



Department of Counseling

College of Education and Health Sciences

**MASTER OF ARTS IN COUNSELING
PROGRAM**

STUDENT HANDBOOK

2026-2027

Approved by Counseling Department Faculty on 7/14/2026

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OBJECTIVES

General Objectives

The Counseling program is designed to prepare students from a multicultural and diverse society for positions as professional counselors in various settings. The Counseling faculty believe that the professional counselor's work should promote the positive growth and development of the clients with whom the counselor interacts.

The Counseling model for training counselors recognizes the profound interactive effect of people and human systems. We believe there is a need for social science translators - people who are in touch with the best in theory and research - which can translate this knowledge into effective programs and eventually evaluate them. Because we believe that counselors should experience personal growth and development as persons and as professionals, all courses are designed to provide cognitive and experiential learning.

Graduate education in Counseling is also designed to help students realize their potential, engage in satisfying human relationships, manage their affairs, and develop a set of meaningful values. We consider ethnic and cultural trends so that learning experiences will be satisfying and useful for students who take advantage of the opportunities provided.

The Counseling faculty, recognizing the uniqueness of human beings, seek to identify and extend knowledge, skills, and attitudes required by practitioners in counseling. This emphasis on uniqueness facilitates transfer to our students and enables them to meet the needs of all types of clientele. The faculty believes that to perform effectively, practitioners must possess respect for human dignity and worth, a commitment to the fulfillment of individual potential, an understanding of educational and counseling processes, and knowledge in their specific field of endeavor. Also, competence in the application of professional expertise in counseling and inquiry, knowledge of the role and function of others working in related specialties, and maturity in self-development.

To develop such practitioners, the faculty must exhibit the above attitudes, behaviors, and competencies to serve as models of appropriate behavior for their students.

Finally, the faculty should select, encourage, and retain students in counselor education who can become such competent practitioners. To prepare skilled practitioners, the faculty implement a program that fosters:

1. Respect for the dignity and worth of the individual;
2. Commitment to the fulfillment of human potential;
3. Maturity in self-development;
4. Understanding of educational and counseling processes;
5. Knowledge in his/her particular field of endeavor;
6. Competence in the application of professional expertise;
7. Knowledge of the role and function of professionals; and
8. Commitment to inquiry.

General Objectives for the Professional School Counseling Concentration

1. To prepare school counselors to effectively work with teachers, administrators, and other members of the guidance and student assistance team as consultants infusing social justice practices.
2. To provide school counselors with knowledge about lifespan development, an understanding of how neurocounseling bridges the brain, the mind and behavior, and application of skills and theories related to counseling needs at the elementary and secondary school level.
3. To provide school counselors with opportunities for reflective practice leading to increased self-understanding as it relates to the profession of counseling.
4. To foster an awareness of the responsibilities of professional school counselors in academic development, social-emotional learning, and career learning.
5. To demand and teach ethical and moral practices of counselors following the American Counseling Association (ACA) and the American School Counseling Association (ASCA) ethical Guideline.

6. To facilitate school counselors developing increased multicultural awareness, knowledge, and skill with a commitment to culturally responsible practice, advocacy, and social justice action.

General Objectives for Clinical Mental Health Counseling Concentration

1. To prepare counselors to effectively work with an interdisciplinary team supporting the unique needs of each client in a variety of clinical mental health settings.
2. To train counselors to act as consultants and advocates infusing social justice practices.
3. To provide counselors with knowledge about lifespan development, an understanding of how neurocounseling bridges the brain, the mind and behavior, and application of skills and theories related to counseling needs with diverse individuals across the lifespan.
4. To provide counselors with opportunities for reflective practice leading to increased self-understanding as it relates to the profession of counseling.
5. To facilitate counselors developing increased multicultural awareness, knowledge, and skill with a commitment to culturally responsible practice, advocacy, and social justice action.
6. To demand and teach ethical and moral practices of counselors following the American Counseling Association (ACA) and American Mental Health Counseling Association (AMHCA) Ethical Guidelines.

COUNSELING MISSION STATEMENT

The Counseling Program faculty educates compassionate and competent professional leaders who promote social justice and global community relationships.

COUNSELING VISION STATEMENT

The M.A. in Counseling program creates a socially just learning community of counselors and leaders who advance multicultural competence.

ADMISSION PROCESS

In conjunction with the Office of Graduate Education, University, and the Counseling Department, efforts are made to recruit students from diverse populations. All inquiries for an application to the Counseling program should be submitted through the Bradley online application system. Applicants must meet Graduate program requirements.

Admission to the Master of Arts in Counseling is based on a thorough review of each applicant's documents. Requirements include:

Grade Point Average (Official Academic Transcripts)

- a. Undergraduate last-60-hour cumulative major grade point average of 3.0 or higher based on a 4.0 scale for unconditional admission.
- b. Undergraduate last-60-hour cumulative major grade point average of 2.75 or higher based on a 4.0 scale for conditional admission. (Additional examinations may be required including GRE, MAT when the grade point average is less than 3.0)

Three professional and/or academic letters of references

- c. At least one professional reference must be from a current supervisor.

Submit a 250-500-word essay to each request:

- d. Explain achievements and work experience that are relevant to your interests in and capacity for graduate study.
- e. Describe your career objectives and how the graduate program will assist you in attaining them.

Completion of Screening Process:

- f. Complete an online or in-person interview with faculty members. This will be done in groups of up to five students on a prearranged time. (Larger groups may create bandwidth problems.)

Submit the online application by paying the non-refundable application fee of \$40 by credit card. The fee for international applicants is \$50.

Non-Illinois Residents

Prospective students who reside outside Illinois are strongly encouraged to become familiar with fundamental and current certification and licensure requirements and for reciprocity rules and standards applicable to the practice of professional counseling where they reside or where they plan to practice. The Counseling Department will provide students with verification of their academic status obtained from our counseling program.

International Applicants

International students who are interested in applying to Bradley University should contact the Office of Graduate Education (<http://www.bradley.edu/admissions/graduate/>) to learn about application requirements.

Reasonable Accommodations

The Office of Student Access Services (SAS) is committed to creating a positive student experience at Bradley University and provides equal access to an educational experience through the provision of academic accommodations. After submitting documentation, a student, with SAS, will create an accommodation contract and work on developing self-advocacy skills for requesting the approved accommodations. Although the SAS cannot grant all personal requests, the office will use a collaborative approach to determine the accommodations based on documentation and functional limitations. The SAS is located in Heitz Hall, room 100 and is open Monday – Friday, 9:00 a.m. – 5:00 p.m. They can be reached at 309-677-3654 or via email at sas@bradley.edu. Students seeking assistance should visit the website for Bradley’s Office of Student Access Services at <https://bradley.edu/offices/student/sas/>.

Any student who wishes to request a reasonable accommodation must submit appropriate documentation of the disability to the Director of the SAS. Documentation is kept confidential and maintained in the SAS office. Information from the file is only released with the student's written consent in keeping with FERPA and HIPAA privacy protections. Students are encouraged to request accommodations early in their program of study to support a successful academic experience.

Further Information

Applicants with deficiencies in requirements will be evaluated on an individual basis. For further information about the admission process, please visit: <https://www.bradley.edu/admissions/>.

TECHNOLOGY SUPPORT AND EXPECTATIONS FOR STUDENTS

Technology Support

Students who experience technical problems should contact the Technology Help Desk by calling 309-677-2964, visit the Help Desk in the Cullom-Davis Library, or request services online: <https://www.bradley.edu/helpdesk/>.

Technology Expectations for Students

Students are expected to be proficient with a variety of software applications. Students who need assistance training in these applications should contact the Technology Help Desk.

To ensure students’ ability to engage in online learning and to complete assignments in a timely fashion, they will need to invest in a computer that satisfies at minimum these system specifications. Technology requirements are available at:

<https://www.bradley.edu/sites/it/help/servicedesk/student-laptop/>

MASTER DEGREE REQUIREMENTS

Students must maintain a GPA of 3.0 for a master’s degree. Grades lower than a C will not count toward graduation. If a student fails a course, the course may be retaken one time. If the student does not successfully pass the course on the second attempt, the student will be dismissed from the program. University policy only allows two courses to be repeated. Specific courses require a grade of B or better to count toward graduation. Courses that require a grade of B or better are: COU 620, COU 623, COU 624, COU 625, COU 690, and COU 691.

The Program requires 60-61 semester hours of graduate work for completion of the Counseling Program. The Program consists of a graduate core of three semester hours and a Program core of 48 semester hours of study. In addition, 7-9 semester hours of course work should be selected for an academic concentration in either clinical mental health or professional school counseling.

BACKGROUND CHECKS

Background checks are required of all students in the first semester of a student's plan of study. The purpose of the background check is to alert the student to any legal history or encumbrances they may have that may prevent them from being license eligible at the end of their program. Students should contact their licensure board to address concerns about their criminal background and eligibility for licensure after graduation. Counseling is a heavily regulated profession to ensure client safety. Knowing of any potential issues early keeps the student in control of their professional journey.

Students must follow the Graduate Catalog guidelines of the year they were admitted, or as amended via an updated Program of Study developed in consultation with their Faculty Advisor.

NON-DEGREE SEEKING STUDENTS (NDG)

Non-degree seeking students are not eligible to take classes in the Counseling Department at this time.

STUDENT FILE POLICY

In accordance with the Family Educational Rights and Privacy Act (FERPA) of 1974 and the mission of the Department of Education, Counseling, and Leadership (Counseling). All student files are the property of the Counseling Department. FERPA affords students the right to inspect and review education records. Students must submit a request to review records in writing to the Chair of the Counseling Department.

RECORDING POLICY

It is never permissible for students to make a video or audio recording of interactions among students, faculty, or staff of the Counseling department, or record classes (unless SAS accommodations require this for student success in a course), without the express written consent of all parties involved. Failure to abide by this policy may result in disciplinary action including program dismissal and is in accordance with [Illinois state law 720 ILCS 5/26-4](#). This also applies to the recording of clients and/or co-workers at the student's clinical site for practicum and internship.

WRITING STYLE FORMAT FOR COUNSELING PROGRAMS

Students must use the current professional edition and printing of the *Publication Manual of the American Psychological Association* style in all written work. When using online sources, only refereed/reputable online sources will be accepted. Guidelines for the refereed/reputable online sources may be found in the current APA Publication Manual. Questions about a particular resource should be referred to the course instructor.

COMPREHENSIVE EXAMINATION

In accordance with the Graduate Catalog, each student is required to complete a comprehensive examination in their final semester to graduate. The Counselor Preparation Comprehensive Examination (CPCE), published by The Center for Credentialing & Education, Inc. (CCE), is a standardized multiple-choice test designed to assess core areas outlined in the curriculum section of this Handbook.

Students must make time to study for this examination. It is an important part of your academic journey as a professional and must be taken seriously. Typically, successful students study for a minimum of one to two semesters for this examination. This is a graduation requirement and so must be successfully completed at least one month prior to commencement. Students are strongly encouraged to take the test in their second to last semester or early in their final semester to allow time for results (6-8 weeks) to be reported to Bradley by CCE. Numerous study aids are available commercially. Reach out to your faculty advisor for recommendations.

The CCE allows each institution to establish its own standards for determining who passed the CPCE. Bradley Counseling faculty examine each of the National eight core area means, subtract the National standard deviation ($M - SD$), and round up for decimals over .50. We then examine your core scores. Students who fall at or above

the cut-off pass that core area. For students who fall below the core cut-off, a procedure for an oral defense of the failing core area(s) will be administered by a Counseling faculty member and/or the student's advisor.

Students must pass each core area to advance toward graduation. Those students who pass within the top five percent will be designated as having "Passed with Distinction." In the event a student fails to pass up to three core areas, an oral defense will be arranged within four weeks after administration of the CPCE. The defense will be limited to only those core areas not passed on the initial CPCE. For a student who fails to pass **half (4)** or more of the core areas or fails the oral defense, the CPCE must be retaken by the conclusion of the following semester. If a student fails the two times, the exam results may be combined to qualify for an oral defense. For example, if the student passes C1, C2, C3, and C4 the first time and C3, C4, C7, and C8 the second time, the oral defense would consist of C5 and C6. Students should meet with their advisor and discuss how they studied for the exam before registering any retakes. Students should only take the CPCE two times. If a student does not pass the oral defense does not achieve the required number of passing sections on the written examination, then the student may write a paper on the section(s) they did not pass to be reviewed by faculty and then orally defend their understanding of the content.

Students are responsible for all fees associated with the CPCE. The ECL Department will notify the students of the fee process during the semester of their practicum course. Learn more about the CPCE by visiting: <http://www.cce-global.org/Org/CPCE>.

CERTIFICATION AND LICENSURE

NATIONAL COUNSELOR EXAMINATION and SCHOOL COUNSELING LICENSURE IN ILLINOIS

National Counselor Examination

In the final year of study, it is recommended that students schedule to take the National Counselor Examination (NCE) or otherwise applicable state-determined licensure examination. Those who pass the NCE become National Certified Counselors (NCCs). The NCE is also required for Illinois LPC licensure, and may be required for other states. Students who are the subject of current or previous legal, criminal, or disciplinary matters are required to provide relevant information to the National Board for Certified Counselors (NBCC) at the time of completing the NCE application. Counseling faculty members strongly encourage students who may need to make such disclosures to meet with their Faculty Advisor as soon as possible AND contact NBCC (336-547-0607) to become familiar with the review process. For more information about the NCE visit: <http://nbcc.org/Certification/NCC>.

ED-PC and Education Verification Form Submission

To have your ED-PC form or other education verification forms completed, please follow the steps below.

Because these forms contain sensitive information that the Department is not permitted to store on its computers, all submissions must be made through our secure document-uploading system, Leapfile. Documents should be uploaded as a PDF file.

If you have any questions, or if the link does not work, please contact Dr. Victoria Maneev at vmaneev@bradley.edu.

How to Submit Your Form

1. Complete the form(s) with your information.
2. Go to Leapfile
3. Choose Secure Upload. Upload the document as a PDF file.
4. Enter Dr. Maneev's email address: vmaneev@bradley.edu.
5. Click Start and upload your completed form(s).

Need a Physical Copy?

If you would prefer a physical copy mailed to you, please let us know and we will arrange it.

School Counseling Licensure in Illinois

*Effective **February 1, 2012**, all professional education and content-area coursework required for the issuance of Illinois licensure, endorsement or approval must have been passed with a grade of no lower than a "C" or equivalent. (ISBE)*

To be a licensed school counselor in the State of Illinois, students must follow state and college licensure procedures. Follow the instructions for the Illinois Educator License Application Process in the Program Attachment Section of this Handbook. Registration, dates, study guide, and test frameworks for the content area test can be found at <http://www.icts.nesinc.com>. Further inquiries can be made to Counseling Program Director, Dr. Victoria Maneev, at (309) 677-3541 or vmaneev@fsmail.bradley.edu.

School Counseling Licensure for another State

Information or application forms can be obtained by contacting the State Board of Education for the state to which you are applying. **Caution:** *An Illinois State counseling license permits you to practice only in the state of Illinois.*

Licensed Professional Counselor (LPC)

Granted by the Illinois Division of Financial and Professional Regulation. The application and directions are available at <https://idfpr.illinois.gov/profs/profcounselor.html>. One of the forms, ED Certificate of Education that documents your education at Bradley University, must be completed by Counseling Program Director, Dr. Victoria Maneev. Refer back to the instructions in the above section **ED-PC and Education Verification Form Submission**. The NCE exam must be taken and passed for Illinois LPC licensure. In the state of Illinois, LPCs are required to practice under supervision as determined by the IDFP.

Licensed Clinical Professional Counselor - Illinois (LCPC)

After “2 years of full-time satisfactory supervised experience working as a clinical professional counselor under the direction of a qualified supervisor.” you may apply to take the exam for the Licensed Clinical Professional Counselor in the State of Illinois. The application and directions are available at <http://www.idfpr.com/profs/ProfCounselor.asp>. One of the forms, ED Certificate of Education that documents your education at Bradley University, must be completed by Counseling Program Director, Dr. Victoria Maneev. Refer back to the instructions in the above section **ED-PC and Education Verification Form Submission**. Please note that this form **cannot be completed until your degree has been officially conferred**. If you have questions regarding this process, please contact Dr. Victoria Maneev at (309) 677-3541 or vmaneev@fsmail.bradley.edu.

Certification and Licensure Requirements in the U.S.

For detailed information about the difference between certification and licensure, visit the NBCC explanation website at <http://www.nbcc.org/Certification>. A list of state licensure boards is available at <http://www.nbcc.org/directory> as well as the licensure requirements for professional counseling practice from the American Counseling Association, available at <http://www.counseling.org/knowledge-center/licensure-requirements>.

PROFESSIONAL DISPOSITION

Students accepted into the M.A in Counseling program are entering an amazing and highly regulated profession. Words and actions matter to clients and the general population. Students' behavior is a reflection of themselves, their program, and the profession. Also, classmates will be future colleagues and may *or may not* refer clients to you based on their interactions with you during your program. Here are some helpful tips to consider:

- Dress professionally for class and sitework (no pjs or swimsuits for those online meetings!)
- Avoid inflammatory language (no swearing)
- Avoid use of tobacco/vaping and alcohol during online interactions (classes or meetings)
- Model inclusive language
- Be respectful of peers and faculty (who knows, they could be your supervisor 10 years from now!)

