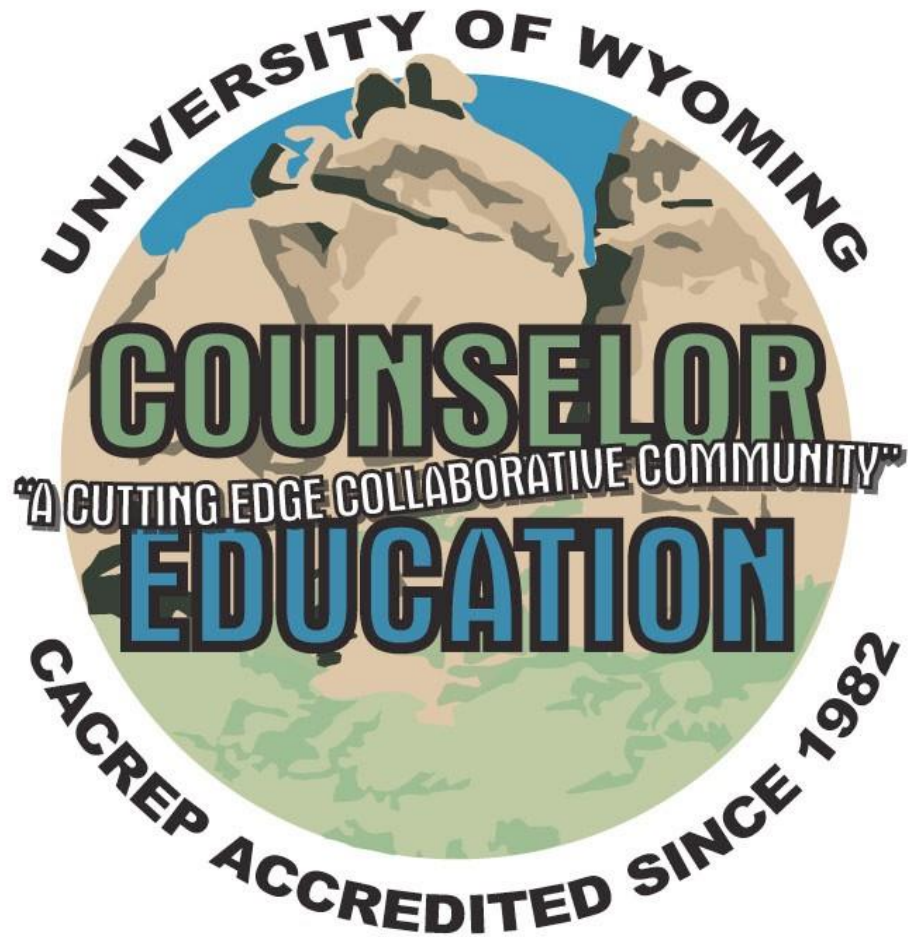


**Master's Student Handbook**  
**UNIVERSITY OF WYOMING AT CASPER**



Updated November 11, 2017

## Student Responsibility Form

I understand that I am responsible for and held accountable for the information presented in the Master's Student Handbook, in particular those related to the mission statement; academic unit and program objectives; information about professional counseling organizations, opportunities for professional involvement, and activities appropriate for students; matriculation requirements; expectations of students; academic appeal policy; written endorsement policy explaining the procedures for recommending students for credentialing and employment; and the policy for student retention, remediation, and dismissal from the program student performance, and other ethical and professional standards. I understand that violating the policies and procedures outlined in the Handbook puts at risk my privilege to remain a member of this training program. I will review these materials carefully, and if I have questions concerning these materials, I will ask for clarification from my advisor or other faculty in the counseling program.

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Student Name (Printed)

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Student Signature

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Date

*The signed form must be placed in the student's file each year in order for the student to remain in the training program.*

## WELCOME TO THE UNIVERSITY OF WYOMING AT CASPER COUNSELOR EDUCATION MASTER OF SCIENCE PROGRAM

Students, faculty, and staff welcome you to the counseling program! We are proud of the long-standing history of excellence in our Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredited masters and doctoral programs.

CACREP accreditation is both a process and a status. Institutional application for CACREP accreditation denotes a commitment to program excellence. The accreditation process incorporates programs' self-assessment along with external review to determine if and how program standards are being met. Accredited status indicates to the public at large that a program is fulfilling its commitment to educational quality. The 2016 CACREP Standards are organized into six sections.

Section 1, The Learning Environment, requires that programs provide a student handbook. The student handbook includes: (1) the mission statement of the academic unit and program objectives; (2) information about professional counseling organizations, opportunities for professional involvement, and activities appropriate for students; (3) matriculation requirements; (4) expectations of students; (5) academic appeal policy; (6) written endorsement policy explaining the procedures for recommending students for credentialing and employment; and (7) policy for student retention, remediation, and dismissal from the program.

### Program Mission Statement

The mission of the M.S. in Counseling program is to prepare graduates for the counseling profession in a variety of settings, including independent practices, substance abuse treatment centers, hospitals, schools, and other settings. Students choose a concentration in [Mental Health Counseling](#) or [School Counseling](#). Students learn a variety of counseling theories and are supported to create their own style and theory of counseling.

### Program Objectives

#### **Mental Health Counseling Program**

The [mental health counselor](#) is a helping professional prepared for clinical practice. Graduate education and clinical training prepares counselors to provide a full range of services for individuals, couples, families, adolescents, and children. Our mental health program prepares counselors to practice in a variety of settings such as independent practice, community agencies, integrated delivery systems, hospitals, and addictions treatment settings. Mental health counselors are uniquely skilled professionals who provide a full range of services. [Learn more.](#)

#### **School Counseling Program**

The [school counselor](#) is a school leader who consults and collaborates with students, teachers, administrators, parents, and other members of the community to promote culturally relevant P-12 student growth in personal/social, career, and academic domains. On a daily basis, school counselors may offer a variety of direct services (e.g., classroom lessons, small groups) as well as systemic interventions (e.g., advocacy, consultation) to enhance student development. School counseling programs often encompass character education, conflict resolution, career planning and much more to build on students' strengths. [Learn more.](#)

Our program offers small class environments, intensive class discussion, and opportunities for self-direction, self-reflection, and scholarly activity. The faculty focuses on encouraging and supporting students to develop self-examination and growth, while learning state-of-the-art, research-based counseling competencies. Our programs encourage self-initiation, in an atmosphere supportive of faculty/student interactions, and an environment requiring the exercise of personal responsibility and developmental growth.

