculty who may be assigned to teach in Wisconsin, along with senior

faculty who teach across sites:

Cross-site instructors:

- Kelly Bueschel, M.S., LPC
- John Chianelli, M.S., OTR, CTPP
- Annamarie Cioffari, Ph.D.
- Michal Eakin, Ph.D., LCMHC and Licensed Psychologist-Doctorate
- Nancy Ellis, MS
- Edward Emmons, MS
- John Evans, MS, LCMHC
- Tracie Carlson, M.S., LCMHC
- Beth Goss, M.S., LCMHC
- John Evans, M.S., LCMHC
- Mark Honigman, MA, MSW, CCSW
- Lindy Lewis, Ph.D., LCSW
- Susan Norton, MS
- Alexandra Potter, Ph.D., Licensed Psychologist - Doctorate
- Richard Reid, Ph.D., NASP certified
- Susanne Schmidt, MS, LCMHC, School Counselor, NBCC Certified
- Frank Simac, M.S., LPC, CSAC, CS-IT
- Susan Swindell, MA, Licensed Psychologist – Masters (VT)
- Brian Townsend, MS, LCPC
- Craig Volatile-Wood, M.S., LCMHC
- Catherine Waugh, Ph.D.
- Julie Welkowitz, Ph.D., Licensed Psychologist - Doctorate
- Phil Wells, MA
- Ken Wireman, MSW
- Kristine Zelechowski, MS

Support Services

Access to the NVU Portal

Upon admission, students are assigned an ID and provided with an email account and portal access, through which they may access information about academics, financial aid and billing, the library, support services, grade information, and other information.

Academic Advising. Once students have been accepted into the program, they are assigned to an academic advisor. Generally, students will meet their advisor in the Orientation or at their first class. The advisor is regularly available to students through e-mail, via zoom or by phone. The advisor is available to each student throughout their enrollment, to

- address any issues of concern or special needs that may arise due to personal and life circumstances,
- assess how the program is working for the student, and
- monitor student progress and identify any issues or concerns which may interfere with the student's ability to perform satisfactorily in the Program.

Students are responsible for contacting their Academic Advisor when and if they have any questions or concerns about their progress or if circumstances arise that interfere with the student's ability to participate in the program.

Disability Services

NVU is committed to supporting every student in their quest to achieve their full academic potential and provides appropriate accommodations and services to ensure that all students can fully participate in our programs. Services for students with documented disabilities are coordinated and provided by the Office of Academic Support Services. Students may submit their Disability Verification Form, and find additional information, at <http://northernvermont.edu/academics/academic-support/support-students-disabilities>. Our Coordinator of Disability Services develops individual accommodation plans that students submit to their faculty each semester.

The following is included in every syllabus for students in the MS in CMH program:

Students with disabilities who would like to set up accommodations in their classes should contact Michele Feiner, Disability Services Coordinator, as soon as possible, before the start of each Term. They will be able to work with Michele to identify appropriate accommodations and to arrange for certification letters to be sent to their professors. (Michele.feiner@northernvermont.edu)

Library and learning resources.

The institution maintains and provides ready access to library and learning resources, virtual and/or physical, that are adequate and appropriate for student achievement of stated program goals and objectives.

Students will have full online access to the resources at NVU Willey and Samuel Read Hall libraries, which include the following databases: Psychology and Behavioral Sciences Collection, PsychArticles, PsychInfo, PsychBooks, and the Gale Health and Wellness Resource. Students also join either the American Counseling Association or the American Mental Health Counselors Association, which provide access to journals, literature, and other resources.

Books and materials. Students are supplied with ISBN numbers for all required texts, on each syllabus. Students are not required to purchase books from the school, although they may use the E-Campus Bookstore, if they so wish. Handouts or supplemental readings may be provided, generally through Canvas. Students are not required to purchase additional materials from the school.

Employment Services. The school does not offer employment services and does not guarantee employment for students or graduates of the program. The school does not contact employers for current job openings. Mental health and other agencies may occasionally ask the school to distribute a job posting to students or alumni. Job postings are not solicited by the program, and it is the student's responsibility to contact any potential employer directly for information.