COUNSELING CANDIDATE
PROGRAM PROGRESS AND PROFESSIONAL DEVELOPMENT (Mid-Cycle) REVIEW

Upon enrolling in a course that begins a student's 30th credit hour in the Counseling program, the counseling student (hereafter Candidate) will meet with his or her Faculty Advisor. The purpose of this meeting is to assess and evaluate the Candidate's progress throughout the Counseling program, including the Candidate's Program of Study, progress of student learning in each of the eight core areas, and professional dispositions. During this meeting both the Candidate and Faculty Advisor complete the *Program Progress and Professional Development Review Form*. Similarities and discrepancies between the two assessments will be discussed at the meeting. The Faculty Advisor will complete this formative evaluation of the Candidate's progress and, where necessary, direct the Candidate to remediate any academic, personal/social, or career concerns identified during the advising meeting. If the Faculty Advisor identifies significant areas of deficits or concerns, she or he may begin the mentoring/retention as described in this Handbook.

(Note: Progress and Professional Development Review Form is adapted from the Bradley University Student Retention Evaluation and the Western Illinois University Counselor Education Internship Mid-Term Student Evaluation.)

INSTRUCTIONS:

1. The Faculty Advisor should rate the student on the scale indicated below
2. The Faculty Advisor should add pertinent comments at the end of each section of the form.
3. The Faculty Advisor and the student counselor must discuss the results of this evaluation and any corrective steps that should be taken.
4. Both the Faculty Advisor and the counseling student must sign this evaluation in the designated area.

Candidate's Signature: _____ Candidate's Name (printed): _____ ID# _____
 Adviser's Name (printed): _____ Faculty Advisor's Signature: _____ Date: _____

Signatures indicate that the written evaluation has been seen and discussed.

Please indicate student proficiency by marking the corresponding value for each area identified in the following tables.

- 3 - Exceeds** Expectations – demonstrates consistency and independence
2 - Meets Expectations – sporadically competent; requires some guidance and assistance
1 - Fails to Meet Expectations – unsuccessful, demonstrates little or no competence
 NA Has not engaged in activity/cannot assess (explain in comment section)

Professionalism		3	2	1	NA
1.	Proper Attire, professional appearance				
2.	Arrives to classes, appointments, meetings, prepared and on time				
3.	Completes assignments on time				
4.	Follows plan of study and/or communicates changes to advisor regularly				
5.	Seeks assistance to improve academic skills				
6.	a. Communicates effectively, orally and in writing. Skills.				
	b. Uses tact and is respectful and professional when communicating with other professionals, teachers, and students				
7.	Ethical behavior – knowledge of and adherence to ACA Code of Ethics				

Additional Comments (use reverse if necessary) _____

Professional Dispositions		3	2	1	NA
8.	Demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and others				
9.	Demonstrates honesty, fairness, and respect for others				
10.	Demonstrates an awareness of his or her own belief systems, values, needs, and limitations and the effect of these on his or her work				
11.	Demonstrates the ability to receive, integrate and utilize feedback from peers, teachers, and supervisors				
12.	Exhibits appropriate levels of self-assurance, confidence and trust in own ability				
13.	Regularly engages in self-care				

14.	Is aware of and respects others' knowledge and expertise				
15.	Is cooperative with peers, instructors and others. Participates in classroom, program and other professional events.				
16..	Follows professionally recognized conflict resolution processes, seeking to informally address the issue first with the individual(s) with whom the conflict exists				
17.	Demonstrates awareness, respect, and appreciation for diversity				

Additional Comments: _____

OVERALL COMMENTS

Advisor's Summary Comments: _____

Student's Reactions to Evaluation: _____

Checklist

By initialing below student and advisor acknowledge discussing Tasks and student responsibility to complete items as noted

Task	Advisor Initial	Student Initial
PISO	_____	_____
• COU 625 Date _____ • COU 690 Date _____ • Practicum/Internship requirements, e.g., videos and hours		

CPCE: taken during COU 692 Internship II _____

NCE: taken during COU 692 Internship II _____

School Counseling Students only

State where Candidate is seeking license _____

State content area exam _____

STUDENT RETENTION POLICY

Professional Dispositions Plan for the MA Counseling Program at Bradley University

Contents

Professional Dispositions for Counseling Program at Bradley University
Entry, Midpoint, any time, and Completion Assessment Overview
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What happens when a rating of “near expectations/developing” is noted on a candidate’s assessment?
Formulating a Professional Dispositions Plan of Action
What Happens If Multiple Dispositions Assessments Indicate Ongoing Problems for a Candidate?
1. First Review – Department Level
• Second Review – College/University Level - Candidate’s Right of Appeal
Who Monitors the Candidates’ Disposition Assessments?
Candidate Statement of Commitment to Professional Dispositions
Assessment of Professional Dispositions (<i>scoring rubric and conference form</i>)
Professional Dispositions Plan of Action (<i>only used if any interventions are planned that are beyond the scope of the single conference meeting or require long-term monitoring/follow-up by faculty</i>)
Candidate Disposition Appeal Form
The Coaching Model
Resources for Coaching and Remediation
Professional Dispositions Readings

Professional Dispositions For Counseling Programs at Bradley University

The Graduate Program in Counseling at Bradley University, in both on-campus and online delivery modalities, prepares candidates with the required knowledge, skills, and *professional dispositions* to become effective counselors. Therefore, your chosen program of study will prepare you to develop and model the knowledge, skills, and *dispositions* expected of excellent professionals. Faculty and/or site personnel will evaluate your demonstration of these *professional dispositions* and provide you with feedback about your progress. Professional Dispositions include the attitudes, values, and beliefs demonstrated through both verbal and nonverbal behaviors as counselors interact with faculty, students, families, colleagues, and communities. These positive behaviors support student learning and development. They include the ideal of *fairness* and the belief that all students can learn. The American Counseling Association Code of Ethics, the Bradley University and the College of Education and Health Sciences' Code of Academic Integrity, and the Council for the Accreditation of Counseling and Related Educational Programs (CACREP)s standards were used in guiding the articulation of characteristics expected for all counseling professionals.

MA Students

Statement of Professional Dispositions and Expectations of Students

Professional dispositions are evaluated throughout the counseling program for all students. The goal of the Professional Dispositions policy is to help students develop the behaviors necessary for success after graduation. There are specified courses in which students self-assess dispositions as well as are assessed by faculty. In addition, a faculty member may assess, coach, and seek to remediate candidate professional dispositions at any point in the program. If necessary, faculty members may complete the Assessment of Counseling Dispositions and the Conference with Student-Candidate

form when a problem has not been resolved through informal meetings. The Counseling Department faculty are responsible for preparing candidates who have the required knowledge, skills, and *professional dispositions* to become effective counselors. Therefore, this chosen program of study will prepare you to develop and model the knowledge, skills, and *dispositions* expected of excellent professional mental health and school counselors. Faculty and/or site personnel will evaluate students' demonstration of these *professional dispositions* and provide you with feedback about your progress. Professional Dispositions include the attitudes, values, and beliefs demonstrated through both verbal and nonverbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development. They include the ideal of *fairness* and the belief that all students can learn. The Code of Ethics for ACA, Bradley University Policy and Procedures, CACREP Standards, the Counseling Department Policies, and current literature review were instrumental in the creation of this policy. Joseph et al. (2024) along with the Counseling Department of University of North Carolina Charlotte, and our program faculty were used as a guiding post in finalizing the representative list of professional dispositions included for assessment of students' professional behaviors and dispositions.

Students need to be familiar with the expectations outlined in the **Candidate Statement of Commitment to Professional Dispositions** (see Appendix). Students are asked to sign this statement in their program application to acknowledge they are aware of these expectations. If a student receives a rating of "Needs Improvement" in either a designated course or in any area from an assessment by a faculty member outside of the designated courses, the faculty member may request a conference with the candidate to directly discuss the issue, initiate a Professional Disposition Plan of Action, or both. In many cases, making the candidate aware of the dispositional concern may be all the remediation needed to correct the behavior. In other, more serious cases, the dispositional remediation process may include additional activities/strategies as are appropriate to the situation. In such cases, a Dispositions Plan of Action will be developed and used. A detailed description of these procedures, including the Candidate's Right of Appeal, can be in the Professional Dispositions Plan for Counseling Programs.

Counseling Student Dispositions

Primary Professional Dispositions	Specific Professional Disposition Descriptors
Knowledge and Adherence to Bradley University, Counseling Department and Site Policies	Demonstrates an understanding and adherence to all university, counseling department policies, and practicum/Internship site policies and procedures. Ask for directions or clarification when unsure.
Attention to professional ethical and legal considerations	Remains aware of and abides by the current guidelines of ACA, ASCA, IAMFC, APA, and NBCC.
Orientation to multiculturalism and social justice advocacy	Adheres to the counseling multicultural and social justice counseling competencies. Demonstrates this adherence in their behaviors and communication with others in the program, at their practicum/internship sites, and in their communities.
Flexibility and adaptability	Consistently adapts and accepts unexpected change and works with others to pivot appropriately without engaging in negativity and premature judgement.
Openness to Feedback	Willingness to accept and use feedback from faculty, supervisors, site supervisors, and students. Asking for clarification if uncertain of specific feedback or expectations following feedback. Provides helpful feedback that contributes to peer growth using the Rise Model for Meaningful Feedback.
Awareness of own impact on others	Is aware of how one's behaviors and communication impacts others and maintains respectful, cooperative, non-defensive, and flexible mindset in communication with faculty, administration, leadership, students, and site faculty.

Conflict Resolution	Ability to deal with conflict in a calm, respectful, and non-defensive way, following established communication processes. Seeking support from faculty when unsure what the proper conflict resolution process involves.
Accountability	Ability to accept personal responsibility for submitting coursework on time, follows class late work policy, and responds to instructor feedback in a timely and respectful manner. Punctuality is maintained for classes, meetings, and appointments and if delays occur, students communicate in advance or as soon as possible after a crisis.
Effectiveness and appropriate expression of feelings	Demonstrates appropriate emotional expression and self-control in relationships with faculty, supervisors, peers, and clients. Emotional stability and self-control are considered in the context of ADA accommodations. Is able and willing to ask for support when there is a need for support in managing emotions before becoming overwhelmed.
Initiative and Commitment to Learning	Takes initiative in the learning process, sets personal learning goals, supports peer learning, and submits graduate level work demonstrating use of peer-reviewed literature, self-reflection, inclusivity, openness to exchange ideas, and the altering of current understanding of topics covered in class because of engagement in the learning process and self-reflection. Meets all course requirements.
Professional wellness and self-care	Demonstrates intentionality in taking care of professional wellness through a combination of personal self-care, personal and professional resources, continued education, training, and supervision. Accesses Bradley's student support services, instructors, faculty advisor, and departmental leadership team when a need for additional support is apparent.
Humility	While honoring personal knowledge and experience, students remain teachable, and respectful of other's expertise, and contributions to the Bradley learning community.
Communication	Uses professional verbal, nonverbal, and visual communication in person and online communications while maintaining appropriate tone and boundaries with faculty, peers, site personnel, and clients. In all communication, use active listening skills, ask clarifying questions, and show openness to different perspectives. Approach interactions with a constructive and open mindset trying to understand others' point of view before responding, and a willingness to take accountability and corrective action.
Attire	Dress appropriately for the context, following any dress codes if applicable.
Confidentiality	Keep private information confidential unless permitted to share as per Bradley Policies and our professional ethical codes.
Collaboration	Works well in groups, valuing teamwork and diverse contributions. Maintains line of communication with team members, commits to sharing the work, is reliable, and follows through on assigned tasks in a timely manner.

Entry, Midpoint, and Completion Assessment Overview

Description of Typical Activities	By Whom	MA Counseling	Document links	Submit to
Entry				
Entry-Level Course 1. Inform and teach professional dispositions during orientation, advising, and/or seminar. 2. Overview of assessment procedures and documents 3. Candidate self-assessment	Program Instructor or Coordinator Candidate	COU 620	Counseling Professional Dispositions Plan Candidate Statement of Commitment to Professional Dispositions Part 2: Counseling Dispositions & Behaviors Candidate Assessment Coaching Model Assessment of Professional Dispositions – Conference with Student-Candidate Counseling Dispositions Plan of Action	
Midpoint				
Mid-point Course 1. Review of professional dispositions, procedures, and documents 2. Candidate self-assessment 3. Faculty assessment of candidate dispositions 4. Application of dispositions in a professional setting 5. Faculty initiated plan of action, with candidate- initiated actions (as needed)	Program faculty Candidate Academic Advisor	Mid-cycle review: at approx. 30 credits		
Anytime				
Any time: If concerns are identified during courses or clinicals, or as required by department 1. Information discussed with the candidate 2. Professional Disposition Plan of Action is initiated by faculty member, and if applicable, in consultation with public school/agency representative 3. Affiliate instructors consult with lead faculty whenever a student issue is discovered	Instructor	Optional or as needed		
ENC 625 (just prior to ENC 690)				

ENC 625:	Instructor & student	COU 625		
ENC 690	Instructor and student	COU 690		
ENC 692 -- Exit				
2. Candidate affirms commitment to dispositions	Candidates	COU 692		

Procedures – When and How Are Candidate Dispositions Assessed?

Candidates are assessed on dispositions in **one of five ways**. Dispositions for MA candidates will be assessed at dispositional decision points and the mid-cycle review within the program using the [Assessment of Professional Dispositions](#) document. The dispositional decision points will include: a) COU 620 when candidates assess themselves early in the program (“entry point”), b) Mid-cycle Review when candidates have typically completed approximately half of the program courses (“midpoint”), c) any time faculty identify a need, and d) during COU 625 Group and e) COU 690 Practicum. During COU 692 Internship II candidates affirm their commitment to the dispositions.

Points of Assessment

1. **Entry Point:** Candidates will be introduced to professional dispositions, as well as the procedures for assessment of dispositions during student orientation and within the entry point course. Candidates will be provided information for accessing the Professional Dispositions Plan for the Counseling Program at Bradley University (found in the student handbook). During the entry point course, candidates will complete the first of five potential dispositions self- assessments (COU 620, Mid-cycle Review, COU 625, COU 690 and COU 692) using the [Assessment of Professional Dispositions](#) and indicate their commitment to displaying professional dispositions while they are enrolled in the program. Candidates will use the Dispositions assignment within the COU 620 Canvas course site. Instructors will assess candidates ONLY on their timely completion of these assignments at the entry point. In addition, the course instructor will assess professional dispositions for each candidate at the end of the course using the Assessment of Professional Dispositions document rubric. These ratings will be uploaded to a folder within the Canvas site for the course.
2. **Midpoint:** The Mid-cycle Review is the midpoint dispositional decision point. Professional dispositions and procedures will be reviewed at approximately 30 credit hours. Candidates will complete the second of two dispositions self-assessments when they reach 30 credit hours in their program of study. In addition, the candidate’s academic advisor will assess professional dispositions for each candidate during the mid-cycle review with the Assessment of Professional Dispositions document rubric. Assessment results will be discussed individually in detail during the mid-cycle review. At this time the student and faculty advisor will explore student understanding, demonstration, and commitment of the professional dispositional standards as preparation to enter the counseling field. The mid-cycle review will include detailed discussion regarding preparation for practicum and internship and then be uploaded to DataMart.
3. **COU 690:** Candidates will self-assess their final dispositions assessments in COU 690 using the Dispositions assignment within the COU 690 Canvas course site. In addition, the course instructor will assess professional dispositions for each candidate at the end of the course using the Assessment of Professional Dispositions document rubric. These ratings will be uploaded to a folder within the Canvas site for the course.
4. **Exit:** Candidates will self-assess their final dispositions assessments in COU 692 using the Dispositions assignment within the COU 692 Canvas course site. In addition, the course instructor will assess professional dispositions for each candidate at the end of the course using the Assessment of Professional Dispositions document rubric. These ratings will be uploaded to a folder within the Canvas site for the course.
5. **Anytime:** Faculty may assess, coach, and remediate candidate professional dispositions at any point in the program. If necessary, faculty members may complete the Assessment of Counseling Dispositions and the Conference with Student-Candidate form when a problem has not been resolved through meetings with the student. Affiliate instructors with concerns will work directly with the lead instructor to fill out an assessment. The lead instructor will determine if other faculty members need to be involved.

Procedures – What happens when a rating of “Near Expectations / Developing towards Competencies” is noted on a candidate’s assessment?

In keeping with the values articulated in the Department of Counseling, dispositional expectations for Counseling candidates at Bradley University are a central tenet of our program. Our intention is that our candidates emerge as highly effective and ethical graduates who demonstrate knowledge, effectiveness, and commitment to transforming lives by having a positive impact on children, youth, families, communities, and schools. However, occasionally there is a need to remediate candidates on the dispositional requirements of the profession. These procedures outline the process for tracking candidate dispositions within the Department of Education, Counseling, and Leadership.

Candidates may receive a rating of “**Near Expectations / Developing towards Competencies (NED)**,” in one of three ways:

1. From a faculty member in COU 620, Mid-Cycle Review, COU 625, COU 690 and COU 692 or any time there is an identified need. The candidate will receive an email from the instructor stating that this has occurred, and that at least one rating of NED has been recorded for the candidate. The faculty member will schedule a coaching session with the student using the coaching discussion plan and notify the lead instructor, advisor, and Practicum/Internship Coordinator (if applicable). Dispositional assessments may be reviewed by the course instructor, advisor, Practicum/Internship Coordinator (if applicable), or other faculty from the Counseling Program. If at this time the dispositional issue is identified as a developmental/educational issue that was remediated through informal meeting with the instructor and relevant others, then documentation of the issue resolution shall be uploaded to datamart by the lead instructor. If the nature of the NED area for the candidate is such that further intervention is warranted, the lead instructor may request a conference with the candidate to directly discuss the issue OR initiate a Professional Disposition Plan of Action OR both. If a conference is called or a Plan of Action is initiated, the Counseling Program Director should be provided a copy of all documentation.
2. From a faculty member or school/agency on-site supervisor **outside** of an identified point of assessment: When there is a dispositional concern in any area from a faculty member outside of a designated point of assessment, the faculty member will communicate this concern with the lead instructor for guidance and then conference with the candidate to discuss the concern and provide guidance and coaching for improvement. Following the coaching session, the instructor lead instructor, and site supervisor may request assistance from the lead faculty, advisor, Counseling Program Director(s), the Practicum/Internship Coordinator, or other faculty member in conferencing with the candidate. If a faculty member concludes that the concern requires formal documentation, **the Conference with Student-Candidate and Assessment of Professional Dispositions forms should be completed and a noted documentation will be added in Datamart** and Departmental Canvas site by the lead instructor. If a school/agency on-site supervisor indicates a dispositional issue, that school/agency on-site supervisor may be asked to provide additional details to allow all parties to fully understand the articulated concern. The faculty member may complete the documentation for the dispositional concern expressed by the on-site supervisor. Candidates will receive a copy of all completed disposition assessment forms. A copy of all documentation should be shared with the Counseling Program Director(s), the Department Chair and the Practicum/Internship Coordinator and uploaded into Datamart by the lead instructor.