Welcome to your Masters of Science program in Counselor Education!

*Counselor Education Faculty  
School of Counseling, Leadership, Advocacy, & Design*

## **General Information**

### **Matriculation**

Our application is online, and the admissions application completion date for each year is usually in mid-December. We thoughtfully review all applications and invite selected applicants to attend the on-site campus interviews always scheduled for the first Friday in February). Each year we invite a cohort of up to 24 Master's students to join our Casper program with required classes beginning mid-June of that year.

Applicants who are invited and unable to attend the on-campus interview must submit current GRE scores, and we then schedule a phone/Skype/Zoom interview with them. *Since we believe becoming an effective counselor requires more than academic prowess, we encourage applicants to attend the on-site interview if they possibly can to connect personally with us.*

Our application requires background degree information, 3 professional references, and a written document about why you would want to be a counselor with some related questions. This is all due by the designated December date in the year prior to starting the program. Professional references are best from work or school related persons, not family or friends. Optimally, the references address your potential as a counselor. We admit students who have completed an undergraduate degree in diverse areas such as psychology, social work, sociology, teaching, music, geology, business, art., etc. Undergraduate degree completion is necessary before beginning our program. An important part for acceptance into the program is how a person navigates the in-person interview processes. Students enter the counseling program coming from a broad range of background education, work experiences, and life experiences. Generally, an undergraduate GPA of 3.0 or above is preferred; however we consider the applicant's experience, work history, and last few years of school. While not necessary, relevant people- or helping-focused experience is advantageous (such as case worker, teacher, a Big Sister or another job in helping others). "We hope for an applicant who can listen and empathize, is open to diverse issues and communicates and listens effectively, maintains eye contact, collaborates well with others, and works respectfully with others in a group.

We want counselors-in-training to be self-aware, flexible, emotionally mature, and open to other views, as well as realize that counseling includes the development of attitudes, skill, and knowledge that evolves over time. Our profession requires attention and awareness to continually grow and develop as a counselor.

### **Joining Our Program**

Congratulations on your acceptance into the University of Wyoming Counselor Education program. We welcome you to our teaching and learning counseling community! While this handbook offers information regarding the program, our new student orientation is also a time to learn even more about the program and answer your questions. Students are admitted annually as members of a cohort group. In our experience, cohorts are a major strength of our program and can build strong communities of support for enhanced personal and professional growth.

### **Advisor**

To assist you in starting successfully, every student is assigned a permanent advisor upon joining our program. We encourage all students to meet with their advisor before they begin classes or at least very early in their program. Visiting with your advisor about your personal career goals and dreams can help your advisor know how to best support you throughout your program.

### **Faculty Expectations of Students**

Enrollments in core courses are intentionally small in size with a low faculty-student ratio. This allows faculty to commit to being highly accessible to students. Considerable out-of-class work is required, including reading and other activities, in order that in-class topics and activities are complementary and strengthen learning by including information applicable to a variety of counseling settings. Programs and courses are based on the expectation that students will develop and identify their program track by their second full semester in the program. Students are expected to synthesize information from core courses and specialty courses with clinical experiences into an integrated program that prepares the student personally and professionally as a counselor. Students are expected to be assertive in pursuing the knowledge and skills that best fit their developmental objectives. The selection of internship sites is based upon the specific career goals of the student.

### **Information about Professional Counseling Organizations and Professional Involvement**

Students are expected to join and become involved in relevant state and national professional associations such as the

American Counseling Association (ACA), American School Counselor Association (ASCA), Wyoming Counseling Association (WCA), Wyoming School Counselor Association (WySCA), and Chi Sigma Iota (Mu Nu Tau chapter). There are many divisions in ACA and each focuses on specific areas. A few examples that are popular among our students are the Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC), and Counselors for Social Justice (CSJ). For more information, visit: [www.counseling.org](http://www.counseling.org). ACA offered reduced membership fees for students as compared to professional members.

Further involvement for students may occur through professional development activities with faculty members. These activities may include professional presentations, organizational involvement, and professional mentoring. The availability of these activities is discussed at the student orientation and via announcements within the school. Tell your advisor and other faculty members of your interests. The faculty encourages students to attend and present at local, regional, and state conferences. The School of Counseling, Leadership, Advocacy & Design as well as the College of Education and the Graduate School may provide financial assistance for student conference presentations and attendance. Please consult with your advisor for such financial application procedures.

### **Program Progress Reviews and Retention Protocol**

Our goal is that all students will feel safe, supported, encouraged, and inspired to do their best. Sometimes there are cases where a student or the faculty believes that the program is not the best fit for the student. In these instances, we have established several procedures to best work with students to support their chances of success in the program through our policies for student retention, remediation, and dismissal from the program as well as an academic appeal process.

#### **Progress Review**

During a student's tenure in the program, the faculty conducts annual and systematic reviews of each student's progress through a holistic evaluation process that addresses areas such as academics, professional development, ethical behaviors, and personal development. The purposes of the reviews are to assist students in assessing their development and to ascertain the possibility that a student is inappropriately placed in the program. The process is a collaborative effort between the individual student and the faculty, and is undertaken during both the first and second year of the student's enrollment in the program and beyond the second year if needed. In addition there are ongoing evaluations during supervision, supervision classes, counseling classes, and in weekly faculty meetings. The evaluation form is in the Appendices of this Handbook.

#### **Retention Policies and Procedures**

Student retention policies and procedures are based on the expectation that persons who enroll in the program have the capabilities to be self-directing and self-evaluating. The retention policies and evaluation procedures are regularly updated to reflect the evolving standards in the counselor education profession. The current evaluation, retention policies, and procedures are in the Appendices of this Handbook. Minimum requirements are identified and described in the policies for continuation in the program. At any time in the process, individual meetings may be advised or requested by the faculty and/or individual student.