Additional Campus Resources for Students:

- **Health, Wellness, Counseling:**
 - Johnson Campus: Wellness Center: 802-635-1265
- **IT Help Desk:** helpdesk@northernvermont.edu
- **Title IX Coordinator** (for issues pertaining to discrimination, sexual harassment, sexual assault, stalking):
 - Johnson campus: Michele Whitmore (michele.whitmore@northernvermont.edu; 802-635-1200)

Sexual Misconduct or Discrimination - Title IX, Policies 311 & 311-A:

The Vermont State Colleges System is committed to ensuring our campuses are safe places for students and employees. Faculty and staff are required to report any specific experiences of interpersonal violence (sexual assault, sexual harassment, dating/domestic violence, and stalking). Disclosures of interpersonal violence will be reported to the Title IX Coordinator, who can help provide support and academic accommodations for students who have been impacted. More information can be found online at <https://resolve.vsc.edu/> The Title IX coordinator on the Johnson campus is Michele Whitmore (michele.whitmore@northernvermont.edu; 802-635-1200).

FINANCIAL INFORMATION

Tuition and Fees 2022-23

Application Fee: \$50
(Due at time of application)

Orientation Fee: \$629
(Due at time of orientation)

Tuition September 2022 – August 2023: \$629 per credit
(Due at time of registration)

Library / Technology Fee: \$275
(Onetime fee, due at time of first registration)

Estimated Cost of Books and Readings: \$200 - \$400 per course
(Varies by course and instructor syllabus; costs may be substantially reduced by purchasing used books in good condition)

Graduation Fee: \$101
(Plus the cost of an optional cap and gown)

Refund Policy.

Northern Vermont University Policy:

In the event of withdrawal, dismissal, resignation, leave of absence or the dropping of classes in a manner that affects student charges, including tuition, room and board, and course and other fees, any refund will be calculated on a daily pro-rata basis, using the same schedule used to determine the amount of the federal Title IV returns, with the following exceptions:

- If a student withdraws during the first seven calendar days of the semester, the amount of refund of all student charges (tuition, fees, room and board) will be 100 percent.
- If a student withdraws after the 60 percent point of the semester, there will be no refund of charges for tuition, fees and room.

The pro-rata calculation is the number of calendar days completed divided by the number of total calendar days included for the full semester. For all students, including Distance Learning students (NVU Online & EDP), the first day of the semester is the date that classes begin as published in the College catalog, regardless of the date of the student's first class.

Refunds after a withdrawal, exit or dismissal will be made to the student within 40 days.

Class Participation is documented by completion of a first assignment, within the first week of class, for enrollment verification purposes, and by class attendance on the weekends. If a student stops attending classes completely, they may be made inactive (withdrawn from the program) administratively after a year.

Payment plans. Students may request a payment plan through Student Billing. If you cannot find the correct link through the NVU Portal, please contact your advisor.

Cancellation Policy. NVU requires a \$100 deposit at the time of acceptance, but this may be waived for Wisconsin students. NVU does not require an enrollment agreement. However, the following applies for WI students:

SPS 406.03 Cancellation privilege.

(1) A student shall have the right to cancel enrollment for a program not exempted by sub. (8), until midnight of the third business day as defined by s. [421.301 \(6\)](#), Stats., after receipt of notice of acceptance. (s. [440.52 \(7\) \(e\)](#), Stats.)

(2) A typed or printed notice of the cancellation privilege shall be given to the student. The notice must read as follows:

NOTICE OF CANCELLATION
(enter date of transaction)

You may cancel this transaction, without any penalty or obligation, within three business days from the above date. (Saturdays, Sundays and holidays are not business days.)

If you cancel, any property traded in, any payments made by you under the contract or sale, and any negotiable instruments executed by you will be returned within 10 business days following receipt by the seller of your cancellation notice, and any security interest arising out of the transaction will be canceled.