Formulating a Professional Dispositions Plan of Action

In many cases, making the candidate aware of the dispositional concern may be all the remediation needed to correct the behavior. In rare cases that the student’s dispositional issue is so egregious that there is concern for client well-being (examples include but are not limited to falsifying progress notes and/or billing documents, not providing adequate clinician coverage for clients), the student can be suspended or dismissed from the program as outlined in the student handbook. In other cases, the dispositional remediation process can include additional activities/strategies as are appropriate to the situation. In such cases, a Dispositions Plan of Action will be developed and used.

The Retention and Review Committee should use the Professional Disposition Plan of Action to outline any long-term strategies or activities that will be required of the candidate in addressing the disposition concern. **This includes any dispositions issue that is significant (ethical/legal concern) or ongoing in nature and does not appear to be resolved with a single conference with the candidate.** The Professional Dispositions Plan of Action will include the candidate's expected behavioral changes and responsibilities and outline any additional support to be provided by the faculty.

The Professional Disposition Plan of Action will require the advisor to follow-up with the candidate as outlined by the dispositions plan of action until the remediation process is complete. All parties will sign to indicate understanding of and adherence to the coaching and remediation activities indicated in the plan. Candidates will receive a copy of all completed Professional Disposition Plan of Action forms. The faculty member who has identified the dispositional concern will provide the Counseling Program Director with a copy of all documentation regarding the dispositional concern. The Department Chair will be informed of all actions regarding the dispositional concern. **Forms for the Professional Dispositions Plan of Action are available on the Counseling Program Canvas site.** The faculty member or the candidate may request assistance from the Department Chair, Counseling Program Director, Practicum/Internship Coordinator, advisor, or other faculty member in formulating the Plan of Action and/or meeting with the candidate. All dispositions forms for any candidate will be uploaded to the candidate's DataMart file by the advisor.

Procedures – What Happens If Multiple Dispositions Assessments Indicate Ongoing Problems for a Candidate?

First Review – Program Level

The Dispositions Committee will review the dispositional tracking database within the first four weeks of each semester to review any dispositional incidents. In addition, Department Chairs, Counseling Dispositions Committee, Faculty Coordinators/Directors, or Faculty from the Dean's Office may also review dispositional incidents at any time. **If two or more negative assessment incidents are recorded for a candidate,** the Dispositions Committee Chair and the Counseling Faculty Director will convene the Counseling Department Dispositions Committee to review the situation. The Department Dispositions Committee shall be appointed by the Department Chair. The Counseling Dispositions Committee membership may be altered as is appropriate to the dispositional situation. It is expected that the faculty member(s) involved in reporting and documenting the original dispositional concerns would not be part of the program dispositions review. The total number of members on the committee should be an uneven number. The Counseling Department Chair will serve as an *ex officio* member of the review and provide information to the Dispositions Committee as needed.

The purpose of the Counseling Dispositions Committee is to ascertain the seriousness of the dispositional infractions¹ and make decisions regarding the candidate's advancement in the program. Notice of the departmental review will be provided to the candidate, and the candidate will be provided an opportunity to speak on his/her own behalf (the candidate may choose not to do so). The Counseling Dispositions Committee has three options for action:

1. Allow the candidate to progress in the program without conditions;
2. Allow the candidate to progress in the program with conditions (this can include a new or more intensive remediation plan for the candidate to complete before moving forward in the program); or
3. Recommend to the Department Chair that the candidate not advance in the program at this time and/or be considered for dismissal. Denial of advancement may include delaying progression to practicum or internship placement.

If Options 1 or 2 are selected by the Dispositions (Review) Committee, oversight of the candidate's dispositional progress will remain at the program level. The Dispositions Committee will update the candidate's advisor, the Program Director(s), Practicum/Internship Coordinator (if applicable), and the Department Chair of the candidate's dispositional status. Further negative dispositional reports may result in a re-convening of the Dispositions Review Committee. The Department Chair will send written notification of the departmental decision to the candidate, outlining any additional steps for action on the part of the candidate as appropriate. A copy of this letter will be provided to the Associate Dean's Office and will be placed in DataMart by the Department Chair.

If Option 3 is selected by the Dispositions Review committee, the recommendation for denial of advancement

(dismissal) is referred to the Department Chair. The Department Chair will send written notification of the departmental decision to the candidate, and include information regarding the candidate's right of appeal of the decision. A copy of this letter will be provided to the Associate Dean's Office and will be placed in DataMart by the Department Chair.

If the candidate wishes to appeal any of the above options, they shall submit a written request to appeal to the Department Chair. The written appeal must be received by the Chair within 15 business days from the date of the written notification to the candidate of the Committee decision. The right of appeal lies solely with the candidate.²

¹

²

Second Review – Department Level - Candidate's Right of Appeal

A candidate denied progression in the program or recommended for removal from the program **may** file an appeal to the Department Chair within 15 business days of the Committee decision. In the event the candidate wishes to appeal the Chair's decision they may do so per the [Bradley University Student Graduate Catalog](#). The right of appeal lies solely with the candidate.

Upon receipt of any written appeal, the Department Chair will review all documentation related to the dispositional history of the candidate and respond to the appeal within 15 business days. The candidate will be provided an opportunity to speak on his/her own behalf. The Department Chair can opt to interview any stakeholders, including but not limited to, faculty member(s) who assessed the candidate's progress as "Needs Improvement."

The Department Chair has three options for action regarding the appeal:

1. Allow the candidate to progress in the program without conditions;
2. Allow the candidate to progress in the program with conditions (this can include a new or more intensive remediation plan for the candidate to complete before moving forward in the program); or
3. Uphold the departmental recommendation to the dean that the candidate be denied advancement in the program/dismissed. Denial of advancement may include delaying progression to practicum or internship placement.

If Options 1 or 2 are selected by the Department Chair, oversight of the candidate's dispositional progress will be referred back to the program level. The Dispositions Committee and Department Chair will monitor the candidate's dispositional status. Further negative dispositional reports can result in a re-convening of the Dispositions committee. The Department Chair will send written notification of the appeal decision to the candidate, outlining any additional steps for action on the part of the candidate as appropriate. A copy of this letter will be provided to the Associate Dean's Office and will be placed in DataMart by the Department Chair.

If Option 3 is selected by the Department Chair, the recommendation for denial of advancement or dismissal is referred to the designated Associate Dean. The Associate Dean will review all the documentation available and make a final decision regarding the candidate's status in the program within 15 business days. If the recommendation for dismissal from the program is upheld, the Associate Dean will send written notification of the decision to the candidate and a copy to the Department Chair. A copy of this letter will be added to the candidate's dispositional file in DataMart by the Department Chair.

Who Monitors the Candidates' Disposition Assessments?

Monitoring of candidate dispositions is a crucial step in maintaining both the integrity of the dispositional process and the best interests of our candidates. The Department Chair will designate faculty members to assist in this process.

Counseling Program Dispositions Committee: The Department Chair will appoint a Disposition Committee with members having a staggered 2-year rotation. The Committee will elect its own Chair. All received candidate dispositional documentation shall be uploaded in Datamart and in a folder in the Program Canvas site by the Department Chair.

Candidate Statement of Commitment to Professional Dispositions (This document and an assessment schedule are to be included in all course syllabi.)

The College of Education and Health Sciences is responsible for preparing candidates who have the required knowledge, skills, and *professional dispositions* to become effective counselors. Therefore, your chosen program of study will prepare you to develop and model the knowledge, skills, and *dispositions* expected of excellent professionals. Faculty and/or site personnel will evaluate your demonstration of these *professional dispositions* and provide you with feedback about your progress. Professional Dispositions include the attitudes, values, and beliefs demonstrated through both verbal and nonverbal behaviors as students interact with faculty, peers, families, colleagues, and communities. These positive behaviors support student learning and development. They include the ideal of *fairness* and the belief that all students can learn. Dispositions are assessed indirectly, based on candidates' observable behavior in educational and clinical settings (NCATE, 2008).

Primary Professional Dispositions	Specific Professional Disposition Descriptors
Knowledge and Adherence to Bradley University, Counseling Department and Site Policies	Demonstrates an understanding and adherence to all university, counseling department policies, and practicum/Internship site policies and procedures. Ask for directions or clarification when unsure.
Attention to professional ethical and legal considerations	Remains aware of and abides by the current guidelines of ACA, ASCA, IAMFC, APA, and NBCC.
Orientation to multiculturalism and social justice advocacy	Adheres to the counseling multicultural and social justice counseling competencies. Demonstrates this adherence in their behaviors and communication with others in the program, at their practicum/internship sites, and in their communities.
Flexibility and adaptability	Consistently adapts and accepts unexpected change and works with others to pivot appropriately without engaging in negativity and premature judgement.
Openness to Feedback	Willingness to accept and use feedback from faculty, supervisors, site supervisors, and students. Asking for clarification if uncertain of specific feedback or expectations following feedback. Provides helpful feedback that contributes to peer growth using the Rise Model for Meaningful Feedback.
Awareness of own impact on others	Is aware of how one's behaviors and communication impacts others and maintains respectful, cooperative, non-defensive, and flexible mindset in communication with faculty, administration, leadership, students, and site faculty.
Conflict Resolution	Ability to deal with conflict in a calm, respectful, and non-defensive way, following established communication processes. Seeking support from faculty when unsure what the proper conflict resolution process involves.
Accountability	Ability to accept personal responsibility for submitting coursework on time, follows class late work policy, and responds to instructor feedback in a timely and respectful manner. Punctuality is maintained for classes, meetings, and appointments and if delays occur, students communicate in advance or as soon as possible after a crisis.
Effectiveness and appropriate expression of feelings	Demonstrates appropriate emotional expression and self-control in relationships with faculty, supervisors, peers, and clients. Emotional stability and self-control are considered in the context of ADA accommodations. Is able and willing to ask for support when there is a need for support in managing emotions before becoming overwhelmed.
Initiative and Commitment to Learning	Takes initiative in the learning process, sets personal learning goals, supports peer learning, and submits graduate level work demonstrating use of peer-reviewed literature, self-reflection, inclusivity, openness to exchange ideas, and the altering of current understanding of topics covered in class because of engagement in the learning process and self-reflection. Meets all course requirements.

Professional wellness and self-care	Demonstrates intentionality in taking care of professional wellness through a combination of personal self-care, personal and professional resources, continued education, training, and supervision. Accesses Bradley's student support services, instructors, faculty advisor, and departmental leadership team when a need for additional support is apparent.
Humility	While honoring personal knowledge and experience, students remain teachable, and respectful of other's expertise, and contributions to the Bradley learning community.
Communication	Uses professional verbal, nonverbal, and visual communication in person and online communications while maintaining appropriate tone and boundaries with faculty, peers, site personnel, and clients. In all communication, use active listening skills, ask clarifying questions, and show openness to different perspectives. Approach interactions with a constructive and open mindset trying to understand others' point of view before responding, and a willingness to take accountability and corrective action.
Attire	Dress appropriately for the context, following any dress codes if applicable.
Confidentiality	Keep private information confidential unless permitted to share as per Bradley Policies and our professional ethical codes.
Collaboration	Works well in groups, valuing teamwork and diverse contributions. Maintains line of communication with team members, commits to sharing the work, is reliable, and follows through on assigned tasks in a timely manner.

Professional Dispositions and Program Policies Acknowledgment and Compliance Agreement

I have reviewed the Professional Dispositions and indicators outlined above and have had the opportunity to ask questions and seek clarification as needed. I understand and agree that developing and modeling these dispositions is essential to being an effective and professional counselor.

I am committed to both growth and excellence in demonstrating these professional dispositions. I understand that my progress in this program is contingent upon the successful demonstration of these expectations.

I also acknowledge that I have read, understand, and agree to abide by all applicable Bradley University policies and procedures, including Counseling Department guidelines, practicum/internship site requirements, and the Student Code of Conduct.

Name (Print): _____ Program area: _____

Signature: _____ Date: _____

Part 2: Counseling Dispositions & Behaviors

Assessment of Professional Dispositions

Score	Primary Professional Dispositions	Specific Professional Disposition Descriptors	Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Unacceptable (2)	Harmful (1)
	Knowledge and Adherence to Bradley University, Counseling Department and Site Policies	Demonstrates an understanding and adherence to all university, counseling department policies, and practicum/Internship site policies and procedures. Ask for directions or clarification when unsure.	Consistently demonstrates thorough understanding and proactive adherence; independently seeks clarification and supports peers in understanding policies.	Demonstrates clear understanding and follows policies; seeks clarification when needed.	Basic understanding; occasional inconsistency; requires reminders.	Limited understanding; frequently fails to follow policies; rarely seeks clarification.	Disregards policies; engages in behavior that risks program/site integrity.
	Attention to professional ethical and legal considerations	Remains aware of and abides by the current guidelines of ACA, ASCA, IAMFC, APA, and NBCC.	Consistently integrates ethical codes (ACA, ASCA, IAMFC, APA, NBCC) into decision-making; anticipates ethical dilemmas.	Follows ethical and legal standards appropriately.	Demonstrates emerging awareness; may need guidance in application.	Inconsistent adherence; limited awareness of ethical implications.	Violates ethical standards; behavior poses risk to clients or profession.
	Orientation to multiculturalism and social	Adheres to the counseling multicultural and	Actively advocates; consistently demonstrates	Demonstrates respect and application of multicultural	Growing awareness;	Limited awareness; may demonstrate	Engages in harmful, discriminatory, or

	justice advocacy	social justice counseling competencies. Demonstrates this adherence in their behaviors and communication with others in the program, at their practicum/internship sites, and in their communities.	culturally responsive and socially just behaviors across settings.	competencies.	inconsistent application.	rate bias or lack of responsiveness.	oppressive behaviors.
	Flexibility and adaptability	Consistently adapts and accepts unexpected change and works with others to pivot appropriately without engaging in negativity and premature judgement.	Embraces change; models adaptability and supports others in transitions.	Adapts appropriately with minimal disruption.	Some difficulty adjusting; occasional resistance.	Frequently resistant; struggles with change.	Refuses to adapt; behavior disrupts functioning.
	Openness to Feedback	Willingness to accept and use feedback from faculty, supervisors, site supervisors, and students. Asking for clarification if uncertain of specific feedback or expectations following feedback.	Actively seeks, integrates, and reflects on feedback; provides meaningful feedback to others.	Accepts and applies feedback appropriately.	Some defensiveness; partial application.	Resistant or dismissive of feedback.	Rejects feedback; responds in ways that hinder growth or harm others.

		Provides helpful feedback that contributes to peer growth using the Rise Model for Meaningful Feedback.					
	Awareness of own impact on others	Is aware of how one's behaviors and communication impacts others and maintains respectful, cooperative, non-defensive, and flexible mindset in communication with faculty, administration, leadership, students, and site faculty.	Highly attuned; consistently adjusts behavior to support positive interactions.	Demonstrates awareness and respectful engagement.	Emerging awareness; occasional missteps.	Limited awareness; often impacts others negatively.	Disregards impact; behavior harms relationships.
	Conflict Resolution	Ability to deal with conflict in a calm, respectful, and non-defensive way, following established communication processes. Seeking support from faculty when unsure what the proper conflict	Skillfully navigates conflict; models constructive resolution.	Manages conflict respectfully and appropriately.	Attempts resolution but may need support.	Avoids or escalates conflict.	Engages in harmful or unprofessional conflict behavior.

		resolution process involves.					
	Accountability	Ability to accept personal responsibility for submitting coursework on time, follows class late work policy, and responds to instructor feedback in a timely and respectful manner. Punctuality is maintained for classes, meetings, and appointments and if delays occur, students communicate in advance or as soon as possible after a crisis.	Fully accountable; exceeds expectations in responsibility and communication.	Reliable; meets expectations consistently.	Occasional lapses; needs reminders.	Frequently misses responsibilities.	Avoids responsibility; behavior disrupts expectations.
	Effectiveness and appropriate expression of feelings	Demonstrates appropriate emotional expression and self-control in relationships with faculty, supervisors, peers, and clients. Emotional stability and self-control are considered in the	Demonstrates strong emotional awareness and regulation; proactively seeks support.	Maintains appropriate emotional expression and control.	Occasional difficulty; improving with support.	Frequent dysregulation impacting functioning.	Emotional responses are harmful or disruptive.

		context of ADA accommodations. Is able and willing to ask for support when there is a need for support in managing emotions before becoming overwhelmed.					
	Initiative and Commitment to Learning	Takes initiative in the learning process, sets personal learning goals, supports peer learning, and submits graduate level work demonstrating use of peer-reviewed literature, self-reflection, inclusivity, openness to exchange ideas, and the altering of current understanding of topics covered in class because of engagement in the learning process and self-reflection. Meets all course requirements.	Highly engaged; demonstrates leadership in learning and integration of material.	Meets expectations; engaged and prepared.	Inconsistent engagement.	Minimal effort; lacks initiative.	Disengaged; does not meet learning expectations.