#### **Student Retention Procedures**

Gatekeeping is the legal authority and responsibility of counselor educators to determine whether a student or potential student has the capability and willingness to uphold the counseling profession's standards of care and ethical protocol. Counseling professional organizations expect counseling training programs to screen and monitor competencies of student counselors. The purposes of gatekeeping in the counselor education profession revolve around ensuring that a counselor-in-training is suitably competent and prepared to effectively and ethically interact with clients, colleagues, and the community in a professionally appropriate manner. Counselor educators must be mindful of any behavior, characteristic, or disposition, which may negatively impact the work of a counselor-in-training. Ultimately, the protection of the public and the profession is the goal. The professional literature identifies advantages of taking a proactive gatekeeping stance in which the expectations are clarified before difficulties or issues have arisen; thus monitoring counselor education program students and applicants is a responsibility of all counselor education programs. All students are expected to meet the standards and requirements set forth by the counseling profession's accrediting bodies and ethical codes.

The Counselor Education faculty believe an important component of their responsibility to their students, their professions, and the eventual consumers of services, is the necessity to monitor students' academic progress which includes course work as well as personal characteristics of students that would affect their professional performance as a

counselor.

Our *Student Retention and Dismissal Policy* defines the expected Academic and Non-Academic Performance Standards. A student's acceptance into any program does not guarantee his or her fitness to remain in that program. As counselor educators, we have an ethical and professional responsibility to protect current and future clients/students, the profession, and our program by insuring to the best of our ability that all students consistently meet the professional and ethical standards of the field. We do this through regular and ongoing formally scheduled and faculty discussion evaluations of students' academic and non-academic performance. The faculty is responsible for assuring that only those students who continue to meet program expectations are allowed to continue in the program. Our goal is to be transparent about this review of student performance.

### **Retention & Remediation**

Faculty seek to identify additional help students may need to be successful, and to recognize outstanding achievements of students in their work. All students will receive feedback after any formal evaluation by the faculty. If a student is not making satisfactory progress as evidenced by the grades and/or less than average evaluations by the school faculty, at minimum, the faculty advisor will meet with the student to discuss the evaluation and potentially create a remediation plan. The School Director may choose to meet with the student and the faculty advisor, and/or to initiate the procedures described in the Student Retention and Dismissal Policy. If a remediation plan is suggested, there is a formatted *Remediation Plan* in the Appendices of this Handbook.

This list of possible remediation outcomes includes such items as:

- a formal reprimand
- an unsatisfactory grade in a skill-based course with the requirements that the course be repeated
- reduced practicum case load
- personal appropriate therapy
- leave of absence
- required additional practicum or course work
- increased supervision (e.g., more frequent supervision, more than one supervisor, more extensive use of video or audio recordings)
- formal probation
- encouragement to withdraw from the program
- formal dismissal from the program

This list is not intended to be exhaustive, but to offer examples of remediation outcomes.

## **Ethical Responsibilities of Counselor Educators**

The School of Counseling, Leadership, Advocacy, & Design counseling program faculty follow the current American Counseling Association (ACA) Code of Ethics (ACA, 2014) that states the following:

### Section F Supervision, Training, and Teaching

#### F.7. Responsibilities of Counselor Educators

##### F.7.e. Teaching Ethics

Throughout the program, counselor educators ensure that students are aware of the ethical responsibilities and standards of the profession and the ethical responsibilities of students to the profession. Counselor educators infuse ethical considerations throughout the curriculum.

##### F.7.g. Student-to-Student Supervision and Instruction

When students function in the role of counselor educators or supervisors, they understand that they have the same ethical obligations as counselor educators, trainers, and supervisors. Counselor educators make every effort to ensure that the rights of students are not compromised when their peers lead experiential counseling activities in traditional, hybrid, and/or online formats (e.g., counseling groups, skills classes, clinical supervision).

##### F.8.a. Program Information and Orientation

Counselor educators recognize that program orientation is a developmental process that begins upon students' initial contact with the counselor education program and continues throughout the educational

and clinical training of students. Counselor education faculty provide prospective and current students with information about the counselor education program's expectations, including:

1. the values and ethical principles of the profession;
2. the type and level of skill and knowledge acquisition required for successful completion of the training;
3. technology requirements;
4. program training goals, objectives, and mission, and subject matter to be covered;
5. bases for evaluation;
6. training components that encourage self-growth or self-disclosure as part of the training process;
7. the type of supervision settings and requirements of the sites for required clinical field experiences;
8. student and supervisor evaluation and dismissal policies and procedures; and
9. up-to-date employment prospects for graduates.

#### F.8.b. Student Career Advising

Counselor educators provide career advisement for their students and make them aware of opportunities in the field.

#### F.8.c. Self-Growth Experiences

Self-growth is an expected component of counselor education. Counselor educators are mindful of ethical principles when they require students to engage in self-growth experiences. Counselor educators and supervisors inform students that they have a right to decide what information will be shared or withheld in class.

#### F.8.d. Addressing Personal Concerns

Counselor educators may require students to address any personal concerns that have the potential to affect professional competency.

### F.9. Evaluation and Remediation

#### F.9.a. Evaluation of Students

Counselor educators clearly state to students, prior to and throughout the training program, the levels of competency expected, appraisal methods, and timing of evaluations for both didactic and clinical competencies. Counselor educators provide students with ongoing feedback regarding their performance throughout the training program.

#### F.9.b. Limitations

Counselor educators, through ongoing evaluation, are aware of and address the inability of some students to achieve counseling competencies. Counselor educators do the following:

1. assist students in securing remedial assistance when needed,
2. seek professional consultation and document their decision to dismiss or refer students for assistance, and
3. ensure that students have recourse in a timely manner to address decisions requiring them to seek assistance or to dismiss them and provide students with due process according to institutional policies and procedures.

#### F.9.c. Counseling for Students

If students request counseling, or if counseling services are suggested as part of a remediation process, counselor educators assist students in identifying appropriate services.

The faculty recognizes their responsibility to:

1. assist students in obtaining remedial assistance as needed;
2. consult with colleagues and document their decision to refer students for assistance or to request that students be dismissed from the program; and
3. assure that students have adequate recourse to address decisions made.