If you cancel, you must make available to the seller at your residence, in substantially as good condition as when received, any goods delivered to you under this contract or sale; or you may, if you wish, comply with the instructions of the seller regarding the return shipment of the goods at the seller's expense and risk.

If you do make the goods available to the seller and the seller does not pick them up within 20 days of the date of your notice of cancellation, you may retain or dispose of the goods without any further obligation. To cancel this transaction, mail or deliver a signed and dated copy of this cancellation notice or any other written notice, or send a telegram to
, (name of seller)
at , (address of seller's place of business)
not later than midnight of (date)

Note: Purchase of educational goods and services offered by a school is deemed to take place when written and final acceptance is communicated to the student by the school. If the representative who enrolls you is authorized to grant written acceptance at the time you enroll, and does so, the cancellation period ends at the time specified above. If you have not been accepted in writing at the time you enroll, the cancellation period does not end until midnight of the third business day after the day you receive written acceptance by certified mail from the school.

I hereby cancel this transaction.

(Date) (Buyer's Signature)

(Buyer's Name - Print)

(Street Address)

(City, State, Zip Code)

(3) Except in those cases where the student is granted written acceptance at the time of application, the school shall send to each student written notice upon the acceptance of the student by the school.

(4) The student may cancel enrollment during the 3-business-day period by delivering or mailing a signed written notice to the school at the address set forth in the notice of cancellation privilege.

(5) The notice of cancellation privilege required by sub. [\(2\)](#) shall be attached to, and easily detachable from, the enrollment agreement.

(6) Notice of cancellation need not take any particular form.

(7) The school shall, within 10 business days after receiving notice of cancellation from the student, make any refund owing as a result of the cancellation and arrange for a termination of the student's obligation to pay any sum.

(8) This section shall not be construed to apply to any program for which the total cost is less than \$150 and which is offered in less than 6 class days, provided that the program is not one of a sequence.

Adjustments to Financial Aid Awards. Financial aid awards may need to be adjusted if a student exits the college during a semester. Federal regulations govern the return of Title IV funds for students eligible for federal financial aid. The University is guided by those regulations with regard to the return of institutional aid as well. Other aid, such as state grants and outside scholarships, will be returned as specified by the grantor. If a student stops attending all classes and does not complete an Exit Notification and/or Leave of Absence Form at that time, any Title IV funds received by that student may be adjusted or canceled, and the student will then be personally responsible for his/her bill. If Title IV money needs to be returned, it will be returned in the following sequence:

- Federal Unsubsidized Loan
- Federal Subsidized Loan
- Federal Perkins Loan
- Federal PLUS Loan
- Federal Pell Grant
- FSEOG

Employment through the federal work-study program is terminated on the date the student withdraws. Awards from sources other than the College and Title IV funding are adjusted according to the source agency's own policy.

APPENDICES

- A. Course List by Specialization**
- B. Course Descriptions**
- C. Program Evaluation**
- D. Higher Education Authorities by State**
- E. Counseling Associations by State**
- F. Licensing Boards by State**
- G. Sample Course Schedule**

Appendix A: Course List by Specialization

Appendix B: Course Descriptions

Appendix C: Program Evaluation

Current M.S. in Clinical Mental Health Counseling (PCMH) evaluation practices

Course Evaluations. Course evaluations are distributed at the end of every face-to-face class, and also at the end of each Term for those students in practicum or internship, and summarized by our clerical staff. The program has been using this method because there is a much higher response rate than for online evaluations. Annual results of student course evaluations are provided to faculty, in late summer or early Fall of each year. In the 2015-16 academic year, On a 4-point scale, with 4 equaling “Excellent”: the mean overall Instructor rating was 3.7; the mean overall Course Rating was 3.6.