	Professional wellness and self-care	Demonstrates intentionality in taking care of professional wellness through a combination of personal self-care, personal and professional resources, continued education, training, and supervision. Accesses Bradley's student support services, instructors, faculty advisor, and departmental leadership team when a need for additional support is apparent.	Actively maintains wellness and models healthy practices.	Demonstrates consistent self-care practices.	Aware but inconsistent in application.	Limited attention to wellness; impacts functioning.	Neglect of wellness results in impairment.
	Humility	While honoring personal knowledge and experience, students remain teachable, and respectful of other's expertise, and contributions to the Bradley learning community.	Demonstrates deep humility; actively values others' perspectives.	Open, respectful, and teachable.	Some openness; occasional defensiveness.	Resistant to others' input.	Dismissive or disrespectful of others.

	Communication	Uses professional verbal, nonverbal, and visual communication in person and online communications while maintaining appropriate tone and boundaries with faculty, peers, site personnel, and clients. In all communication, use active listening skills, ask clarifying questions, and show openness to different perspectives. Approach interactions with a constructive and open mindset trying to understand others' point of view before responding, and a willingness to take accountability and corrective action.	Consistently professional, clear, and responsive; models excellent communication.	Communicates effectively and professionally.	Inconsistent clarity or tone.	Unprofessional or unclear communication.	Harmful or inappropriate communication.
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	Attire	Dress appropriately for the context, following any dress codes if applicable.	Consistently models professional standards across contexts.	Meets expectations for professional attire.	Occasional inconsistency.	Frequently inappropriate attire.	Attire is unprofessional or disruptive.
	Confidentiality	Keep private information confidential unless permitted to share as per Bradley Policies and our professional ethical codes.	Demonstrates exceptional diligence; educates others on confidentiality.	Maintains confidentiality appropriately.	Minor lapses; needs reminders.	Inconsistent adherence.	Breaches confidentiality.
	Collaboration	Works well in groups, valuing teamwork and diverse contributions. Maintains line of communication with team members, commits to sharing the work, is reliable, and follows through on assigned tasks in a timely manner.	Highly collaborative; enhances group functioning.	Works well with others; reliable team member.	Inconsistent participation.	Limited contribution; unreliable.	Disruptive or harmful to group process.

_____: Total Score (out of a possible 55 points)

Assessment of Professional Dispositions – Conference with Student-Candidate

Date of conference: _____ Candidate Name: _____ Program: _____

Faculty/Others present at conference: _____

Directions:

1. A faculty member or site supervisor (if in Practicum or Internship) will complete the **Assessment of Counseling Dispositions**. If a candidate receives a rating of "Needs Improvement" in any area, the faculty member(s) will conference with the candidate to discuss the concern and provide guidance for improvement.
2. Faculty member(s) conducting the conference may wish to ask candidates to complete a self-assessment as part of the conference, although this is not a requirement.
3. A copy of this documentation should be provided to the candidate once the conference is completed.

1. Description of behavior that is of concern: Using measureable and observable terms to describe the behavior, include date(s), setting(s), and full description of the occurrence(s) where possible.

Discussion Points:

2. Expected behavior changes: What will the candidate be expected to do differently in the future?

Will a Plan of Action be initiated as an intervention for this candidate (check one)?

_____ Yes* -- The Dispositions Plan of Action Form should be completed and turned into the Chair of the Retention and Review Committee and Program Director(s).
_____ No*-- Why not?

*Check "Yes" if any interventions are planned that are beyond the scope of the single conference meeting or require long-term monitoring/follow-up by faculty (examples: required readings, required workshops, other).

3. Consequences of unchanged behavior: For all candidates: Additional dispositional assessments that indicate a concern may result in a department review or dismissal from the program (see the Disposition Procedures on our website for further information).

Signatures indicate attendance at the conference detailed above.

Candidate Signature _____
Faculty Signature _____
Lead Faculty Signature _____
Advisor Signature _____
Other Signature _____

Date _____
Title: _____ Date: _____
Title: _____ Date: _____
Title: _____ Date: _____
Title: _____ Date: _____

A copy of this document should be given to the candidate, the department chair and the counseling dispositions committee chair.

Counseling Dispositions Plan of Action

Date of conference _____ Candidate Name: _____ ID: _____

Program Faculty/Others present at conference: _____

Directions:

4. *A faculty member or site supervisor (if in practicum or internship) will complete the **Assessment of Counseling Dispositions**.*
5. *If a candidate receives a rating of "Needs Improvement" in any area, the faculty member(s) will conference with the candidate to discuss the concern and provide guidance for improvement. The Conference form will be completed as part of the Assessment.*
6. *If any interventions are planned that are beyond the scope of the single conference meeting or require long-term monitoring/follow-up by faculty (examples: required readings, required workshops, other), the Disposition Plan of Action should be completed. This form should be used in conjunction with the Assessment of Dispositions Conference Form.*

Plan of Action: *In collaboration with the candidate, the appropriate faculty member(s) will propose and write the action plan for successfully achieving expected behavior changes. It is expected that candidates will be an integral part of developing strategies for targeted improvement.*

a. Candidate actions and responsibilities:

b. Faculty role(s):

c. Time Frame for implementation and reassessment:

d. Date and Time for the Follow-up Conference to evaluate candidate completion of the Plan: *The candidate will be responsible for confirming these conference plans at least one-week in advance, according to the faculty member's preferred method of communication. Faculty advisor is responsible for completing the Plan of Action Follow-Up document. Notes should be uploaded to DataMart by the advisor documenting whether the contract has been successfully completed or continued. If the deadline has been extended, please provide a new date of anticipated completion.*

Faculty Advisor: _____

Date: _____ **Time:** _____

5. Consequences of unchanged behavior: *should be identical to what is also on the Conference form.*
For all candidates: *Additional dispositional assessments that indicate a concern may result in a department review and possible dismissal (see the Disposition Procedures on our website for further information).*

This plan was formulated by the candidate and faculty member and agreed to by all parties:

Candidate Signature _____	Date _____	
	Title: _____	Date: _____
Faculty Signature _____		
	Title: _____	Date: _____
Faculty Signature _____		
	Title: _____	Date: _____
Advisor Signature _____		
	Title: _____	Date: _____
Other Signature _____		

A copy of this document should be given to the candidate, the Dept. Chair, and the Counseling Dispositions Committee Chair.

Required Follow Up CONTINUED on Next Page

PLAN OF ACTION FOLLOW-UP – to be completed once the timeline established by the Plan of Action is completed.

Date of conference: _____ **Candidate Name:** _____ **Program** _____

Faculty/Others present at conference: _____

6. Follow-up Evaluation and Outcome <i>(once the plan has been completed):</i>

- a. Has the candidate successfully completed the Plan of Action? (check one)

_____ Yes
_____ No*

*Please explain why the Plan of Action was not successfully completed, attaching documentation as needed.

Signatures indicate attendance at the conference detailed above.

Candidate Signature _____ *Date* _____

Faculty Signature _____ *Title:* _____ *Date:* _____

Lead Faculty Signature _____ *Title:* _____ *Date:* _____

Advisor Signature _____ *Title:* _____ *Date:* _____

Other Signature _____ *Title:* _____ *Date:* _____

*A copy of this document should be given to the candidate, the Dept. Chair, and the Counseling Dispositions Committee Chair.

Coaching Model

Coaching should be utilized in any event where there are dispositional concerns that do not currently warrant a Student Dispositions Plan of Action, but do need to be addressed. Examples could include tardiness or etiquette. This discussion takes place in a face-to-face format in a private space with no interruptions. The Lead Faculty should be informed of this coaching meeting.

1. Step 1—Getting agreement a problem exists. The professor/supervisor needs to have a specific description of the problem behavior that is going to be discussed (i.e., if tardiness is an issue, need to have data on how often, minutes late, etc. as well as the norms of the class where 2-3 minutes late may be acceptable). You want the candidate to agree that the behavior is a problem. There are two categories of reasons that will convince a person that a behavior is problematic:
 - a. If the candidate understands the impact of their behavior on others
 - b. If the candidate understands the consequences to himself or herself if there is no change in behavior
2. Step 2—Mutually discuss alternative solutions. The professor/supervisor and candidate together need to identify as many alternative solutions as may be necessary to solve the problem. The goal is to identify what the candidate can do differently so that his or her behavior is acceptable.
3. Step 3—Mutually agree on the action to be taken to solve the problem. The student needs to determine which action he or she plans to take. The role of the professor/supervisor is to help the candidate make a concrete plan that includes what they will do and when they will do it.
4. Step 4—Follow up to ensure that agreed-upon action has been taken. Set specific points for follow-up. Follow-up should occur on more than one occasion. Change may occur in small steps so the candidate needs to get continuous feedback on performance.
5. Step 5—Reinforce any achievement. Your reinforcement of improvement is critical to sustaining improvement.
6. Step 6 – Faculty should inform Lead Faculty that a Coaching Plan was established and provide updates of progress.

Coaching Discussion Plan

1. Problem behavior (what is the candidate doing wrong or not doing right):
2. Results of that behavior (who is affected by the behavior):
3. Consequences to the candidate if behavior does not change:
4. What is the desired behavior?

Adapted from:

Fournies, F. (2000). *Coaching for improved work performance*. New York: McGraw-Hill

Resources for Coaching and Remediation of Candidate Professional Dispositions

Resources for Faculty	Resources for Students
Standards of Conduct: Policies, Protocols, and Regulations https://www.bradley.edu/campuslife/student-conduct/policies/ Academic Integrity https://www.bradley.edu/academic/gradcat/20232024/grad-regulations.dot	Standards of Conduct: Policies, Protocols, and Regulations https://www.bradley.edu/campuslife/student-conduct/policies/ Academic Integrity https://www.bradley.edu/academic/gradcat/20232024/grad-regulations.dot
Academic Success Center https://www.bradley.edu/offices/student/asc/ Health Services and Counseling Center https://www.bradley.edu/campuslife/healthservices/ Disability Services Office of Student Access Services https://www.bradley.edu/offices/student/sas/	Academic Success Center https://www.bradley.edu/offices/student/asc/ Health Services and Counseling Center https://www.bradley.edu/campuslife/healthservices/ Disability Services Office of Student Access Services https://www.bradley.edu/offices/student/sas/
International Student Services https://www.bradley.edu/academic/cio/oisss/ Police and Public Safety https://www.bradley.edu/offices/police/	International Student Services https://www.bradley.edu/academic/cio/oisss/ Police and Public Safety https://www.bradley.edu/offices/police/
Office of Title IX Compliance https://www.bradley.edu/offices/dei/offices/	Office of Title IX Compliance https://www.bradley.edu/offices/dei/offices/
Division of Diversity, Equity, and Inclusion https://www.bradley.edu/offices/dei/	Division of Diversity, Equity, and Inclusion https://www.bradley.edu/offices/dei/
Residential Living and Student Conduct https://www.bradley.edu/campuslife/reslife/	Residential Living and Student Conduct https://www.bradley.edu/campuslife/reslife/
Student Financial Services https://www.bradley.edu/offices/student/sfs/	Student Financial Services https://www.bradley.edu/offices/student/sfs/
Office of the Registrar https://www.bradley.edu/offices/academic/registrar/	Office of the Registrar https://www.bradley.edu/offices/academic/registrar/
Student Support Services https://www.bradley.edu/offices/student/support/	Student Support Services https://www.bradley.edu/offices/student/support/
Writing Center https://www.bradley.edu/offices/student/asc/support/center/	Writing Center https://www.bradley.edu/offices/student/asc/support/center/

PERSONAL COUNSELING SERVICES

Counseling faculty encourage all students to seek personal counseling for the purposes of learning, personal growth, and exploration. On occasion, individual students may be required to seek personal counseling to address issues that impede successful program progression.

On campus students pay a student fee that funds access to personal counseling through the University Counseling Center. An additional health fee is assessed when the initial appointment is made.

Bradley University's Counseling Center maintains an online Mental Health Resource list that may be useful to all students. The list is available at: <https://www.bradley.edu/campuslife/healthservices/counseling/resources/>. Students can also visit the American Counseling Association's "Find a Counselor" search engine:

<https://www.counseling.org/aca-community/learn-about-counseling/what-is-counseling/find-a-counselor>; the National Board of Certified Counselor's "Counselor Find": <http://nbcc.org/Search/CounselorFind>; or Psychology Today's "Find a Therapist": https://therapists.psychologytoday.com/rms/?tr=Hdr_Brand

CURRICULUM

Central to any program is a unified curriculum rather than simply a collection of courses. The curriculum of the Counseling Program and its Counselor Education and Supervision emphasis was founded on the Standards for the Preparation of Counselors and other Personnel Services Specialists adopted by the Association for Counselor Education and Supervision (ACES) in 1973. These standards were adopted by the American Association for Counseling and Development (AACD) in 1979. In 1981, AACD created the Council for Accreditation of Counseling and Related Educational Programs (CACREP) to evaluate and accredit Programs using these standards. AACD changed its official name to the American Counseling Association in 1992. The Master of Arts in Counseling at Bradley University has been CACREP accredited since 1993 for its campus-based offering. Beginning in January 2016, the Counseling program offers via distance technologies, the equivalent academic curriculum of its M.A. in Counseling program to students from various geographical locations. The Higher Learning Commission authorized the online delivery of this accredited counseling curriculum in 2015. This curriculum comprises two tracks toward a Master of Arts in Counseling: Professional School Counseling and Clinical Mental Health Counseling.

Common Core Curriculum

Area I - Professional Orientation and Ethical Practice- Includes studies that provide an understanding of professional counseling.

Area II - Social and Cultural Diversity - Includes studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society.

Area III - Human Growth and Development - Includes studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts.

Area IV - Career Development – Includes studies that provide an understanding of career development and related life factors

Area V - The Helping Relationship - Includes studies that provide an understanding of the counseling process in a multicultural society

Area VI - Group Work – Includes studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society.

Area VII - Assessment - Includes studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society.

Area VIII - Research and Program Evaluation - Includes studies that provide an understanding of research methods, statistical analysis, needs assessment, and Program evaluation.

Area IX - Professional Practice - includes practicum and internship; provides for the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community.

ACCREDITED AND APPROVED CONCENTRATIONS IN COUNSELING

ACCREDITED by:

Council for Accreditation of Counseling Related Educational Programs (CACREP)
Higher Learning Commission, North Central Association of Colleges and Schools (HLC)

APPROVED by:

Illinois State Board of Education (ISBE)

ACADEMIC CONCENTRATIONS:

TRACK I School Counseling (K-12)

TRACK I: SCHOOL COUNSELING (SC)

COU 653 Professional School Counseling, K-8

COU 655 Professional School Counseling, Secondary Schools

COU 585 School for Non-Teachers (only for students who do not have an active teaching license)

COU 669 Education Law, Advocacy and Leadership (only for students who do not have an active teaching license)

TRACK II Clinical Mental Health Counseling

TRACK II: CLINICAL MENTAL HEALTH COUNSELING (CMHC)

COU 651 Clinical Mental Health Counseling

COU 607 Neurocounseling: Bridging Brain and Behavior

COU 608 Brain-based Counseling Interventions

COUNSELING CORE CURRICULUM AND COURSE ALIGNMENT OVERVIEW

Many courses cover more than one curriculum area. This overview identifies the primary course(s) associated with each Curriculum Area and Academic Concentration. Some students may have additional course requirements beyond those presented in this overview. A Plan of Study is created for the student once admitted to the program and is reviewed by the Academic Advisor periodically.

Common Core areas represent the foundational knowledge required of all entry-level counselor education graduates as prescribed by CACREP, 2024, section 3.

7. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE - Includes studies that provide an understanding of professional counseling.
8. SOCIAL AND CULTURAL IDENTITIES AND EXPERIENCES - Includes studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society.
9. LIFESPAN DEVELOPMENT - Includes studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts.
10. CAREER DEVELOPMENT - Includes studies that provide an understanding of career development and related life factors
11. COUNSELING PRACTICE AND RELATIONSHIPS - Includes studies that provide an understanding of the counseling process in a multicultural society
12. GROUP COUNSELING AND GROUP WORK - Includes studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society.
13. ASSESSMENT AND DIAGNOSTIC PROCESSES - Includes studies that provide an understanding of individual and group approaches to assessment and evaluation in multicultural society.
14. RESEARCH AND PROGRAM EVALUATION - Includes studies that provide an understanding of research methods, statistical analysis, needs assessment, and Program evaluation.

Special Processes:

Plans of Study – You will receive a Plan of Study upon entering your first term in the program. If you make any changes in the coursework that is not on the Plan of Study, you MUST make an appointment with your advisor to revise your Plan of Study. If you need to consistently have 9 credits per semester for financial aid or an assistantship, you must have that conversation with your advisor so they can adjust your Plan of Study to accommodate your situation.

Incomplete Grades – In rare instances, a student may need to request an incomplete (IN) when the student is unable to complete the work due to extenuating circumstances. In a content course, an IN is only an option if the student has successfully completed at least 80% of the coursework at the time of initiation of the contract. For clinical courses (practicum and internship) an IN is only an option with the explicit consent of the Program Director, on a case-by-case basis, and there is no guarantee the IN contract will be approved. The request must be made prior to the end of the semester.

Please be aware, if a student is taking an IN in their last required course, this will delay their graduation until the following semester. Degrees are only conferred in May, December, and August. Bradley confers degrees for students who have completed their courses by the last day of class of their final semester and have final grades entered. Please let students know that their graduation will be delayed until the end of the following semester when the IN requirements have been completed.

Leave of Absence (LOA) – Along with those rare circumstances previously mentioned, a student may need to step away from the program for a semester or two due to life circumstances. In that case, students are asked to complete the Petition for Leave of Absence (Step Out) form along with a narrative on why this is needed. This form holds your space in the program while you attend to life. This request must be filled out prior to the beginning of the term you are requesting the leave. Students on probation are not eligible to take a Leave of Absence. Students may not take a Leave of Absence and enroll in GRD 650/699 at the same time. Students should consult with Student Financial Services before dropping classes or applying for a Leave of Absence. Students should also have that conversation with their Faculty Advisor so that their Plan of Study can be updated accordingly.