## **Academic Appeal Policy**

### **Procedures (The meeting should be recorded to assure fairness)**

1. Faculty may work on an informal basis with students evidencing academic difficulties when circumstances indicate that this method may be productive (severity of the problem may not allow for this method and informal methods are not procedurally required). The faculty member and student will discuss the problems, review appropriate measures of correction, and establish a time line for change.

2. When, in the professional judgment of a program faculty member, a student is not making satisfactory progress or meeting the program or university standards, the faculty member will meet with the student to discuss the situation. At that time, the faculty member will discuss with the student what behavior(s) need(s) to be changed, suggestions for remediation, time limits for expected changes, and consequences if remediation is not successful.
3. The faculty member will complete a Remediation Plan, in collaboration with the student, if appropriate at that time, and present the student with a copy of the form.
4. The Committee should consist of at least two faculty from the student's program (counselor education) and one faculty member from an external program who has not had the student in class. Notice of the meeting, outlining specific charges and reasons for a hearing, shall be in writing and mailed to the student at least ten days before the meeting. The student will be given an opportunity to meet with the committee to present his/her own version of the facts. The meeting shall be open only to the members of the Faculty Retention Committee, the student, and those individuals considered to have relevant information and are approved by the committee chair to speak to the committee.
5. After considering the matter, and within 10 working days of meeting with the student, the Faculty Retention Committee will report to the student and the School Director its recommendation.
6. The School Director and the student's faculty advisor will meet with the student and convey, in writing, the committee's decision(s) and/or recommendation(s) along with consequences, if problems are not remedied. The School Director and the student's faculty advisor will subsequently monitor the student's progress in carrying out the committee's recommendations. If the Faculty Retention Committee recommends the student no longer continue in the program, the School Director will petition the Graduate Dean to dismiss the student from the Graduate School.
7. The student will have 10 working days to notify the School Director of his/her acceptance or appeal of the school's decision(s)/recommendation(s).
8. A student not satisfied with the school's decision can follow the University of Wyoming's appeal procedures.
9. Students who are dismissed from course work for professional conduct reasons may petition for reinstatement in the degree programs in the school after a period of 12 months.
10. Students who have been dismissed from the program in the School of Counseling, Leadership, Advocacy, and Design for unsatisfactory performance in graduate level course work will not be allowed to take course work in the Department of Counselor Education as unclassified students.

### **Master's Degree in Counseling**

The M.S. in Counseling 61-credit hour program prepares graduates for counseling professions in a variety of settings, including schools, independent practices, substance abuse treatment centers, hospitals, and many more. Students choose a concentration in [Mental Health Counseling](#) or [School Counseling](#). Students learn a variety of counseling theories and are supported to create their own style and theory of counseling.

The 2016 CACREP Standards were written to promote a unified counseling profession. Requirements ensure that students graduate with a strong professional counselor identity and with opportunities for specialization in one or more areas. The Standards require that graduates demonstrate both knowledge and skill across the curriculum as well as professional dispositions. Graduates of CACREP-accredited programs are prepared for careers in mental health, human services, education, private practice, government, military, business, and industry. Entry-level program graduates are prepared as counseling practitioners, and for respective credentials (e.g., licensure, certification) in their specialty area. In Section 2, Professional Counseling Identity the eight required core content areas are included. The eight common core areas represent the foundational knowledge required of all entry-level counselor education graduates. The eight core areas are:

1. Professional Orientation and Ethical Practice
2. Social and Cultural Diversity
3. Human Growth and Development
4. Lifestyle and Career Development
5. Helping Relationships
6. Group Work



7. Assessment
8. Research and Program Evaluation

The master's degree program is 61 credit hours. Full-time students can complete the program in a 2-year period, beginning courses during the summer of their initial year (6-9 credit hours each summer and 9-12 credit hours each spring and fall). The classes offered are in a full-time course sequence with the course lists (see the in the Appendix C the Required Course Sequence-Master's Program).

### Core Areas

1. *Counseling Theory*: includes understanding basic theories, principles, and techniques of counseling, and their application to professional counseling settings.
2. *Practicum & Internship*: refers to supervised counseling experiences. Areas of emphasis include application of decision-making and problem-solving skills to work situations in the counseling profession.
3. *Human Growth and Development*: includes understanding of the nature and needs of individuals at all developmental levels, lifespan, and learning theory within cultural contexts.
4. *Multicultural (Social and Cultural Foundations)*: includes understanding of societal changes and trends, human roles, societal subgroups, social mores and interactional patterns, multicultural and pluralistic trends, differing lifestyles, and major societal concerns including stress, person abuse, substance abuse, discrimination and methods for alleviating these concerns.
5. *The Helping Relationship*: includes understanding of philosophic bases of helping processes, basic and advanced helping skills, consultation theories and their applications, client and helper self-understanding and self-development, and facilitation of client or consultee change.
6. *Group Counseling*: includes understanding of group development, dynamics, and counseling theories; group leadership styles; basic and advanced group counseling methods and skills; and other group approaches.
7. *Lifestyle and Career Development*: includes understanding of career development theories; occupational and educational information sources and systems; career and leisure counseling, guidance, and education; lifestyle and career decision-making; career development program planning, resources, and effectiveness evaluation.
8. *Assessment*: includes understanding of group and individual educational and psychometric theories and approaches to assessment, data and information gathering methods, validity and reliability; psychometric statistics, factors influencing assessment, and use of assessment results in the helping processes. Additionally, the specific ability to administer and interpret tests and inventories to assess abilities, interests, and identify career options is important.
9. *Research and Evaluation*: includes understanding of types of research, basic statistics, research-report development, research implementation, program evaluation, needs assessment, publication of research information, and ethical and legal considerations.
10. *Ethics and Professional Orientation*: includes understanding of professional roles and functions, professional goals and objectives, professional organizations and associations, professional history and trends, ethical and legal standards, professional preparation standards, and professional credentialing.

In addition, the Master's program also requires: Diagnosis, Play Therapy, Addictions, Couples and Family, and Children and Adolescents. The program classes are predetermined and any changes to the approved program must be petitioned on the Graduate Schools Request for Change in Graduate Program form.