Student Satisfaction Survey. Student Satisfaction Surveys are administered at the time of program completion, for all cohorts. The Student Satisfaction Survey asks about the students overall satisfaction with the program and how well it met students’ expectations. It asks students to rate the instruction, field experiences, advising, administrative support, services, and the weekend format/cohort experience, as well as the balance of in class versus out-of-class work. Students have the opportunity to list the program’s greatest strengths and areas for improvement. Across states, overall, student satisfaction with the program is very high:

- 94% report that they are satisfied with the program
- 88% say “Very” to Extremely” Satisfied
- 90% report that the program met their expectations
- 85% say the program met their expectations “Very” to Extremely” well

The strengths cited most frequently are:

- the Faculty – their diversity, in both knowledge and in bringing information from all over the country, and in their expertise in clinical practice. Several PCMH staff and adjunct faculty were mentioned by name as excellent instructors (Dr. Waugh, Dr. Lewis, Dr. Eakin, Mark Honigman).
- The Weekend Format and Cohort model – with its flexibility and accessibility, and the benefits of forming a learning community and learning from peers
- The overall Curriculum, its balance of theory, practice and advocacy for systems change, and particular areas, such as: person-centered and strengths-based approaches, attention to stigma reduction and integrating the perspectives of people with mental health challenges; integrated approach (to health, mental health and addictions), and research/Masters Project.

The areas cited most frequently for improvement and changes implemented were:

- More use of Blackboard (this is now Canvas at NVU).
In 2015-16, all instructors were required to use a Learning Management System for some assignments, and the program and director provided technical assistance and support.

- Better internship coordination and support. The internship instructors in Maine receive excellent feedback, In addition, the program implemented an online pre-practicum and internship planning site that was well received.

Alumni Survey. The Graduate Program in Clinical Mental Health Counseling also recently distributed an online Alumni Survey, through our alumni list serves, to all alumni for whom we had e-mail addresses, across the 5 states in which the program is offered. The survey was distributed to 599 e-mail addresses, and 100 responses were received. This is approximately a 17% response rate. However, the list serves do not notify us when an e-mail is undeliverable. There is a good probability that less than 599 alumni were reached. Therefore, at least a 20% response rate is likely a very conservative, and more accurate, estimate.

In addition, the response rate reflected the number of alumni in each location, except for a slightly higher response from our Vermont alumni. This may be due to a better network of alumni in Vermont, the state in which the program started, or simply be due to the percentage of correct e-mail addresses in each state. The number of surveys sent and response rate received is also consistent with the number of cohorts the program has had in each state.

As with the Student Satisfaction Survey, Alumni responses were very positive.

- **86% are currently working in the field** as a clinical mental health or addictions counselor, the majority as a clinician in a mental health organization, in private practice, or as an administrator/program director
- **85% are licensed or part-way through the process:**
 - 42 % are currently licensed as a Clinical Mental Health or Professional Counselor
 - Another 43% are in the process of pursuing licensure, having had their course work approved and/or passed the exam and are completing the post-master’s supervised practice.

The greatest strengths of the program mentioned are:

- The Faculty (knowledgeable, experienced and current in the field). Both core and non-core faculty were mentioned by name. Some also mentioned the dedicated and supportive administration.
- The Delivery format (flexible, weekend – face-to-face, but accessible, cohort/learning community/peers)
- The Curriculum. Getting several mentions were: Strong foundations/mental health core, ethics, multicultural/diversity, strength-based/person-centered/recovery-oriented, integrated approach to mental health and co-occurring disorders/addictions, systems leadership/change/advocacy.

Alumni were asked to check all areas below that applied, in response to the question: **Did the program prepare you to work in the field as a Clinical Mental Health Counselor?**

Answer Choices	Responses
Relevant theoretical content	79.00%
Relevant counseling skills	73.00%
Decision making within an ethical context	77.00%

Leadership and advocacy	63.00%
Multicultural and diversity awareness: e.g., race, gender identity	63.00%
Management and supervision	36.00%
Integrated co-occurring treatment	61.00%
Strengths based, client centered approach	86.00%
Total Respondents: 100	

Areas for improvement were more individualized and diverse, in terms of response, although better coordination of internships and better internet access and use of technology, were echoed, as well as more on diagnosis and assessment, counseling theory and addictions information, and more challenging assignments. These are all areas that have been addressed, as previously discussed. Interestingly, some students who identified as LADCS when they entered the program felt that the addictions content could be further strengthened, particularly in the child specialization. This also has been addressed by increasing the addictions content in PCMH 635 and 636 (Child Clinical I and II), and making room in the curriculum for all students to take PCMH 676/Psychopharmacology.