GRD 650/699 – Students must remain continuously enrolled at Bradley and must be enrolled in the term they wish to graduate. GRD 650 and GRD 699 help with this. GRD 650 is used for students who might have an IN/IP grade, but not enrolled in the following semester. The GRD650 allows the student to continue their work to complete the course they received the IN/IP in with access to library and other campus services. There is a fee to take GRD 650, but is substantially less than tuition. GRD 699 is typically used for students who need to retake their CPCE examination to graduate. For example: A student plans to graduate in May, but fails the CPCE. The student has completed all other coursework. The student can enroll in GRD 699 while taking the CPCE and if successful, can graduate in August (if taken timely). There is a nominal fee to enroll in GRD 699 which again gives the student access to Bradley services for the term.

Full-time status – Students are considered full-time at 9 credit hours per semester in the fall and spring and 6 credit hours in the summer. Online students typically only take 6 credits per term and are considered part-time. If a student wishes to take more than the 9 credit hours in a given semester, they must complete and submit the Petition to Carry Excess Hours in One Semester.

Time Limit for Degree/Certificate Completion – Students have five (5) years following the recording of the first graduate grades, including courses transferred in, to complete their degree. This is important to consider when taking a Leave of Absence.

Repeated Courses – Only two (2) courses may be repeated one (1) time while in the program. This could impact financial aid. In some cases, a late withdrawal from a course will also impact this rule. Before dropping any class, speak with your Faculty Advisor and Student Financial Services.

Graduation – Once you make it to graduation, don't forget to apply for graduation! Graduation and Commencement are different. Applying for Graduation ensures your diploma while Commencement allows you to walk at the ceremony. If you want to graduate and walk, you will have two forms (Graduate Application for Graduation and the Walk form).

CORE CURRICULUM AND COURSE ALIGNMENT

Master of Arts in Counseling Program Campus-based and Online

Curriculum AREA/Cognate CACREP	SC	CMH C	COURSE(S)/CACREP Knowledge and Skills	CREDIT HOURS
Professional Orientation & Ethical Practice	X	X	COU 620 Professional Counseling Orientation and Ethical Practice	3
Social and Cultural Diversity	X	X	COU 586 Counseling Diverse Populations	3
Human Growth and Development	X	X	COU 540 Human Growth and Development Across the Lifespan	3
Career Development	X	X	COU 621 Career & Life Planning Across Lifespan	3
The Helping Relationship	X	X	COU 551 Prevention and Treatment of Substance-Related and Addictive Disorders	3
	X	X	COU 623 Pre-Practicum in Counseling	3
	X	X	COU 624 Theories and Techniques of Counseling	3
	X	X	COU 630 Diagnosis & Treatment of Mental Disorders	3
	X	X	COU 631 Trauma, Crisis, and Grief Counseling	3
	X	X	COU 640 Clinical Supervision in Counseling	2
	X	X	COU 654 Consultation	1
	X	X	COU 661 Intimate Partner Relationships and Family Counseling	3
Group Work	X	X	COU 625 Principles of Group Counseling	3
Assessment	X	X	COU 641 Assessment in Counseling	3
Research and Program Evaluation	X	X	COU 604 Research Methods & Application	3
Professional Practice	X	X	COU 690 Practicum	3
	X	X	COU 691 Internship I	3
	X	X	COU 692 Internship II	3
Sub-total AREA CREDITS REQUIRED of ALL ADMITTED COUNSELING STUDENTS				51
SC REQUIRED Specialty for ADMITTED STUDENTS	X		COU 653 Professional School Counseling (K-8)	2
	X		COU 655 Professional School Counselor Secondary	2
SC Sub-total CREDITS				6 (57)
CMHC REQUIRED Specialty for of ADMITTED STUDENTS		X	COU 651 Clinical Mental Health Counseling	3
		X	COU 607 Neurocounseling: Bridging Brain and Behavior	3
CMHC Sub-total CREDITS				4 (55)
SC Prescribed Electives	X		COU 669 Special Education Law (2)	3*(60)
	X		COU 699 Thesis (1-3)	
	X		COU 607 Neurocounseling: Bridging Brain and Behavior (3)	
	X		COU 608 Brain Based Counseling Interventions (2)	
	X		COU 585 Understanding Schools: A Primer for Non-Teachers (2)	
	X			
SC Non-Teachers Prescribed Electives***	X		COU 585 School for Non-Teachers	2(59)
			COU 669 Education Law, Advocacy and Leadership	2(62)

(SC Non-Teachers)			
CMHC Prescribed Electives	X	COU 607 Neurocounseling: Bridging Brain and Behavior (3)	5*(60)
	X	COU 608 Brain Based Counseling Interventions (2)	
	X	COU 699 Thesis (1-3)	
	X	COU 585 Understanding Schools: A Primer for Non-Teachers (2)	
CMHC and SC TOTAL CREDITS		60 credit hours required	60
Non-Teachers in School Counseling			62

Note: SC stands for School Counseling, and CMHC stands for Clinical Mental Health Counseling. () Denotes total semester hours of elective courses; courses chosen from available electives will not exceed these total hours. One of the selected electives for online students will include a prescribed residency. (**) Denotes mandatory courses for SC Non-Teachers (including COU 585, and COU 669). One of the selected electives for online students will include a prescribed residency.*

SUPERVISED PROFESSIONAL PRACTICE *(Fieldwork Manual included at the end of this document)*

The Counseling Program requires a variety of supervised professional practice experiences. These developmental experiences begin in Practicum and culminate in Internship II. The Counseling program prefers that Practicum and Internship take place at one site, although this is not mandatory.

The program requires students to arrange and complete a supervised practicum that totals a minimum of 100 clock hours. Forty of those clock hours must be direct service work with appropriate clientele. The remaining hours provide opportunities to perform some of the activities that a regularly employed staff member in the setting would be expected to perform. Practicum hours are collected during COU 690 Practicum. Excess hours do not rollover.

The Counseling program requires students to complete a supervised internship of 600 clock hours of which 240 hours are of direct service. At least 20 direct hours should be in the form of group work. Only 10 of these can be earned during practicum. The internship provides an opportunity for the student to perform all the activities that a regularly employed professional counselor would be expected to perform. Internship hours are collected during the courses, COU 691: Internship I and 692: Internship II.

It is the students' responsibility to find an Agency or supervisory site to complete these supervised experiences. This expectation applies to both campus-based, and online students who may reside in different geographical locations. These may include and may not be limited to elementary or secondary schools, mental health centers, special community agencies such as women's centers, prisons or work-release centers, residential treatment centers, employment centers, and hospital wards.

Students will commence a search for a site only with approval of their Faculty Advisor, who will ensure students have met program expectations to begin their supervised professional practice experiences. The program will verify the necessary credentials of site supervisors. These credentials must satisfy local laws, and national standards for supervision of counseling students. The Practicum/Internship Coordinator will sign agreements with supervision sites, site supervisors, and individual students for the required supervised experiences. These agreements do not constitute labor relationships with site supervisors or counseling students, nor do these agreements establish a physical presence for the University in different geographical locations. Students remain responsible for abiding by the policies of their professional practice site and for negotiating reasonable accommodations when needed. Students may not engage in training or any other experiences at a site until that site and site supervisor has been approved. All students must go to the physical site to see clients and collect practicum and internship hours.

During professional practice supervised experiences, for campus-based and online counseling students, when actions contrary to ethical standards of the counseling profession, professional principles of conduct, local or federal laws, site or Agency policies, or program academic expectations, and to academic integrity policy of the University arise, these actions will be resolved using the retention procedure in this Handbook and University Policy.

Campus-based Students

Practicum and internship sites must be within a 90-mile radius of the Peoria area. All sites must be approved by the Practicum/Internship Coordinator. Sites outside the approved area must receive special consideration by writing a request explaining special circumstances to the Practicum/Internship Coordinator. This request will be voted upon at the next scheduled counseling faculty meeting. Each request will be decided on a case by case basis and does NOT constitute a precedent for any other case. Sites must provide adequate physical space and resources to host student interns.

Site supervisors must complete an online orientation provided by the Counseling program faculty, and their academic degrees and credentials must satisfy CACREP, University, and legal requirements for the provision of supervision to on-campus graduate students.

According to the College of Education and Health Sciences, the Counseling Program, and CACREP Standards, students must receive a minimum of one continuous hour per week of individual supervision from the approved site supervisor and a minimum of one and one-half hours per week of University group supervision.

Online Students

For online students, both practicum and internships sites must be within the state where the student resides. All sites and onsite supervisors, however, must be verified by the Practicum/Internship Coordinator (This approval does not constitute professional endorsement. Rather, the program faculty will simply verify that the site supervisor has the required credentials for supervising counseling students in their area of specialty). Site supervisors must complete an online orientation provided by the program faculty, and their academic degrees and credentials must satisfy CACREP, University and legal requirements of their own state for the provision of supervision to our online graduate students. The Practicum/Internship Coordinator will review and approve or disapprove a given site supervisor on a case by case basis and in compliance with the respective laws in the state where the student resides. Sites must provide adequate physical space and resources to host student interns.

According to the College of Education and Health Sciences, the Counseling program, and CACREP Standards, students must receive a minimum of one continuous hour per week of individual supervision from the approved site supervisor and a minimum of one and one-half hours per week of University group supervision.

J-Term Continuity of Care Policy

On occasion, students are asked by their sites to continue providing services to clients during the break between the fall and spring semesters in order to maintain continuity of care. If the student will be participating in practicum or internship during the fall semester and will continue their internship in the spring semester, this form applies to them. If the student will not be continuing an internship after the break between fall and spring semesters, this form does not apply and there is no need to complete it.

This form is to be used to determine if practicum/internship sites require students to maintain ongoing client services during the time between the last day of the fall semester and the first day of the spring semester. The Department of Counseling at Bradley University does not require students to stay at a site between breaks. Participation in ongoing client services during this period occurs only at the request of the Cooperating Agency/School.

There are two pathways to continue seeing clients during the break: (1) J-term or (2) Continuity of Care. January Interim (J-Term) option is enrollment in a 1-credit course requiring weekly live group supervision with a Bradley University supervisor, along with weekly site supervision. It is designed for students who will continue seeing clients and continue to accrue clinical hours. Students who intend to provide any client services and count their hours during the break must be enrolled in the 1-credit J-Term course and must limit their client services to the dates of the J-term. J-term typically extends for the first three weeks of January. Students may use either the J-term option or the Continuity of Care option, but not both.

The other option is through Continuity of Care, where clinical hours will not count towards practicum or internship requirements and cannot be logged or accrued. Students will not have a university supervisor during the weeks between the fall and spring semesters under the Continuity of Care agreement. In the event a Cooperating Agency/School requests that a student continues to see clients during the break, and if the student does not register for J-term, Bradley University will not be providing any oversight for the student's clinical work and cannot be held responsible for issues that arise. Site supervisors and Cooperating Agency/School agree to provide site supervision to students and assume all responsibility and liability for student work with clients done during the Continuity of Care period. Specific dates for Continuity of Care will be mutually agreed upon by the Cooperating Agency/School and student.

University students will not be permitted to be at the Cooperating Agency/School during any other breaks between semesters, or during breaks within the semesters. J-Term or Continuity of Care at the Cooperating Agency/School is only to be done by students who intend to return to the University and continue internship in the spring semester following J-Term/Continuity of Care experience.

Student's professional liability insurance must remain active across the entirety of the practicum and internship experience.

Options (mark one):

After reviewing and discussing the options together, both Cooperating Agency/School and student agree to the following choice regarding ongoing client services between the University fall and spring semesters:

☐ J-term Option: Student will register for one-credit J term course and will continue their Internship at Cooperating Agency/School during the J-term, while receiving weekly University supervision and accruing clinical hours.

☐ Continuity of Care Option: Student will remain at site and will provide continuity of care to clients during the break between the University fall and spring semesters; but will not enroll in a University course, will not receive University supervision, and will not accrue clinical hours. Cooperating Agency/School will be responsible for all oversight and liability of student work with clients during the Continuity of Care period.

☐ Neither option: Cooperating Agency/School does not request student to provide ongoing client services during the break between the University fall and spring semesters, and student will not provide client services during this break.

TRANSPORTATION POLICY

Students enrolled in COU 690, Practicum; COU 691, Internship I; and COU 692, Internship II may not, under any circumstances, transport clients. Site supervisors will be informed of this policy. This expectation applies to both campus-based and online students.

ENDORSEMENT POLICY

Counseling programs are specifically and carefully designed to prepare graduates who are competent to enter work in clinical mental health or professional school counseling settings. Further, specialized preparation is essential for graduates to become effective and fully functioning professionals. Therefore, endorsements for counseling graduates can be given only for professional positions and position levels appropriate to the respective program completed by graduates.

FINANCIAL ASSISTANCE

Financial assistance may be available to students in the form of assistantships, scholarships, and low interest government loans. Students are Encouraged to apply for all forms of aid for which they are eligible in order to maximize their opportunities for receiving aid.

Loans

Students must consult with the financial assistance office to receive current information about low interest government loans. Non-need-based loans and need-based loans are available to graduate students.

Contact the Student Financial Services for information on financial aid, private loans, funding options and billing. Information can be found at: <https://www.bradley.edu/admissions/financial-aid/>.

Veteran Services, Certification of Enrollment, or Payment Issues

Contact the Office of the Registrar, Heather Berkley by phone (309-677-3106) or by email (hbb@bradley.edu). Further information for Veterans is available at: <http://www.bradley.edu/offices/academic/registrar/veterans/>

Scholarships (on-campus students only)

The Office of Office of Graduate Education offers scholarships based on academic excellence and availability of funds to on-campus students. To be eligible for Graduate Tuition Scholarship awards, students must have a minimum GPA of 3.5. A Graduate Tuition scholarship can be awarded based on an undergraduate or graduate GPA. If a graduate GPA is used to qualify, the GPA must represent at least 12 semester hours of graduate courses. Awards range from a 20 to 35 percent tuition remission. The Professional Educators Scholarship is also available for awards of up to 50 percent tuition remission. See the Office of Graduate Education website for complete eligibility requirements. After school district reimbursement has been subtracted, scholarships make the cost of a Bradley degree comparable with state university costs. Application deadlines are April 1 and October 1.

In addition, the College of Education and Health Sciences offers scholarships annually to on-campus students. Applications for these scholarships are due in early January and the awards are announced at the Awards Program in the spring. Counseling students are eligible for the Margaret Burke Scholarship, William G. Hasselbacher Scholarship, and the Clyde R. & Jannis Smith Scholarship. Note: Doctoral, specialist degree students and full-time Graduate Assistants are not eligible. Part-time Graduate Assistants and part-time students are eligible. Students who already have financial aid, of less than 100% coverage, including the Professional Educators Scholarship and Special Degree Completion Program are eligible.

Graduate Assistantships

Graduate Assistantships are available to on-campus students. Full-time graduate assistants are given a 20-hour per week assignment by the Department and receive a stipend and waiver of 100% of actual tuition costs, with a maximum tuition award per academic year. Courses offered during Interims and Summer Sessions may not be eligible for the tuition waiver. Part-time graduate assistants are given a 10-hour per week assignment by the Department and receive a stipend and waiver of 50% of actual tuition costs, with a maximum award per academic year. Application deadlines are April 1 for the following fall semester, however students are encouraged to apply early.

PROFESSIONAL LIABILITY INSURANCE

When students are enrolled in supervised professional practice courses, liability is covered by Bradley University, and students as professionals in training must obtain liability insurance, particularly before their supervised experiences. The American Counseling Association (ACA) offers students free malpractice insurance with the purchase of an ACA membership. Students must show proof of liability insurance in the amount of \$1,000,000/\$3,000,000 by including the Proof of Insurance document with their Practicum/Internship packet.

PROFESSIONAL ORGANIZATIONS

Students and graduates are encouraged to join and become active in professional organizations (or associations). One method to remain current in the profession is by participating in professional organizations (presenting at various conferences, serving on committees, writing for professional journals, attending workshops, and becoming active in leadership).

While there are many benefits to be derived from membership in a professional organization, only the primary ones are noted here. As a member of a professional organization, you:

7. Receive related professional publications.
8. Are entitled to reduced membership rates and reduced registration rates for professional meetings sponsored by the organization.
9. Are eligible for member services (e.g., professional liability insurance, legal defense fund, library resource use, etc.).
10. Have a method of direct involvement with activities and issues directly or indirectly pertinent to your profession.
11. Are affiliated with other professionals having interests and areas of expertise similar to yours.
12. Stay current in the knowledge, practices, and research findings in the field.