### Course Sequencing

Course sequencing (when to take which courses) is important information. First, start with departmental requirements and prerequisites. Before enrolling in CNSL 5320 Practicum, students are required to have successfully completed the following courses: CNSL 5310 Pre-Practicum, CNSL 5060 Counseling Ethics, and CNSL 5650 Counseling Theories. Students must successfully complete CNSL 5320 Practicum before enrolling in CNSL 5580 Supervised Internship.

### Full-Time Coursework

Currently the program in Casper is face-to-face on campus during weekends. Most students enroll full time and thus graduate in three years (August of year one through May of year two. Please visit with faculty advisor and/or other

faculty in our program, who can help answer specific questions and be a guide for the program duration.

### **Hours Brought In**

Students can only bring (transfer) in at most 9 hours from another counseling graduate program. Those hours need to be approved by the student's adviser and the School *ahead of time*, as sometimes the class appears similar, but it is not the same as our curriculum. This must be coordinated with the UW Degree Check process for graduation.

### **Background Checks**

All of our students are required to complete the Wyoming background check (DCI and DFS) once they are accepted. We will briefly mention the procedures for background checks at the student interview day; however, students must have this done before they can see any clients at a field site.

### **Clinical Training**

Supervised clinical training is a key component in becoming a competent professional counselor. Clinical training includes video recording, live supervision, peer observation, individual and group supervision and ongoing evaluation. Our training focus is to develop core clinical skills over technical interventions or selecting a theory too quickly. We review the expectations such as liability insurance, background checks, and the SRS/ORS permission.

Plan for a minimal of 15 hours required each week for the CNSL 5310 Pre-Practicum and CNSL 5320 Practicum classes (class time, block time, supervision time, administrative time, etc.).

Professional preparation is a progressive developmental process.

Step 1: Development of basic counseling skills (CNSL 5310 Pre-Practicum)

Step 2: Integration of skills, ethics and counseling theory into practice (CNSL 5320 Practicum)

Step 3: Field-based practice and application (CNSL 5580 Supervised Internship)

### **Supervision**

All Counselor Education students are provided supervision as a required component of clinical training. While completing CNSL 5310 and CNSL 5320, students also participate in weekly supervision (individual, live, and group) sessions conducted by qualified, licensed faculty, adjunct faculty, and supervisors-in-training. All supervisors-in-training advanced doctoral students supervised by Counselor Education faculty.

While enrolled in Supervised Internship (CNSL 5580), every student will participate in weekly on-site supervision as well as scheduled supervision class with the internship faculty instructor. Supervised internship essentially includes 600 hours of practice in a supervised setting of which 240 of the 600 hours must be direct client contact. This is all explained in the Practicum classes and the Internship classes.

### **Steps towards Graduation by Semester**

Success in a graduate program requires organization, self-care, and determination. Utilize your advisor and peers as you progress through the following steps.

#### Summer sessions, first and second semesters

1. Obtain full admission status
2. You will be assigned an advisor upon full admission
3. Develop a course timeline with your advisor
4. Remember: There are summer sessions, first and second semesters:
5. Apply for ACA or ASCA liability insurance (required in all clinical courses)
6. Consider joining Chi Sigma Iota, ACA, ASCA, WySCA, and/or WCA
7. Identify a track of focus (School or Mental Health)
8. Continue consistent academic and professional success
9. Identify, apply to, and get selected into supervised internship sites

#### Second summer session, third and fourth semesters:

1. Continue consistent academic and professional success

2. Enroll and complete supervised internship
3. Apply for the National Counselor Examination (NCE)
4. Prepare for the NCE and take in April
5. Maintain continuous enrollment during the academic year
6. File your Anticipated Graduation Date form and have your degree check completed (by February)
7. Obtain and complete all necessary paper work to graduate
8. Apply for and obtain Provisional license (plus P-12 school counselor certification, if appropriate)
9. Graduate
10. Apply for and obtain Professional Licensure (start before graduation)

### **National Counseling Examination**

The National Board for Certified Counselors (NBCC) develops examinations that for purposes of licensure in all 50 states, the District of Columbia and Puerto Rico, as well as for national certification. Each examination undergoes regular review and revision by content experts. The National Counselor Examination (NCE) for is the most portable examination in counseling. It is required for NBCC's flagship certification, the [National Certified Counselor \(NCC\)](#), and for [state licensure](#) in many states. The NCE is a 200-item multiple-choice examination designed to [assess knowledge, skills and abilities](#) determined to be important for providing effective counseling services. The NCE is a requirement for [counselor licensure in many states](#) and for the [NCC](#). The NCE is also used by the [military health systems](#). The NCE was first used in 1983, as part of the NCC application process, and continues to undergo [regular review and development](#) to ensure it represents the current reality of practice and research in the counseling profession. NBCC has developed a [study guide](#) to aid in preparation for the NCE.

### **Graduation and Degree Requirements**

Students completing the course work with a 3.0 Grade Point Average or better, fulfilling all requirements, and successfully completing the supervised internship are awarded the degree of Master of Science.

#### **Degree Check and Graduation**

The student must have a degree check completed to graduate. The Degree Check validates that a student has successfully completed the minimum course work requirements for the degree ([http://www.uwyo.edu/registrar/degree\\_evaluations/index.html](http://www.uwyo.edu/registrar/degree_evaluations/index.html)).

Following the degree check completion, students must complete the Anticipated Graduation Date form ([Anticipated Graduation Date](#)) which is required to complete before graduation after a successful degree check. The forms are available from UW at [http://www.uwyo.edu/registrar/students/graduate\\_student\\_forms.html](http://www.uwyo.edu/registrar/students/graduate_student_forms.html).

The degree sought is M.S. with a major in Counseling. In addition, Counseling students will add their CONCENTRATION of either School Counseling or Mental Health Counseling to their Anticipated Graduation Date Forms. Students decide their focus after their first fall semester.

Graduate Degree Students:

Degree Sought: MS

Master's students indicate: Non-thesis

Major: Counseling

Concentration: School Counseling or Mental Health

## **Faculty Endorsement of Graduates**

We welcome the invitation to provide program graduates with letters of recommendation for professional positions and licensure/certification. Upon successful completion of the program, students will be provided with a variety of written endorsements to validate the degree completed, specialization courses and internships completed, and the kinds of positions the faculty considers appropriate for the student. Written recommendations will not be given for positions deemed by the faculty as outside the program or expertise of the student. No endorsement will be provided for entry-level employment, which has not been a major part of the student's preparation, or if a faculty believes the student is not fitting or qualified for a specific recommendation. This written endorsement will generally indicate that the student has prepared for entry into one of the following areas: School Counseling or Mental Health Counseling.