Site Supervisors and Employers. An online survey was distributed broadly, through our networks, to mental health organizations, other employers and internship site supervisors, across our 5 locations. The program is still collecting responses to these surveys. To date, 12 employers and 26 internship site supervisors have responded.

All site supervisors (100%) and 83% (10 out of 12) employers said they would recommend the program to others seeking a graduate degree in clinical mental health counseling. Of the two employers that responded in the negative, one said that he/she recommends social work programs, and one said that they would prefer a graduate of our program, but would also prefer a school psychology background.

Site Supervisor Survey. Response to the following question: Please rate our students on the following areas as it relates to work readiness as a clinical mental health counselor:

	Strongly agree	Agree	Disagree
PCMH students make decision within an ethical framework that puts the interest of the client first.	76.92% 20	23.08% 6	0.00%
PCMH students exhibit strong leadership and advocacy within the field of clinical mental health counseling.	50.00% 13	50.00% 0	0.00% 0
PCMH students have a strength based knowledge of addiction and recovery.	48.00% 12	48.00% 12	4.00% 1
PCMH students have strong awareness of multicultural and diverse populations (e.g., race, gender identity, new Americans).	48.00% 12	52.00% 13	0.00% 0
PCMH students demonstrate good clinical mental health counseling skills and practice.	64.00% 16	36.00% 9	0.00% 0

PCMH students understand and implement best / evidence based practice/s.	61.54% 16	38.46% 10	0.00% 0
I would recommend / hire PCMH students for clinical mental health counselor positions.	69.23% 18	30.77% 8	0.00% 0

Site Supervisor Survey Responses: Comments:

- I have found it to be a sound program and its structure meets the needs of working students.
- Appears to be strong program, with dedicated staff, well rounded program and flexible. Students appear strong and independent thinkers, and flexible as well.
- Student was prepared; program was available and accessible to trouble shoot.
- I've supervised students from other programs too and PCMH students are better prepared for internships. The internship supervisors follow up better with the sites.
- The program is just what Alaska needs to address mental health and substance abuse problems. Alaska's unique environments allows students to address the festering problems unique to Alaska.
- The students I have worked with have excellent clinical skills and insight. Their follow through is great and they are passionate about their work.
- The students are mid-career for the most part and bring years of experience into the classroom. Class discussions are rich and diverse. The curriculum also well prepares students for a career in MH/SA counseling.
- We have been very impressed by the caliber of the students coming to our program as interns. We have hired one and offered a position to another.

Employer Comments:

- Interns have been well-educated and are interested in the mental health community.
- It is a well-rounded program looking at mental health, addiction, family involvement, community, etc.
- It is a sound alternative for a graduate degree in the state of Alaska. I have referred several of my students at WBU to your program for their Master's degree.
- It's local to our region & has a good reputation.
- Adaptability to working adult's schedule.
- Because I am also an Alumni and I believe that this program is solid in its coursework regarding community mental health.
- We have an outstanding alumni working for our organization. She has set the bar high for others.
- Many of your instructors are active in the field, program offerings seem very applied, weekend training format works best for many of our staff, program is supportive in using workplace as internship site which really helps students and organization.
- As a faculty member and former Children's Director at CSAC and School Psychologist at both ACSU and South Burlington School District, I have worked with many interns. Your interns are well educated about school age students, faculty and parents. Having worked with most other Clinical Programs, I have found the interns very educated, but not to the degree to those from (SNHU).