Recommended Organizations

Depending on their counseling concentration and interests graduate students are strongly encouraged to be engaged in professional associations and certifying and accrediting agencies. Membership into these bodies will provide students with ample opportunities to participate in activities that may enhance their professional identities, and allow them to make contributions to their professional networks. These organizations represent the interest of professional counselors

and provide guidelines for the practice of counseling. They also issue ethical guidelines to illumine the competent practice of counseling. Some of these organizations include:

American Counseling Association <http://www.counseling.org/>
National Board for Certified Counselors <http://www.nbcc.org/>
Council for the Accreditation of Counseling and Related Educational Programs <http://www.cacrep.org/>
Association for Counselor Education and Supervision <http://www.acesonline.net/>
American Mental Health Counseling Association <http://www.amhca.org/>
American School Counselor Association <https://www.schoolcounselor.org>

FACULTY

Counseling Program Faculty

Jabari Adams, Ph.D. from the University of North Carolina at Charlotte, *Clinical Mental Health Counseling*

Molly Ansari, Ph.D. from Adler University; *Department Chair; Clinical Mental Health Counseling*

Rose Aucoin, Ph.D. from the University of North Carolina at Charlotte, *Clinical Mental Health Counseling*

Erik Braun, Ph.D. from Old Dominion University, *Clinical Mental Health Counseling*,

Sarah A. Criss, Ph.D. from Trevecca Nazarene University; *Clinical Mental Health Counseling*

Beto Davison Avilés, Ph.D. from Lehigh University, *School Counseling*

Mason Greenwood, Ph.D. from The Chicago School, *Clinical Mental Health Counseling*

Emily Hill, Ph.D. from The Chicago School, *Interim Practicum/Internship Coordinator, Clinical Mental Health Counseling*

Victoria Maneev, Ph.D. from University of Iowa, *Program Director, Clinical Mental Health Counseling*

Christie Nelson, Ph.D. from the University of North Carolina at Charlotte, *Program Director, Clinical Mental Health Counseling*

Trey Rosenberger, Ph.D. from the University of Iowa, *Clinical Mental Health Counseling*

Counseling Academic Success and Retention Coordinator

Daniel McCloud, Ph.D. Illinois State University, *Higher Education Administration*

CHI SIGMA IOTA – BETA PHI CHAPTER

The Beta Phi chapter of Chi Sigma Iota, Counseling Academic and Professional Honor Society International has been established at Bradley University since 1994. Chi Sigma Iota is an international honor society of counseling professionals and professional-in-training dedicated to excellence in scholarship, research, and clinical practice.

Membership Eligibility

Students enrolled in the Counseling Program with a GPA of 3.5 or better, and who have completed at least one semester of full-time graduate course work are eligible for membership. Potential members are invited to membership in the Fall Semester. In addition, faculty, alumni and alumnae, and professional counselors who have given evidence of distinguished scholarship and professional service may also be eligible for membership.

Benefits of Membership

Membership in an international Honor Society can make a valuable contribution to professional development. Members become part of a network of professionals who ascribe to high standards of scholarship and practice. Local

chapters encourage these aspirations through speakers, Programs, and awards. The international headquarters also provides leadership to promote these goals through a variety of activities including a newsletter, member and chapter roster maintenance, annual recognition awards, support services to chapters, and an annual meeting. The certificate of membership is an outward symbol of personal and professional commitment to excellence.

For More Information about Chi Sigma Iota and the Beta Phi chapter, contact:

Dr. Sarah Criss, Chapter Faculty Advisor

Dr. Rose Aucoin, Chapter Faculty Advisor

DESCRIPTION OF REQUIRED COURSES

College Core Required Courses – 3 Hours

1. COU 604 – Research Methodology and Applications – 3 hours

Research methods, statistical analysis, needs assessment, and Program evaluation utilized in counseling, education, and human service administration. The use of research to inform evidence-based and ethical practice in decision-making is emphasized. Prerequisite: Graduate Standing.

Counseling Program Required Courses – 48 Hours

1. COU 540 - Human Growth and Development Across the Lifespan – 3 hours

Cognitive and experiential learning in human growth and development. Cognitive learning through reading and research into developmental patterns of humans through the various developmental stages: birth through geriatrics.

2. COU 551 – Prevention and Treatment of Substance-Related and Addictive Disorders – 3 hours

Basic counseling interventions for prevention, remediation, and treatment of substance abuse.

3. COU 586 – Counseling Diverse Populations – 3 hours

Value systems in diverse groups; the use of philosophies and models of diversity in establishing an effective, helping relationship.

4. COU 620 – Professional Counseling Orientation and Ethical Practice – 3 hours

A survey course introducing the counseling profession as the promotion of human development, including an overview of the historical and philosophical development of the field, a survey of relevant skills, client population, and settings. The study of ethical standards of professional organizations and credentialing bodies, and application of ethical and legal considerations in professional counseling. Ethical decision-making and critical thinking are emphasized and practiced. Required of all students preparing to become leaders in the profession of counseling.

5. COU 621 – Career and Life Planning Across the Life Span – 3 hours

Basic counseling skills for career planning, exploration, and decision-making across the lifespan. Theories of career development, assessment in career counseling, career guidance Programs for primary, secondary, and higher education, and career issues for special populations are addressed. Opportunity for practical experience in interviewing, assessment, and career information gathering and distribution is provided.

6. COU 623 – Pre-Practicum in Counseling – 3 hours

Instruction, demonstration, practice, and evaluation in basic interviewing and counseling skills. Emphasis on practice and skill development. Prerequisite: COU 620 or concurrent enrollment.

7. COU 624 – Theories and Techniques of Counseling – 3 hours

The study of counseling theories and models that facilitate client conceptualization, selection of appropriate interventions, and development of a personal model of counseling.

Prerequisite: COU 623 or concurrent enrollment or consent of instructor.

8. COU 625 – Principles of Group Counseling – 3 hours

Group theory and experiential understanding of group counseling dynamics including group purpose, practices, methods, theories, and group leader facilitation skills for a multicultural society. Supervised practice and experience in group counseling as leader and participant.

Prerequisites: COU 623 and COU 624; or consent of instructor.

9. COU 630 – Diagnosis & Treatment of Mental Disorders – 3 hours

Etiology, diagnostic process, and nomenclature, treatment, referral, and prevention of mental and emotional disorders.

Prerequisite: COU 624

10. COU 631 – Trauma, Crisis, and Grief Counseling – 3 hour

Effects of crises, disasters, and other trauma-causing events on persons of all ages: principles of crisis intervention, emergency management systems, and psychological first aid.

11. COU 640 – Clinical Supervision – 2 hours

Offers students the opportunity to better understand the supervisory process. Evidence-based Supervision (EBS). Different models of supervision and a common factors approach are emphasized.

Prerequisites: COU 623 and COU 624

12. COU 641 – Assessment in Counseling – 3 hours

Individual and group approaches to assessment and evaluation in a multicultural society including historical perspectives, basic concepts of standardized and non-standardized testing, and other assessment techniques. Statistical concepts and social/cultural factors related to assessment and evaluation.

13. COU 654 – Consultation in the Helping Professions – 1 hours

A conceptual understanding of effective consultation and its relevance to the helping professional. Demonstration of knowledge and skills necessary to deliver effective consultative services in school and clinical mental health settings.

Prerequisite: COU 651, COU 653 or COU 655 or consent of instructor.

14. COU 661 – Intimate Partner Relationships and Family Counseling – 3 hours

Theories and techniques of couples and family counseling. Emphasis is on counseling couples, families, and children to promote human development, including the role of the family counselor within the network of school and community agencies.

Prerequisite: COU 651, COU 653 or COU 655

15. COU 690 – Practicum (appropriate to specify) – 3 hours

Supervised application of theory and development of counseling skills with clients representing the ethnic and demographic diversity of the community.

Prerequisite: COU 625; consent of instructor.

16. COU 691 – Internship I (appropriate to specify) – 3 hour

Comprehensive supervised experience that reflects a professional counselor's work appropriate to the students' designated Program area. A variable credit course that may be repeated to a maximum of 2 credit hours.

Prerequisite: COU 690; consent of instructor.

17. COU 692 – Internship II (appropriate to specify) – 3-6 hours

Comprehensive supervised experience that reflects a professional counselor's work appropriate to the students' designated Program area. A variable credit course that may be repeated to a maximum of 6 credit hours.

Prerequisite: COU 690; consent of instructor.

Concentration (Tracks)

1. PROFESSIONAL SCHOOL COUNSELING – 7-9 hours

Intended to prepare students for positions as guidance specialists or student personnel workers in elementary and/or secondary schools.

Teachers Required – 4 hours

COU 653 Professional School Counseling, K-8 – 2 hours

COU 655 Professional School Counseling, Secondary Schools – 2 hours

***Plus Electives – 3 hours**

***Non-Teachers Required Electives - 4 hours**

COU 585 School for Non-Teachers – 2 hours

COU 669 Education Law, Advocacy and Leadership – 2 hours

2. CLINICAL MENTAL HEALTH COUNSELING – 9 hours

Intended for students working or planning to work as clinical mental health counselors in community mental health centers, human service agencies, and not-for-profit community support Programs.

Required – 6 hours

COU 651 Clinical Mental Health Counseling - 3 hours

COU 607 Neurocounseling: Bridging Brain and Behavior – 3 hour

Electives – 3 hours

TOTAL CREDITS – 60 semester hours required for Clinical Mental Health Counseling and 60-61 semester hours required for School Counseling (elective credits taken in the student's specialization). Please consult the Graduate Catalog and Graduate Handbook for details.

COU 620, COU 623, COU 624, COU 625, COU 690, and COU 691 require a grade of B or Higher. Grades lower than C in all other classes will not be accepted for graduation. In the event of an unacceptable grade, students may retake no more than two course one time without dismissal from the University.

Concentration (Track) COURSE DESCRIPTIONS

Please refer to the Graduate Catalog and Handbook

COU 585 - Understanding Schools: A Primer for Non-Teachers -2 hours

Intended for non-teachers seeking Illinois certification for school counselors. This course is a combined survey and field observation experience. Students will learn about the structure, organization, and operation of the U.S. educational system P-12 as exemplified in local school districts. Students will be required to observe in a school 4 hours per week (*Note: mandatory elective course for Non-Teachers*)

COU 651 – Clinical Mental Health Counseling - 3 hours

Principles of clinical mental health counseling including prevention, intervention, consultation, and advocacy as well as operation of Programs and networks that promote mental health in a multicultural society.

Prerequisite: COU 620 or consent of instructor.

COU 653 Professional School Counseling, K-8 – 2 hours

Elementary and middle professional school counseling Programs, including administration, finance and accountability; cognitive and experiential skills. History and development of school counseling; elementary and middle school education and counseling Programs (similarities and differences); group and individual counseling; the counselor's role in school testing; career planning and exploration. Practical experiences.

Prerequisite: COU 620 or consent of instructor.

COU 655 Professional School Counseling, Secondary Schools – 2 hours

Secondary professional school counseling Programs, including administration, finance and accountability; cognitive and experiential skills. History and development of school counseling; secondary school education and counseling Programs (similarities and differences); group and individual counseling; the counselor's role in school testing; career planning and exploration. Practical experiences.

Prerequisite: COU 620 or consent of instructor.

COU 669 Education Law, Advocacy and Leadership – 2 hour

This two-credit course will focus on the statutory provisions of The Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA). There will be an examination of the stakeholders and participants involved in special education services, identification and evaluation of services, least restrictive environment, related services, and free appropriate public education. In addition, student discipline and due process rights will be discussed. (*Note: mandatory elective course for Non-Teachers*)

ILLINOIS EDUCATOR LICENSURE APPLICATION PROCESS

Create ELIS Account (if you do not already have it set up):

1. Go to https://apps.isbe.net/iwasnet/sign_up.aspx
2. Follow the procedural steps to either create a new account or enter your existing account. Creating an ELIS account should be done at the time you are enrolled in the Counseling program
3. Once all the program and state requirements have been met, you will be able to apply for your endorsement. **Do not apply beforehand or your application will go into pending status.** If you have any questions or concerns, contact Counseling Program Director, Dr. Victoria Maneev, at (309) 677-3541 or vmaneev@fsmail.bradley.edu.

ILLINOIS LICENSURE IN SCHOOL COUNSELING

BRADLEY UNIVERSITY
COLLEGE OF EDUCATION AND HEALTH SCIENCES
Department of Counseling

Name _____ ID# _____

To be approved as having completed the School Counseling track of the Counseling Program, the curriculum below must be completed. This Program meets or exceeds minimal standards accepted and approved by the Illinois State Board of Education (ISBE) and the Council for Accreditation of Counseling Related Educational Programs (CACREP).

Graduate Core

COU 604 Research Methodology and Applications (3)

Program Core

COU 540 Human Growth & Development (3)

COU 551 Substance Abuse Counseling (3)

COU 586 Counseling Diverse Populations (3)

COU 620 Introduction to Counseling: Professional Orientation (3)

COU 621 Career Dev Across Lifespan (3)

COU 623 Pre-Practicum in Counseling (3)

COU 624 Theories & Techniques of Counseling (3)

COU 625 Principles of Group Counseling (3)

COU 630 Diagnosis & Treatment of Mental Disorders (3)

COU 631 Crisis Intervention Counseling (3)

COU 640 Clinical Supervision (2)

COU 641 Assessment in Counseling (3)

COU 654 Consultation (1)

COU 661 Couples & Family Counseling (3)

COU 690 Practicum in School Counseling (3)

COU 691 Internship I in Professional School Counseling (3)

COU 692 Internship II in Professional School Counseling (3)

School Counseling

COU 585 Understanding Schools: A Primer for Non-Teachers (2)

COU 653 Professional School Counseling, K-8 (2)

COU 655 Professional School Counseling, Secondary Schools (2)

COU 669 Education Law, Advocacy and Leadership (2)

ELECTIVES (3)

If the student has a Professional Educators License (PEL) COU 585 & 669 can be replaced with other elective credits.

Semester

Grade

3

3

3

3

3

3

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3

3

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3

3

2

3

1

3

3

3

3

3

2

2

2

2

3

Total Semester hours:

60-62

Approved for graduation:

Advisor

Date

Chairperson

Licensure Officer

Date

Date

THESIS PROCESS CHECKLIST

Completing a thesis is *optional* for Counseling Students. The decision to pursue a thesis should be made within the first 12 credits of study and discussed with the Faculty Advisor. COU 699 – Thesis is a three-semester, one-credit-per-semester graduate course that guides students through the design, execution, and formal presentation of an original master's thesis. Enrollment is required each semester in which thesis work is actively in progress. The course is organized around key developmental milestones rather than a fixed weekly schedule, reflecting the individualized and iterative nature of research. Students work closely with their thesis advisor and committee throughout all three semesters.

1. Identify a problem that represents a significant research interest in Clinical Mental Health or Professional School Counseling.
2. Identify a faculty member who might be interested in the project. Make an appointment to discuss research ideas. Invite the faculty member to serve as thesis committee Chair.
3. Once a faculty member has agreed to serve in the position of thesis committee Chair the following tasks must be completed:
 - a. Identify the list of thesis committee members, consisting of one Chair, one additional member from within the Department and one from outside the Department. The one outside member may or may not be a faculty member at Bradley University. The outside member may be a content expert who holds a Ph.D. and is a faculty member at another university.
 - b. Ask and receive commitment from faculty members to serve on the committee.
 - c. Develop a proposal with the guidance of the thesis committee Chair. The proposal must include a problem statement, literature review, and a research methodology section. Schedule a Thesis Perspective meeting with all thesis committee members for input and approval to proceed.
 - d. If human participants are involved, a packet of materials must be obtained, completed, and submitted to the Committee and to the Bradley University Committee on the Use of Human Subjects in Research (CUHSR) for their approval. Once written notice has been received, the research can begin.
 - e. Collect and analyze data and write the thesis following the current edition of the American Psychological Association Publication Manual. A typical thesis usually includes five chapters: Chapter 1, Introduction; Chapter 2, Literature Review; Chapter 3, Research Methods; Chapter 4, Data Analysis, and Chapter 5, Discussion and Implications. Without compromising the APA Publication Manual guidelines, follow the Office of Graduate Education Guidelines for final manuscript standards.
 - f. Arrange final thesis defense date by consulting all members' availability. The defense must be at least **three weeks** before expected graduation.
4. At least three weeks before the final thesis defense, each member of the thesis committee must receive a copy of the manuscript for review and must offer editorial suggestions if needed.
5. During the thesis defense the student will be responsible for presenting a general overview of the thesis project, its results, its conclusions, and entertain questions and offer answers.
6. Counseling students are highly encouraged to submit a presentation proposal at national or state conference, submit a manuscript to a peer-reviewed journal, and present Bradley University's annual Student Research and Creative Achievement Expo held each spring.

STUDENT RESPONSIBILITY GUIDE - A CHECKLIST

Refer to this list as you progress through the Program and check off the steps as you complete them:

- _____ 1. Read this Handbook from cover to cover!
- _____ 2. After being admitted to the program, a Program of Study will be developed. Online students' POS is developed upon program entry and can be found in your online Bradley portal.
- _____ 3. Connect with your Faculty Advisor at least every semester during completion of courses.
- _____ 4. File Request for Approval to Transfer Course Work and required documentation if necessary.
- _____ 5. Initiate paperwork for Removal of Conditional Admission Status if necessary after completing conditional requirements (usually after the first semester).

- _____ 6. Become a student member of the American Counseling Association (ACA) by the end of your first year.
- _____ 7. Obtain Professional Liability Insurance from ACA by at least two months prior to beginning Practicum.
- _____ 8. Register for the Counselor Preparation Comprehensive Examination (CPCE) and the National Counselor Exam (NCE) during your last academic year of course work.
- _____ 9. Apply for graduation on-line through MyOnline or MyBradley when registering for final courses and meet with your Faculty Advisor to review program requirements for completion of your degree.
- _____ 10. Complete work required to remove any IP or IN grades from transcript if necessary.
- _____ 11. Professional School Counseling students need to apply for State Licensure.
- _____ 12. After receiving NCE scores, follow up with the Illinois Division of Financial and Professional Regulations for the LPC or the Licensing Board of your jurisdiction.

CELEBRATE!!!!!!

CPCE WRITTEN EXAM POLICY

Submission Deadlines

Essays must be completed and submitted to the CPCE Written Exam Committee no later than **six weeks before the end of the semester** in which the written exam is being submitted. Students are responsible for scheduling the Oral Defense with Committee members, and essays must be provided to Committee members **at least two weeks prior to the scheduled defense date**. Failure to meet these deadlines will delay the defense date and may postpone graduation.

Content Requirements

Each core area contains a set of specific prompts. Students must address all prompts within each core area in a separate essay. One essay for each core area is required.