## **Counselor Licensure and Certification**

Certification and licensure refer to a type of credential. Credentials refer to professional preparation and experience as well as the documents that verify that the professional has met certain standards. When you finish your degree in counselor education, you receive a diploma that shows you successfully completed all the required work in your chosen counseling program (school or mental health). Meeting specific criteria will help you become certified (authorized, sanctioned, endorsed) to function e.g., as a P-12 school counselor in the state of Wyoming or as a Nationally Certified Counselor (NCC). The Wyoming Professional Teaching Standards Board (PTSB), the National Board for Counselor Certification (NBCC), and other bodies set certification requirements. Successful completion of the UW school-counseling program means that you have met the specific PTSB standards and you are eligible for certification as a P-12 Professional School Counselor. Licensure is a term that applied to professionals who have met an additional set of criteria. For a mental health counselor, the Licensed Professional Counselor (LPC) licensure is sought. Criteria is determined by the Mental Health Professions Licensing Board and aligned with Wyoming state statutes.

Upon graduation, you have completed the requirements necessary for provisional licensure in Wyoming. For full licensure In Wyoming, you will still need to complete: (a) 3000 hours of supervised practice, (b) 100 hours of weekly face-to-face clinical supervision, and (c) successfully pass the NCE. You will also have a majority of the requirements for provisional licensure in other states. If you plan to move to another state, it would be prudent to review their requirements for licensure to best prepare yourself for that transition.

Once you complete the counseling program, you are eligible to apply for provisional licensing to the Wyoming Mental Health Licensing Board. The application process for professional licensing is available at the: [Wyoming - Mental Health Professions Licensing Board](#). This application will require letters of reference for you and those might be requested by you from a counselor education faculty.

A school certified counselor cannot practice as a LPC unless they are also a LPC. If you want to work as a counselor in the schools, then contact the PTSB at: [ptsbwebapp.state.wy.us](https://ptsbwebapp.state.wy.us). This system allows PTSB Educators, District Administrators, and Workshop Facilitators to access and update PTSB data. A Wyoming Educator License with a Professional Services Endorsement for School Counselor is valid for 5 years. Requirements: An Institutional Recommendation indicating completion of a Master's degree in School Counseling: [Click here to download the Add Endorsement](#) application packet. Wyoming statute requires individuals serving in these fields to hold a Master's degree in that particular field of specialization. In the State of Wyoming, Related Services Personnel are permitted to be hired by a school district if they hold a current and valid Wyoming license in their own profession ([W.S. Statute 21-02-802 \(a\)\(i\)](#)). Therefore, if you hold a license from the Mental Health Professions Licensing Board, a district may choose to hire you on the basis of that license. However, many districts still require a PTSB license for employment. If the hiring district requires you to be licensed and endorsed as a School Counselor through PTSB, please review the licensure requirements above to determine your eligibility.

Many of our state requirements for provisional and full licensing are similar to other states. Thus, if you choose to become licensed or work in another state, the majority of your education and experience is likely to transfer. Different states have different requirements, but they are generally similar. The same is true for both school and community licensing as each state may have some unique requirements. Review the requirements for each state you desire to be licensed in before you finish our program or even before you enroll.

We do not have a substance abuse certificate; however, the general degree you will receive (Masters of Science in Counseling) can allow you to get practice hours in substance abuse work and work toward licensure in substance abuse (Licensed Addictions therapist - LAT). We do have an outstanding play therapy program. Similar procedures apply to being licensed as a family and couples counselor (LMFT) and registered as a play therapist.

Once you finish our program, and most counseling programs, you then work in areas in which you have a specialty or interest such as trauma work, couples, substance abuse, children, families, veterans, etc. in and diverse settings such as schools, community mental health centers, colleges, residential centers, and private practice. This is dependent on job availability and where you intend to work.

### **Employment Prospects**

While job prospects will vary with location and specialization, opportunities generally are generally positive because the number of job openings that arise often exceed the number of graduates of counseling programs. Available positions for Counselors are expected to grow 11% from now to 2026, much faster than average for all occupations. Salaries for Professional School Counselors have a median of \$54,560. (Occupational Outlook Handbook: <http://www.bls.gov/ooh/community-and-social-service/school-and-career-counselors.htm>).

The counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Accreditation means that our program meets the specific standards set by the counseling profession for the preparation of counselors. UW's programs have been accredited for more than 30 years and the programs received the maximum accreditation period possible, eight years. Standards considered in the accreditation process include faculty quality; clinical facilities and instruction; evaluation and accountability; institutional quality; as well as service to the state, nation and world.

Please access our website for additional information about our program: Go the UW counseling program website: <http://www.uwyo.edu/clad/counseling/index.html>.

### **Resources**

American Counseling Association Code of Ethics and Standards of Practice:

<http://www.counseling.org/resources/codeofethics.htm>

American Association for Marriage and Family Therapy Code of Ethics: <http://www.amftrb.org/ethics.htm>

American School Counselor Association (ASCA): <http://www.schoolcounselor.org>

Council for Accreditation of Counseling and Related Educational Programs (CACREP):

<http://www.counseling.org/cacrep/directory.htm>

National Association of Social Workers Code of Ethics: <http://www.socialworkers.org/pubs/code/default.htm>

National Association of Alcoholism and Drug Abuse Counselors Ethical Standards:

<http://www.naadac.org/ethics.htm>

Click the link for the [NBCC website](http://www.nbcc.org) that has your state's specific licensure info: [www.nbcc.org/stateboardmapNBCC](http://www.nbcc.org/stateboardmapNBCC)

Code of Ethics: <http://www.nbcc.org/Ethics>; also available in a [downloadable PDF version](#).