Appendix D:
Higher Education Authorities by State

New Hampshire:

New Hampshire Department of Education

101 Pleasant Street | Concord, NH | 03301-3494
Telephone: (603) 271-3494 | TDD Access: Relay NH 711
<http://www.education.nh.gov/highered/>

Alaska:

State of Alaska/Alaska Commission On Postsecondary Education

Alaska Commission on Postsecondary Education;
PO Box 110505; Juneau, AK 99811-0505
800-441-2962; 907-465-2962
Website: <http://acpe.alaska.gov>
ACPE@Alaska.gov

Maine:

Maine Department of Education

Higher Education, Maine Department of Education;
23 State House Station, Augusta, ME 04333-0023; (207) 624-6600
<https://www.maine.gov/doe/home>

Vermont:

Postsecondary Education Services,

VT Agency of Education; 219 No. Main St., Suite 402,
Barre, VT 05641
(802) 479-1030
Aoe.edinfo@vermont.gov
<https://education.vermont.gov/>

Wisconsin:

State of Wisconsin/Educational Approval Program

PO Box 8366
Madison, WI 53708
(608) 266-2112
DSPSEAP@wi.gov

Appendix E. Counseling Associations by State

Counseling Associations

AMERICAN COUNSELING ASSOCIATION (ACA)

6101 Stevenson Ave, Suite 600. Alexandria, VA 22304

800-347-6647 | 800-473-2329 (fax)

<https://www.counseling.org/>

AMERICAN MENTAL HEALTH COUNSELORS ASSOCIATION

107 S. West St., Ste 779, Alexandria, VA 22314

Phone: 800-326-2642 or 703-548-6002 Fax

<http://www.amhca.org/>

ALASKA

Alaska Counseling Association, Alaska Counseling Association, 35555 Kenai Spur Hwy #139 Soldotna, AK 99669 - info@alaskacounseling.org - <http://www.alaskacounseling.org/>

MAINE

Maine Counseling Association - <http://www.mainecca.org/>

NEW HAMPSHIRE

New Hampshire Counseling Association - <http://www.nhnhca.org/>

VERMONT

Vermont Counseling Association - <http://www.vtmhca.org/>

WISCONSIN

Wisconsin Counseling Association - <https://wisconsincounselingassociation.com/>

Appendix F: Licensing Boards by State

Alaska: Board of Professional Counselors

Andy Khmelev, Occupational Licensing Examiner

Phone: (907) 465-8444; Fax: (907) 465-2974

Email: ProfessionalCounselors@Alaska.Gov

P.O. Box 110806

Juneau, AK 99811-0806

<https://www.commerce.alaska.gov/web/cbpl/ProfessionalLicensing/ProfessionalCounselors.aspx>

Maine: Board of Counseling Professionals Licensure

Department of Professional & Financial Regulation

Gardiner Annex; 76 Northern Ave.

Gardiner, ME. 04345

counsel.board@maine.gov <counsel.board@maine.gov>;

<https://www.maine.gov/pfr/professionallicensing/professions/counselors/>

New Hampshire: Board of Mental Health Practice

Michelle L. Thibeault

121 South Fruit Street; Philbrook Building Suite 303; Concord NH 03301-2412

(603) 271-6761

(603) 271-6702 (fax)

michelle.thibeault@oplcnh.gov

Ashley Czechowicz

121 South Fruit Street; Philbrook Building Suite 303; Concord NH 03301-2412

(603) 271-2152 Main Line

(603) 271-6702 (fax)

Ashley.Czechowicz@oplcnh.gov

<https://www.oplcnh.gov/mental-health/>

Vermont: Board of Allied Mental Health Practitioners

89 Main St., 3rd Floor; Montpelier, VT 05620-3402

Diane LaFaille

802-828-2390

diane.lafaille@sec.state.vt.us

<https://www.sec.state.vt.us/professional-regulation/list-of-professions/allied-mental-health.aspx>

Wisconsin: Examining Board of Marriage & Family Therapists, Professional Counselors and Social Workers

608/266-2112

<https://dsps.wi.gov/Pages/Professions/LPC/Default.aspx>

Appendix G: Sample Course Schedule