Formatting Requirements

Papers must be **3–5 pages in length** and formatted in accordance with current APA guidelines, including a title page, headings and subheadings, in-text citations, a references page, and page numbers. All essays must be typed in 12-point Times New Roman font. Students should consult the APA Manual for complete formatting directions.

Source Requirements

Each essay must draw from a **minimum of five scholarly sources**, such as peer-reviewed journal articles and counseling textbooks. All references must have been published within the last 10 years; exceptions may be granted for seminal or foundational works that remain central to the field.

Academic Writing Expectations

Graduate-level writing relies primarily on paraphrasing to demonstrate comprehension and critical engagement with the literature. Accordingly, **at least 90% of cited material must be paraphrased** in the student's own words. Direct quotations should be used sparingly and only when the original wording is essential to the meaning or argument.

Oral Defense

During the Oral Defense, students should be prepared to summarize key concepts and learning points from each essay, discuss clinical applications, and reflect on what they have learned. The defense meeting typically lasts approximately **one hour**.

Assessment Measures

Each essay will be graded using The CPCE Essay Grading Rubric and the oral defense will be graded using The Oral Defense of Essay Grading Rubric.

GUIDELINES FOR PRIVACY COMPLIANCE WITH FEDERAL LAWS
REGARDING COUNSELING STUDENT VIDEOS DURING SUPERVISED EXPERIENCES

Background

Two Federal legislations impact the educational practices of universities in the United States, including public and private institutions. The Family Educational Rights and Privacy Act (FERPA, 1974) and the Health Insurance Portability and Accountability Act (HIPAA, 1996) provide privacy protections to (a) students' educational records, and (b) persons' health protected information, respectively. These privacy protection requisites are non-negotiable, and universities must develop practices that ensure privacy of these educational and health-related records' content, storage, and retrieval.

The Council for the Accreditation of Counseling and Related Educational Programs (CACREP) requires that counseling curricula include supervised experiences by which counseling students practice counseling skills and knowledge application experiences with real clients. To provide these supervised experiences, counseling programs enlist the collaboration of credentialed practitioners at collaborating supervisory sites or agencies where students provide counseling services to clients.

As a result, the privacy requisites from FERPA and HIPAA include the supervision and evaluation of counseling students' performance while servicing the needs of clients in diverse supervisory sites. The respective supervisory and evaluative tasks include core faculty members who sign educational agreements with site supervisors (and their respective sites/agencies) who in turn work with (campus-based and online) counseling students enrolled in supervised experiences' courses (both practicum and internships). These educational agreements do not constitute employment relationships with either site supervisors or with counseling students. Counseling students are thus required to video record the counseling services they provide to clients for supervision purposes. Clients in turn sign authorizations for these practices via informed consent statements provided at the sites where they receive services.

The content of counseling sessions must be recorded for viewing and evaluation by (a) site supervisors, (b) core faculty members, (c) student peers, and (d) individual counseling students. These counseling video sessions are primarily subject to FERPA protections because they pertain to the educational progress that counseling students are expected to demonstrate during their counseling program. These counseling video sessions are also subject to HIPAA protections because they may contain health related information that clients share in counseling sessions (but these videos do not specifically include health insurance information, fees for services, diagnoses, or any other identifiable health protected information, nor any services billable by the University). The collaborating sites or agencies where students provide counseling to clients are the entities responsible for direct clinical services to clients, and their respective health protected records.

Rationale

Bradley University has been authorized by the Higher Learning Commission to offer online its counseling program to students from various locations. To meet the 2010 Program Integrity regulation from the U.S. Department of Education (34 CFR § 650.9), Bradley University has sought and obtained authorization from state agencies to offer its CACREP accredited counseling program to students from various geographical locations. To deliver this counseling program and to comply with the privacy requisites from FERPA and HIPAA, Bradley University has selected a Learning Management System platform, Canvas. And to enable multiple sites-based supervision and evaluation of counseling students' supervised experiences, Bradley University has enlisted a video tools compliant with IDPAA privacy requisites, Bongo, Studio, and Zoom. The interface of Canvas/Studio and Bongo/Zoom enable Bradley University to offer the Master of Arts in Counseling program to students from various geographical locations, including those who reside close to the university campus and attend campus-based courses.

Provision of privacy under federal laws is not synonymous with a product brand. Instead, privacy protection is a process that requires guidelines and purposeful compromise from different stakeholders to ensure that privacy of records can be objectified. To meet its educational mission, Bradley University requires commitment from distance technology vendors, core-faculty members, site supervisors, and counseling students to ensure that counseling videos are kept private. These counseling videos are for the primary purpose of evaluating skills acquisition and knowledge application of students when working with clients. Whereas reviewing and negotiating expansions of contractual agreements and affidavits from vendors is a potential means to update technical processes for encryption and retrieval of counseling videos and files, a periodic review and implementation of guidelines for recording, storing, and retrieving

videos and information for academic evaluation must also be done to remain current with technological advances applicable to web-based pedagogy in higher education. In this regard, technical personnel at Bradley University or its affiliates (e.g., vendors or collaborating agencies) may be required to sample videos or files only to ensure optimal function for evaluation and other educational purposes. Technical personnel are bound by the same privacy requisites applicable to Bradley University.

Purpose

Privacy of counseling videos pertains to storing their content into an encrypted server, and keeping confidential their retrieval for educational evaluation. Access credentials to an encrypted server include a unique user name, and non-transferrable passwords. Counseling students will be responsible for recording and storing these counseling videos, whereas site supervisors and core-faculty members will be responsible for confidentially retrieving these counseling videos to complete educational evaluation tasks. All counseling videos will remain in the encrypted servers only for the duration of counseling students' supervised experiences, or for the duration of counseling services provided to specific clients, whichever ends first unless otherwise specified in writing for any given client case. Specific processes, clinical notes, diagnoses, assessments, progress notes, case management notes, treatment plans, insurance information, and other health protected client information constitute client records. Collaborating supervisory sites/agencies, where students see their clients, remain responsible for providing and maintaining the privacy and integrity of these clients' records and services. Counseling videos do not constitute health records. Counseling videos are educational records for university enrolled counseling students. The content of counseling sessions in these videos will provide evidence of student performance in terms of skills' acquisition and knowledge application according to CACREP standards for ascertaining the formative professional competence of counseling students during supervised experiences. Clients will sign informed consent statements to allow counseling students to submit videos of their counseling sessions for academic evaluation and assessment of professional competence of counseling students. Site supervisors, counseling students, and counseling core faculty will sign educational agreements for supervised experiences pertinent to these guidelines.

The following guidelines provide specificity of procedures for supervision and evaluation of counseling students, as well as for the general use of Bongo/Zoom and Canvas/Studio relevant to counseling academic courses in the counseling program at Bradley University.

PRIVACY GUIDELINES

4. Persons responsible for provision of privacy include core faculty members, section instructors, site supervisors, and counseling students enrolled in the counseling program at Bradley University (both on-campus and online), as well as technical personnel who may interact with these materials in the course of their duties.
5. Handouts or educational materials added to courses must include a legend as applicable: "Adapted from..." to comply with the American Psychological Association publication manual on crediting sources. These materials will be made available first in electronic form through Canvas, and then these materials will be printed as needed.
 - a. Handouts will include: professional disclosures, informed consent statements, evaluation forms, and other related materials for the provision of counseling to clients;
6. Students will be informed what to expect if it becomes evident that what they share may indicate a greater need for professional assistance;
7. Students will work with student peers to practice counseling skills. These videos are played back for academic evaluation of the helper's skills development.
8. Other students in the class may also view these videos and provide feedback to the helper,
 - a. Faculty members will enable viewing functions for other students during group supervision or triadic supervision sessions;
9. Students practicing counseling skills must be prepared to explain what specific skills they intended to use in the video session.
10. Counseling students are responsible for destroying any copies of videos on personal devices that they submit for academic evaluation when the course ends.
 - a. Students are expected to not keep copies of videos on any device;
 - b. Students are not permitted to post videos used in these courses on online media channels for public consumption. In these cases, students or persons posting these unauthorized materials shall be solely responsible for violation of privacy entitlements to the persons and/or content in these materials;

- c. If copies of submitted videos remain in personal devices, students are responsible for deleting these videos and to notify the core faculty they have deleted these videos;
 - d. Keeping copies of videos on personal devices may be subject to disciplinary action;
 - e. Removal of videos from server-based libraries is also expected from faculty and students at the end of each course;
 - f. Failure to delete videos from local devices (e.g., personal computer, mobile devices) or server based libraries may result in disciplinary action by the counseling department.
11. Faculty members will inform counseling students how they may expect to be graded for their skills portrayed in the videos they submit; and
 12. Faculty members will inform counseling students what to expect if they were to consistently fail to exhibit the skills they are expected to practice.

Guidelines for Practicum and Internship Classes

1. Persons responsible for provision of privacy include core faculty members, section instructors, site supervisors, and counseling students enrolled in the counseling program at Bradley University (both campus-based and online); as well as technical personnel who may interact with these materials in the course of their duties.
2. Site supervisors and core faculty will evaluate students' performance in terms of skills acquisition and knowledge application during counseling sessions.
 - a. Core faculty and site supervisors will communicate about grades, but only core faculty will assign grades for clinical skills acquisition and knowledge application, and these grades/ratings will be relevant to current CACREP standards;
 - b. Evaluation forms and other educational will be available in Canvas (or other online system);
 - c. Informed consent statements are maintained at the site in the clients' file;
 - d. Evaluation forms will be used by faculty and site supervisors for educational purposes as indicated in (a) above;
 - e. Gradebook tools in Canvas will aggregate grades per student per course. This will help generate reports that indicate how students are meeting CACREP standards, under the educational objectives of the program in compliance with the educational mission of the University. Grades constitute educational records under FERPA. These grades will also be used to inform evaluation and development strategies of the counseling program.
3. Following compliance with "fair evaluation practices," students will receive and have access to feedback or evaluations from core faculty/site supervisors.
 - a. These evaluations/feedback will be aggregated as grades through the LMS platform (Canvas) for educational purposes (*grades assigned for students' performance do not constitute medical records or health insurance related information. Further, grades do not contain client personal information, diagnoses, assessments, fees for services or any other identifiable personal information protected under healthcare law*).
4. Student videos of counseling sessions will be pertinent to every face to face contact students will have with their clients.
 - a. Counseling videos will capture the confidential conversations between student counselors and their assigned clients for the purpose of skill acquisition and knowledge application in counseling;
 - i. Counseling videos contain confidential conversations that may reveal client mental health related information. No specific professional interpretation will be included in these videos. The purpose of these counseling videos is only to ascertain counseling students' demonstration of conduct of therapeutic nature;
 - ii. Counseling videos do not constitute medical records or health insurance related information. Further, counseling videos containing specific client personal information, diagnosis, assessments, fees for services, or any other identifiable personal information protected under healthcare law;
 - b. Clients will sign informed consent forms and grant authorization for student counselors to record their sessions and to submit these recordings for evaluation by program core faculty, site supervisors, and student peers during group or triadic supervision.
5. Students will primarily record directly (with their devices' cameras and microphones) into the encrypted web-browser-based video tool, Bongo/Zoom.

- a. This recording process requires students to enable their devices to record onto the webbrowser based video tool, Bongo/Zoom;
6. If students were to use a device for recording and later uploading their videos into Bongo/Zoom, these videos will have to be removed completely from that device:
 - a. If students use their supervision sites' equipment for recording videos, according to site policies; then, students will indicate this fact as they submit their videos for review and evaluation (including approved practices for deletion from their supervision site);
 - b. At the end of therapy or at the end of supervised experience, students (and their site supervisors will oversee that this happens) will delete any videos captured on any device and not directly recorded on Bongo/Zoom,
 - i. Student videos will also be deleted from their server-based libraries at the end of the supervised experience, or at the end of provision of services to clients;
 - ii. Faculty and site supervisors will also ensure that their server-based libraries are deleted when services to particular clients end, or when the students' supervised experiences end;
 1. Failure to comply with deletion of videos either from local devices or from server-based libraries will result in disciplinary action by the University;
 - c. When reviewing and evaluating videos, site supervisors and faculty will not download the videos they are streaming for any reason, neither will students;
 - i. If these videos are downloaded, they will be deleted at the end of therapy or at the end of the students' supervised experience,
 - ii. Failure to delete downloaded or locally stored student videos will result in disciplinary action by the University;
 - d. When individually viewing and grading/evaluating students' videos, faculty and site supervisors will secure a private physical and/or virtual space for preserving the privacy of video content,
 - i. When viewing and grading students' videos in a group or a triadic supervision format (as required by CACREP), faculty and site supervisors will remind student peers of their adherence to confidentiality of video content as required by law;
 - e. Video equipment used for recording, streaming, or evaluating student videos will not be left unattended,
 - i. This video equipment will be secured by users,
 - ii. Log-in credentials will not be transferable and must not be shared with anyone.
 - iii. Sharing personal credentials with another to access video tools or video content will be subject to disciplinary actions by the University;
 - iv. Disciplinary actions by the university pertaining violation of these guidelines includes but is not limited to dismissal from the program and/or the University.

Technology Requirements from Bongo/Zoom

1. Technological requirements may be found online at:
<https://bongolearn.zendesk.com/hc/en-us/articles/360003760493-Basic-System-Requirements>
 Bongo/Zoom is designed to work with many different computers, cameras, and Internet browsers, but there are basic requirements to ensure quality of streaming experience.
 - a. Both desktop and laptop computers are preferred over mobile devices for accessing Bongo/Zoom. Bongo/Zoom is web-browser based and it is compatible with Apple and Windows computers. Mobile devices, including iPads, do not have the operating system features to conduct all activity types in Bongo/Zoom.
 - i. Operating systems for computers must be updated and current;
 - ii. Web-browsers must be updated and current.
 - b. An Internet connection with at least 300Kbs upload and download speed is required.
 - c. A wired Internet connection is strongly recommended.
 - d. Preferred web-browsers for Bongo/Zoom and Canvas include Chrome and Firefox.
 - i. Browser restrictions and Extensions or Add-ons can affect Bongo/Zoom performance.
 - e. To provide technical assistance, the University has made available a Help Desk through the Technical and Academic Support tool in course sites.
 - f. All computers used for video recording and for video streaming must have a current version of Adobe Flash.
 - i. Specifications for using Adobe Flash vary for Apple and Windows devices.

- g. A functional webcam and microphone available in every computer are required.
 - i. External video camera or microphone are accepted and optional. Users must seek technical assistance if needed to ensure their optimal performance.
 - ii. Medium quality video settings are acceptable. High quality or high definition video will increase the size of the file and require further editing.
 - 1. To edit a video file to reduce the size or trim the starting or ending point, a standard program like Microsoft Movie Maker or iMovie may be required.
- h. For all technical assistance contact the Help Desk in Canvas and Bongo/Zoom.

Department of Counseling
College of Education and Health Sciences
MASTER OF ARTS IN COUNSELING PROGRAM

Supervised Professional Practice Experience:

PRACTICUM AND INTERNSHIP COUNSELING HANDBOOK

Updated 2026

Master of Arts in Counseling:
Professional School Counseling
Clinical Mental Health Counseling

Introduction

Hello Students,

Welcome to the Fieldwork Manual for Bradley University's Counseling Program. This manual is designed to serve as a comprehensive guide to your fieldwork experience, including both Practicum and Internship. Fieldwork is one of the most significant and transformative components of your professional training. It is during this time that you begin integrating classroom knowledge with real-world clinical practice, further developing your professional identity as a counselor.

Within this manual, you will find detailed information outlining the expectations, policies, procedures, and requirements associated with Practicum and Internship. This includes guidelines related to site selection and approval, required documentation, supervision expectations, hour requirements, evaluation processes, professional conduct, ethical responsibilities, and communication protocols. The manual is intended to promote clarity, consistency, and accountability, ensuring that students, site supervisors, and faculty supervisors share a common understanding of program standards and professional expectations.

Please read this manual carefully and in its entirety prior to beginning your field placement. Familiarity with these policies is essential to a smooth and successful fieldwork experience. Many common questions regarding documentation, deadlines, supervision requirements, and professional expectations are addressed within these pages. Students are responsible for adhering to the policies outlined in this manual and for maintaining ongoing communication with faculty throughout the fieldwork process.

Your field experience is a critical step toward developing competence, confidence, and ethical practice as a counselor. The Counseling Program faculty are committed to supporting you throughout this process, and this manual serves as a foundational resource to guide you along the way.

We are excited to support you as you begin this important stage of your professional journey.

Preparing for Fieldwork

The Practicum/Internship Coordinator will meet with the students **two semesters** before fieldwork is scheduled to begin. In this **mandatory** group meeting, we will discuss the paperwork, dates, deadlines, and the process to begin fieldwork. It's important to wait until this meeting to begin the fieldwork search process, as you could lose the opportunity at the site by reaching out too early.

Before beginning fieldwork, the student will need to complete and pass the following courses:

- COU620 - Professional Counseling Orientation and Ethical Practice - B or higher
- COU623 - Pre-Practicum/Basic Skills - B or higher
- COU624 - Theories and Techniques in Counseling - B or higher
- COU625 - Principles of Group Counseling - B or higher

These classes are recommended to be taken and passed prior to beginning fieldwork, but are not a requirement at this time;

- COU540 - Human Growth and Development Across the Lifespan
- COU586 - Counseling Diverse Populations
- COU630 - Diagnosis and Treatment of Mental Disorders

Please Note:

- **ONLINE ONLY** - University Supervision/Class will be at either 10 am or 5 pm CT weekly on Tuesdays.
- **ONGROUND ONLY** - University Supervision/Class will be assigned and can be seen in MyBradley.
- Students **must** complete the courses above to begin fieldwork. There is no exception to this rule.
- P/I Coordinator will meet with students 2 semesters before they begin fieldwork

Fieldwork Requirements

Paperwork

Students must submit their paperwork to bupracticuminternship@fsmail.bradley.edu and have it approved by the Practicum/Internship Coordinator.