## **Appendices**

- Student Retention and Dismissal Policy** (revised date)
- Counseling Program Student Evaluation Form (revised date)
- Student Consent Agreement (revised date)
- Student Remediation Plan** (revised date)
- Course Sequence-Master's Program** (revised date)

## **Student Retention and Dismissal Policy**

University of Wyoming – School of Counseling, Leadership, Advocacy, & Design: Counseling Program

Revised 11 Nov., 2017

A student's acceptance into any program does not guarantee his or her fitness to remain in that program. As counselor educators, we have an ethical and professional responsibility to protect current and future clients/students, the profession, and our program by insuring to the best of our ability that all students consistently meet the professional and ethical standards of the field. We do this through regular and ongoing evaluation of students' academic and non-academic performance. The faculty is responsible for assuring that only those students who continue to meet program expectations are allowed to continue in the program. Our goal is to be transparent about this review of student performance.

### **Evaluating Student Academic and Non-Academic Performance**

Academic Performance includes coursework, clinical skills development, and timely progress toward degree completion. These are evaluated through your assignments and final grades each semester, through the Clinical Skills Evaluation form (or Supervision Skills Evaluation form) in your clinical courses, and through your completion of program courses and other requirements needed for successful graduation. A component of this progress requires you to complete a minimum of 6 credit hours per year toward completing your program of study. Under some circumstances (e.g. major life event) you may be unable to enroll in courses for a semester. During these times you should enroll in one credit hour of continuous registration. These hours do not count toward graduation but will keep your status active in the program. You may enroll in a maximum of four credit hours of continuous registration over the course of your program. Exceptions to this rule are made on a case-by-case basis. If you do not enroll in program of study classes for a 12 month period, your status will be deactivated, you will be dismissed from the program, and will need to reapply if you would like readmission. If you need time away from the program, you should apply for a leave of absence from the university.

Non-Academic Performance includes adherence to standards of professionalism, ethical behavior, and self-regulation. These are evaluated through observation of interactions and behavior in each course, in your clinical work and interactions with colleagues, faculty and staff. While evaluation is ongoing, more formal evaluations occur at the mid-point and end of each semester, along with the faculty annual review of students (using the Counseling Student Evaluation Form, students' self-reflections and feedback from faculty). Concerns about student performance and progress are discussed in weekly faculty meetings. If we have concerns about your performance, we will let you know as soon as possible. If you have questions about your performance at any time, please visit with your advisor.

Faculty seek to identify additional help students may need to be successful, and to recognize outstanding achievements of students in their work. Faculty may work on an informal basis with students evidencing academic or non-academic deficiencies when circumstances indicate that this method may be productive. The faculty member and student will discuss the problems, review appropriate measures of correction, and establish a timeline for change, documenting the process. However, the severity of the problem may not allow for this method and informal methods are not procedurally required. When, in the professional judgment of a program faculty member, a student is not meeting academic or non-academic program standards, or university standards, the faculty member will consult with the other program faculty and School Director to determine appropriate steps.

### **Student Remediation and Dismissal**

Faculty have a responsibility to dismiss students unable to meet the academic and non-academic standards of the program. The faculty recognizes their obligation to: a) assist students in obtaining improvement assistance, and b) consult with colleagues and document their decision to refer students for assistance or to request that students be dismissed from the program.

**Student Remediation:** A rating of "1" or "2" on any criteria on the Counseling Program Student Evaluation Form and/or serious concerns of faculty about student performance indicate the need for a written student remediation plan. A faculty member or members will discuss with the student and document what behavior(s) need to be changed, requirements for remediation, time limits for expected changes, and consequences if remediation efforts are unsuccessful. Lack of participation in the remediation plan or failure to fully meet the expectations of the remediation plan will result in program dismissal.

**Student Dismissal:** The following circumstances constitute some cases of "unsatisfactory" performance and will result in dismissal from the program without an opportunity for remediation.

- A grade of "F" in any required Program of Study course
- More than two grades below a "B" in any required Program of Study courses
- A grade of "C" or below in any clinical course (Pre-Practicum, Practicum, Internship, Spvsn. Theory, Spvsn. Practicum)
- Failure to successfully meet all requirements of the student's remediation plan
- Failure of the written or oral doctoral preliminary / comprehensive examination, or of the doctoral dissertation defense
- Any serious ethical violation or unprofessional behavior

## Counseling Program Student Evaluation Form

University of Wyoming – School of Counseling, Leadership, Advocacy, & Design: Counseling Program  
Revised 11 Nov., 2017

**Student Name:** \_\_\_\_\_ **MS -**  **Ph.D. -**

**Faculty Advisor:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**N** No opportunity to observe      **1** Does not meet criteria \*      **2** Inconsistently meets criteria \*      **3** Meets criteria      **4** Consistently exceeds criteria

<b>Academic Performance</b>					
<b>Course work</b>					
▪ The student earns a grade of “A” or “B” in all required Program of Study courses.	N	1	2	3	4
▪ The student demonstrates timeliness, attentiveness, and participation in all class meetings, assignments and activities.	N	1	2	3	4
▪ The student’s performance in all individual and group assignments reflects graduate level work.	N	1	2	3	4
Notes:					
<b>Clinical Skill Development</b>					
▪ The student demonstrates developmentally appropriate clinical / supervisory skills in work with clients/supervisees.	N	1	2	3	4
▪ The student demonstrates basic cognitive skills and appropriate affect in response to clients, supervisors, and/or supervisees.	N	1	2	3	4
Notes:					
<b>Progress Toward Program Completion</b>					
▪ Student is making appropriate progress in coursework and other program requirements toward degree completion.	N	1	2	3	4
Notes:					

<b>Non-Academic Performance</b>					
<b>Professionalism</b>					
▪ The student relates to peers, faculty, supervisors/ees, instructors, administrators, clients and others in a timely, respectful and appropriately professional manner.	N	1	2	3	4
▪ The student’s behavior, dress, and language reflect appropriate professionalism.	N	1	2	3	4
Notes:					
<b>Ethical Behavior</b>					
▪ The student applies legal and ethical standards throughout all program areas.	N	1	2	3	4
▪ The student respects the fundamental rights, dignity, and worth of all people.	N	1	2	3	4
Notes:					
<b>Self-Regulation</b>					
▪ The student demonstrates awareness of her/his own emotions, belief systems, values, coping styles, and limitations, and manages these in healthy and appropriate ways.	N	1	2	3	4
▪ The student takes responsibility for her/his ongoing growth, compensating for deficiencies and demonstrating responsibility for his/her personal wellness.	N	1	2	3	4
▪ The student demonstrates the ability to give, receive, integrate, and utilize feedback from peers, faculty, supervisors, instructors, clients and others.	N	1	2	3	4
Notes:					

\* A rating of “1” or “2” on any criteria will require a meeting with the advisor to develop a written remediation plan.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Advisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## Student Consent Agreement

University of Wyoming – Department of Professional Studies: Counseling Program

Revised 11 Nov., 2017

The course content and experiential activities involved in the Counseling Program are designed to afford students the opportunity to advance their personal, intellectual, clinical, and professional development and functioning. Throughout the program of study, you will be given feedback concerning your personal, intellectual, and professional strengths, weaknesses and performance. This feedback will come from faculty, supervisors, peers and clients. You will be expected to deal with this feedback in a mature and professional manner.

The expectations of the Program's curricula are that you will explore and recognize the effect that your personal beliefs, issues, emotions, and behaviors have on your ability to function as a counseling professional. The various "techniques" or "skills" courses will require that you develop and demonstrate your clinical and professional skills as you work with classmates in role-play situations, with clients in actual sessions, and with supervisors / supervisees. You will be asked to examine your behaviors, beliefs, and emotions in relation to your professional activities and experiences on an ongoing basis.

Counseling Program faculty members have a responsibility to dismiss students who are unable to render competent service due to academic and/or non-academic performance deficiencies.

If, in the professional judgment of the faculty, a student's academic or non-academic performance (as described in the Retention and Dismissal policy and Counseling Student Program Evaluation form) is deemed substandard, unethical, illegal, and/or professionally unbecoming at any time during the course of training, faculty will review the performance and behavior of the student and develop a written remediation plan. In the case of serious ethical violation or unprofessional behavior, the student will be dismissed without an opportunity for remediation.

I \_\_\_\_\_ (print student name) have read the most current American Counseling Association Code of Ethics, the Graduate Bulletin, relevant Ph.D. or M.S. Handbook, the Counseling Program Student Retention and Dismissal Policy, the Clinical and/or Supervisory Skills Evaluation Form, and the Counseling Program Student Evaluation Form.

I agree that the Counseling Program faculty has the right and responsibility to monitor my academic and non-academic performance as they relate to the standards and expectations of the counseling profession. I agree to participate fully in all courses and the program.

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

Date: \_\_\_\_\_

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

Date: \_\_\_\_\_

## Student Remediation Plan

University of Wyoming – Department of Professional Studies: Counseling Program  
Revised 16 Jan., 2015

**Student Name:** Enter the Student's Name. **Date:** Select today's date.

**Faculty Member:** Enter Your Name.

This Remediation Plan is being developed by the above student and faculty, integrating feedback from the following sources:

List Sources of Feedback Pertinent to the Deficiencies.

It is the expectation of the faculty that the student above will address the following concerns by Select a deadline date. At any point, if progress in following this remediation plan and/or resolving these concerns is not apparent, a meeting between the student and all faculty members will be held to discuss the student's status in the counseling program.

Primary areas of concern include the following:

**Academic Performance** (includes Coursework, Clinical Skill Development, and Progress toward Program Completion)

*Identify Specific Concerns here:*

List Academic Performance Deficiencies.

*Student is Expected to do the following:*

List Specific Steps to Resolve Academic Deficiencies.

**Non-Academic Performance** (includes Professionalism, Ethical Behavior, and Self-Regulation)

*Identify Specific Concerns here:*

List Non-Academic Performance Deficiencies.

*Student is Expected to do the following:*

List Specific Steps to Resolve Non-Academic Deficiencies.

I, \_\_\_\_\_ agree to the following:

As a student currently enrolled in the UW counseling program I have read, signed, and I understand the Counseling Program Retention and Dismissal Policy. I will abide by this remediation plan as an educational contract. I understand that my ability to remain enrolled in the counseling program is directly connected to accomplishing the expectations of this remediation plan. I understand that lack of participation in this remediation plan or failure to fully meet the expectations of the remediation plan will result in my dismissal from the counseling program as per the policy.

I will check-in regarding my progress on this plan with my advisor and any relevant course



## University of Wyoming Casper Masters' in Counseling Required Course Sequence

### Academic Year 1

Summer	Fall	Spring
	CNSL 5060 – Ethics & Professional Issues CNSL 5175 – Human Growth & Development CNSL 5650 – Counseling Theories	CNSL 5140 - Counseling & Addictions CNSL 5350 – Multicultural Counseling CNSL 5640 – Diagnosis
	Credit Hours: 9	Credit Hours: 9

### Academic Year 2

Summer	Fall	Spring
CNSL 5170 – Career Across the Lifespan	CNSL 5310 – Pre-Practicum* CNSL 5870 – Play Therapy CNSL5180 – Assessment in Counseling	CNSL 5320 – Practicum* CNSL 5200 – Couples & Family EDRE 5530 – Introduction to Research
Credit Hours: 3	Credit Hours: 9	Credit Hours: 9

### Academic Year 3

Summer	Fall	Spring
CNSL 5580 – Supervised Internship* CNSL 5330 – Counseling Children Adolescents	CNSL 5580 – Supervised Internship* CNSL 5110 – Group Procedures CNSL 5210 – Group Experience School Counselors CNSL 5120 – School Counseling I Mental Health Counselors CNSL 5130 – Mental Health Counseling I	CNSL 5580 – Supervised Internship* CNSL 5610 – Advanced Prac in Group & Family School Counselors CNSL 5125 – School Counseling II Mental Health Counselors CNSL 5135 – Mental Health Counseling II
Credit Hours: 3 + Internship	Credit Hours: 7 + Internship	Credit Hours: 6 + Internship

#### Notes:

- These courses require additional time outside of class for seeing clients, clinical supervision, and clinical documentation. Students may not begin seeking an internship site until Practicum instructors give them permission, which will occur in the spring Practicum class.
- 6 Credit Hours of Supervised Internship are required, where 100 hours of on-site internship time = 1 Credit Hour.
- EDRE 5530 – Introduction to Research is offered most semesters, online and in person, and may be taken any time during the second year.