The paperwork required to begin fieldwork must be completed in its entirety, including correct dates and signatures, or it will be sent back to you and may delay your approval. The paperwork includes:

- Cooperating Agency Agreement form
- Site Supervisor Agreement form
- Site Supervisor Liability Insurance
- Site Supervisor Resume/CV
- Site Supervisor Orientation form
- Student Liability Insurance
 - Recommended: ACA (<https://www.counseling.org/>)
 - HPSO
 - ASCA

**All of this information will be discussed in the mandatory meetings two semesters before beginning fieldwork*

Practicum Requirements

- 100 total hours, with 40 of those hours being direct hours over 1 semester
- Must show three video recordings of counseling sessions to pass

Internship Requirements

- 600 total hours with 240 of those hours being direct hours. Internship is completed over 2 semesters.

- **School Counseling Students in Illinois only** - School counseling students in Illinois may receive one-third of their hours in Private Practice, but you must work with school-aged clients at the private practice. (Please check your state's policy if this is allowed as well)
- Must show two videos in Internship 1 and four videos in Internship 2 to pass.

Group Counseling Hours

- Students must complete a total of 20 group hours across the practicum, Internship 1, and Internship 2. (These group hours count as direct hours)
 - Only 10 out of 40 of the required direct hours for practicum can be group.

Discontinuation of Site Placement

- Students must consult with their instructor and the P/I Coordinator prior to terminating their placement at a site.
 - This process ensures appropriate transition planning, continuity of client care, and adherence to program expectations.
 - Students are expected to follow the ACA Code of Ethics, including responsibilities related to client welfare, appropriate termination, and professional conduct. Leaving a site without proper coordination may result in ethical concerns, particularly if it disrupts services or compromises client care.
 - Student safety is a priority. If a student feels unsafe at their site, they should immediately notify their instructor and the P/I Coordinator so that appropriate steps can be taken to assess the situation and support the student. In situations involving immediate safety concerns, students should prioritize their well-being and remove themselves from harm, followed by prompt communication with faculty.
- Abruptly leaving a site without consultation (outside of emergent safety situations) may be considered a breach of professional and ethical responsibilities and may result in disciplinary action in accordance with program policies.

Please Note

- You cannot have more than 2 fieldwork sites at a time.
- If you need to switch sites or site supervisor, you must first communicate with your instructor and the P/I Coordinator.
- Paperwork **MUST** be completed before beginning/changing sites or utilizing a specific site supervisor.
- Students cannot recruit clients for themselves via Psychology Today or similar platforms.
 - Site supervisors can recruit for clients as long as it is clear that the counselor-in-training is a student.

****Approach the search for a fieldwork site as you would a job search. Many students receive employment offers from their fieldwork sites shortly before or after graduation, so maintaining professionalism throughout the process is essential.****

The Practicum/Internship Coordinator and University Supervisor

The Role of the Practicum/Internship Coordinator

The Practicum/Internship Coordinator is responsible for supporting, managing, and evaluating counseling students in their clinical experiences. The Practicum/Internship Coordinator handles matters such as:

1. Supports the student in finding a fieldwork placement
2. Maintenance and memoranda of site contracts
3. Providing information related to students requires professional liability insurance
4. Maintaining contact with the clinical sites for site development and clinical administration issues
5. Providing orientation, consultation, and professional development opportunities as provided by the counselor education program faculty to site supervisors

When to Communicate with the Practicum Internship Coordinator

- Questions not answered in the Fieldwork Manual
 - If you have reviewed the manual and still need clarification.
- Questions about fieldwork paperwork
 - Including forms, deadlines, signatures, or submission requirements.
- Significant issues at your site, including:
 - Concerns about client safety or ethical issues
 - Conflicts that impact your learning or ability to complete requirements
 - Boundary, role, or supervision concerns
- If you are considering leaving a site
 - Do not quit or disengage before consulting the Coordinator.
- If you are at risk of being terminated from a site
 - Early communication allows for guidance and documentation.
- If you are not earning enough hours
 - Including consistent difficulty obtaining direct or indirect hours.
- When a change to your placement is needed, such as:
 - Switching sites
 - Adding an additional site
 - Changing supervisors
- If you are not receiving adequate supervision
 - Or supervision that meets program or licensure requirements.
- Issues with Time2Track, including:
 - Difficulty locating your site or supervisor
 - Errors or access problems that prevent logging hours accurately

**When in doubt, reach out early. Communicating sooner rather than later helps protect your progress, professionalism, and standing in the program.*

The Role of the University Supervisor (Professor for Fieldwork Class)

The University Supervisor is responsible for supporting and evaluating students' clinical skills and experience. The University Supervisor is responsible for:

1. Guiding students in their fieldwork site
2. Supervises students for their time at their site for that semester
3. Provides clinical feedback and guidance
4. Read evaluations to ensure our students are working ethically and that the evaluations are submitted each semester
5. Maintaining consistent contact with the site supervisor to ensure that things are going well at the site
6. Communicate issues with the Practicum/Internship Coordinator

When to Communicate with the University Supervisor

- Any issues at your site (crisis, discontinuation of a site, dismissal from a site, or not receiving enough hours)
- Class work questions
- Supervision questions

- T2T questions

Fieldwork Site, Site Supervisor, and Site Supervision

Clinical Mental Health

- Fieldwork Sites include
 - Private Practice
 - Hospital Settings
 - Counseling Centers at Universities/Colleges
 - Community Mental Health (basic mental health facilities, groups, substance abuse, etc.)

School Counseling

- K-12 Schools
- Private Schools
- Alternative Schools
- Charter Schools
- **School Counseling Students in Illinois only: School counseling students in Illinois may complete one-third of their hours in Private Practice, but they must work with school-aged clients at the private practice. (Please check your state's policy if this is allowed as well.)**

Site Supervisor

- Requirements
 - At least **TWO** years of clinical experience
 - Must be a Licensed Mental Health Clinician;
 - Counselor
 - Social Worker
 - Psychologist

Site Supervision

- Site supervisor **MUST** provide adequate supervision for at least one hour per week while the student is under their supervision.
 - Site supervision must be conducted individually and/or as triadic supervision (no more than three supervisees). This is a CACREP Standard.
- If a site supervisor is on vacation or absent for any reason, the site supervisor must designate a point person from whom the student should seek supervision.
- Students must not be alone at the facility without a licensed person on site in case of a crisis.

Distance

- The site must be within a drivable distance for the student (within 60-90 miles from the student's home).

Absences from the Student's Fieldwork Site

- Students can miss 5 days at their site for the entire year of fieldwork (practicum, Internship 1, and Internship 2) without prior approval from their site supervisor.
 - Anything beyond the 5 allotted days must be approved by your site supervisor.
 - Excessive absences may result in a site choosing to dismiss a student and the student may be referred for disciplinary review at the University level in accordance with program policies.
- Students may not be absent for more than 20% of their required time at the site.

Practicum and Internship Student

Responsibilities

- Follow the [ACA Code of Ethics](#) Guidelines
- Communicate with the University Supervisor (professor) and Practicum/Internship Coordinator if there are any issues at the site.
- Gain a total of 700 hours with 280 direct and 20 hours of group counseling between Practicum, Internship 1, and Internship 2.
 - Practicum - 100 total hours, with 40 of those hours being direct hours over one full semester.
 - Internship 1 & 2 - 600 total hours with 240 of those hours being direct hours. Internship extends over two full semesters.

**Not all of your hours can be group hours - Students need individual hours as well.*

- Record Sessions to show in class
 - Practicum - 3 videos are required
 - Internship 1 - 2 videos are required
 - Internship 2 - 4 videos are required

More information on videos in the **Definition section below.*

- Attend University Supervision (Class) weekly while at your site, while in fieldwork.
- Knowing the requirements of your State Licensure Board

Telehealth

- Telehealth **MUST** be completed at your approved fieldwork site.
- Telehealth **MUST** be completed on a HIPAA-compliant platform.
- Sites cannot be 100% virtual.
 - This requirement is a CACREP requirement.
- Telehealth can only be 49% of your direct hours.

Emergency/Crisis Protocol

- Please familiarize yourself with your site's crisis/emergency protocol(s)
- In an emergency/crisis, please contact your site supervisor and your university supervisor as soon as possible.
 - I.e., Suicidal ideation, Homicidal ideation, active shooter, natural disasters, etc.

PISO

- Faculty Advisors will enroll students in the Practicum Internship Student Orientation via Canvas during their Midcycle Review.
- PISO needs to be completed before the mandatory meeting with the P/I Coordinator.

Personal Information

- Students may not give out any personal information to clients. This includes, but is not limited to:
 - Personal Phone Number
 - Address
 - Relationship Status
 - Political Affiliation
 - Social Media Handles
- Students **CAN** use/have a Google Voice Number for clients
 - This will only be used to schedule with clients and nothing else.

Time2Track

Setting Up a Profile

When it's time for Practicum and Internship, we use Time2Track here at Bradley. Please wait until you begin Practicum to complete the steps below.

- First, you will create an account on the [Time2Track](#) website.
 - Please use your Bradley Email address

- After you've made your account. Go up to Settings > Placements > Add a placement. From here, you will add two placements;
 1. The student will add Bradley University Training/Class
 - a. Students will select which fieldwork step they are in (Practicum, Internship 1, or Internship 2), then provide their Professor/University Supervisor and the Faculty member.
 2. Students will add their site(s) where they are completing their fieldwork.
 - a. Make sure to select your site supervisor and faculty member (University Supervisor/Professor)

**You will need to repeat these steps every semester to change which section of fieldwork you are in. If you have any issues with seeing your site or site supervisor in Time2Track, please email the Practicum/Internship Coordinator.*

How To Submit Hours

- To submit hours, you must go to Activities and add an activity.
 - Select the appropriate category in which the hour(s) occurred in fieldwork (i.e., Individual Session, Supervision, etc.) and click submit
- After that, go to Approvals and submit the hours for approval.
- Any hours collected at your site **MUST** be submitted to your site supervisor.
- University Supervision (Class) will go to your Professor/University Supervisor to sign off on.
 - Students may collect up to 3 hours of reading/podcasts on mental health-related material per week. This will also go to your University supervisor for sign-off, unless the task is assigned by your site supervisor.

**If you have any questions about Time2Track, please check out T2T's [Trainee Help Website](#).*

Submitting Clients in T2T

- You will need to code your clients in T2T with (1, 2, etc.) and their demographic information. **DO NOT PUT ANY IDENTIFYING INFORMATION.**
- Don't worry about coding for groups - Just individual clients.

Fieldwork Policies

University Supervision

- **ONLINE ONLY** - University Supervision will be held via Zoom at either 10:00 am or 5:00 pm CT weekly on Tuesdays.
 - Students do not get to choose their times.
 - Students may request a section switch under these special circumstances.
 - Issues with child care
 - Time interference with a job
- **ONGROUND ONLY** - University Supervision/Class will be assigned and can be seen in MyBradley.

Absences from University Supervision (Class)

- You are allowed **ONE** unexcused absence from university supervision (class) every semester. If you are missing beyond that one university supervision - you are allowed to make up **ONE** University Supervision in another section on the same day. Beyond that, students will lose 1 letter grade and will not be allowed to count any hours accrued at their site that week if they miss University Supervision. CACREP requires University Supervision each week for students in training.
- The Student is **required** to be on camera, participate in supervision, and provide feedback.
 - Failure to participate and remain on camera will result in a 0 for attendance for that day.
 - Students need to be present for the entire duration of Supervision
 - Practicum and Internship 1 - Two hours of University Supervision per week
 - Internship 2 - An hour and a half of University Supervision per week
 - Students will not be driving while under university supervision
 - Students will not be in public during supervision and must be in a confidential place

**Failure to comply with these policies, students will result in students being asked to leave supervision, and it will be considered as missing supervision.*

Informed Consent

- Students must have a completed consent form for each client that they treat. The form needs to be signed by the person and/or the client's parent or legal guardian.
- Students must also have a signed consent form (by the client, the client's parent, or the client's legal guardian) before Audio/Video recording a session.
- These must be put into the client's record at the facility where the student is for fieldwork.

Failing a Fieldwork Class

- If students fail a fieldwork class (Practicum, Internship 1, or Internship 2), they must retake the course.
 - If the student suddenly shows a lack of attendance, discontinues placement at a site without proper communication with supervisors and P/I Coordinator, or is dismissed from a site due to ethical concerns or issues with basic skills, the student will automatically fail the course. In this case, the student will not be able to count any hours for that semester.
 - Students who do not gain all of their hours for practicum (100 total hours with 40 hours of direct) or internship 1 & 2 (600 total hours with 240 direct hours and 20 hours of group) will fail the course and need to retake the course (Practicum and Internship 2).
 - Students must have a B or higher to pass all of the fieldwork courses.
 - Students can only retake practicum and Internship 2 a maximum of 2x. Internship 1 cannot be retaken.

Discipline and Immediate Termination From the Program

- Students will be considered for Discipline (or even Immediate Termination from the Program) if these issues occur but not limited to;
 - Breaking the [ACA Code of Ethics](#)
 - Breaking Confidentiality - HIPAA or FERPA
 - Causing Harm to Clients
 - Abandonment of Clients
 - Being Unprofessional in communication with University faculty and other University staff, site supervisor and other staff, clients, and peers.
 - Failure to follow ANY rules in this Fieldwork Manual

**Termination From the Program will depend on the severity of the offense.*

Incompletes/Extensions

- Extensions and Incompletes for fieldwork can only be granted in special circumstances. These special circumstances are, but not limited to:
 - Significant and consistent Illness
 - Unforeseen Emergencies
- These extensions and incompletes have to be approved by a Program Director.

Pre-Employment vs. Paid Internship

- Pre-Employment
 - Students must make sure that their duties and supervisor are different from their current employment supervisor.
- Paid Internships are acceptable if a site offers to pay the intern.

Definitions

Direct vs. Indirect Hours

Direct Hours	Indirect Hours
1. Intake Interview 2. Case consultation 3. Individual adult counseling 4. Individual child counseling 5. Couples counseling (Does not count as group) 6. Family counseling (Does not count as group) 7. Group counseling 8. Telephone/ telemedicine Counseling 9. Psychoeducation 10. Testing/assessment 11. Academic Counseling (school counseling only - may not be used as one of the required video session)	Training and education 1. Group materials 2. Workshop 3. Seminars 4. Training sessions or Conferences 5. Researching professional Resources for client care 6. Reviewing session tapes 7. Preparing patient care Handouts 8. Observing/Shadowing others, providing Counseling or related Services 9. Preparing case Presentation 10. Case presentation Consultation Administrative duties 11. Administering & evaluating Psych. Tests 12. Writing clinical reports 13. Progress notes 14. Staff meetings Client-centered advocacy 15. Support services 16. Locating referral sources 17. Attending IEP meetings 18. Case management Supervision 19. Individual - site supervision 20. Triadic - site supervision 21. Group - site supervision 22. Individual – faculty supervision 23. Group - faculty supervision

Group Experience

In addition to developing individual counseling skills during practicum or internship, students must lead or co-lead a group to completion (as applicable). Students are encouraged to conduct or co-lead a group with their approved site supervisor, who will supervise the group. To determine whether a specific group qualifies for this requirement, the group experience should be one that the site supervisor believes will contribute to the student's "direct service" hours. Students are required to obtain 20 hours of group counseling throughout the entire fieldwork experience.

The types of groups that would count for this requirement would be the following:

- Psychoeducation groups – emphasis on acquiring information and development-related meaning and skills
- Counseling groups – emphasis on prevention, growth, remediation, interpersonal, and group dynamics
- Psychotherapy groups – emphasis on personal and interpersonal problems of living, some severe; remedial, reconstructive

Counselor-In-Training Observations

Students must record a total of 10 videos between Practicum, Internship 1, and Internship 2. This is done to assess the acquisition of counseling skills and professionalism. Students must obtain the client's consent before engaging in observation. "See informed consent."

Shadowing VS. A Supervisor Sitting in on a Session

- Shadowing is more of just observing a session where the counselor-in-training is just observing a session.
 - This counts as indirect hours.
- If a site requires a supervisor/licensed individual sitting in on a session - the counselor-in-training **MUST** do the majority of the work.
 - This would count as direct hours.
 - This aligns with group and individual counselings - the student must do the majority of the group.

Video/Audio Recording

Video and audio recordings are standard practices used to assess the development of counseling skills. There is a risk to privacy and confidentiality whenever a video/audio recording is made. Therefore, no student should record counseling sessions with personal devices, such as phones, tablets, etc. Files should be stored at the clinical site or through an encrypted and secured online platform (e.g., TheraNest, Simple Practice, etc...). Additionally, note that only the counselor-in-training should be within the video frame and not the client when recording the video. Bongo is the software that we use here at Bradley.

- Videos must be recorded on an encrypted software on your laptop or a camera.
- Advice for videos:
 - Record Early and Often
 - Show videos that you need supervision on in supervision and peer groups
 - A student **MUST** have a consent form signed to be able to record.
 - Students can use a camera that DOES NOT connect to Wifi (These are available at stores such as Walmart for approximately \$30).
 - Students will need to store this camera behind - no less - than two locks.

Supervision (Site and Faculty)

In accordance with CACREP standards, all students must participate in both weekly Site Supervision and Faculty Group Supervision.

- **Site Supervision** - students have weekly interaction with site supervisors that averages one hour per week of individual and/or triadic supervision throughout the semester.
- **Faculty Group Supervision** - students participate in an average of 1½ hours per week of faculty supervision on a regular schedule throughout the semester.
 - Practicum University Supervision (class) is 2 hours long.
 - Internship 1 University Supervision (class) is 2 hours long.
 - Internship 2 University Supervision (class) is 1.5 hours long.