

**Doctor of Philosophy (PhD) in
Counselor Education & Supervision Handbook
Program Policies, Procedures and Clinical Experiences**

Revised December 2017

**WELCOME TO THE UNIVERSITY OF WYOMING
COUNSELOR EDUCATION & SUPERVISION
DOCTORAL PROGRAM**

Students, faculty and staff join together in welcoming you to our learning community! We are proud of the long-standing history of excellence in our CACREP accredited master's and doctoral programs. Our Ph.D. program encourages persons who enjoy small class environments, intensive class discussion, and opportunities for self-direction and scholarly activity. The faculty focus on encouraging and supporting students' self-examination and growth, while developing state of the art, research-based counseling competencies. Our programs are ideal for self-initiating persons who thrive in an atmosphere supportive of faculty/student interactions and an environment requiring exercise of personal responsibility and accountability.

Again, welcome to your Ph.D. program in Counselor Education and Supervision!

Best wishes,
Counselor Education Faculty Members
School of Counseling, Leadership, Advocacy, & Design

Doctor of Philosophy Degree Program Counselor Education & Supervision

Doctoral degree programs in Counselor Education and Supervision are intended to prepare graduates to work as counselor educators, supervisors, researchers, and practitioners in academic and clinical settings. The doctoral program standards are intended to accommodate the unique strengths of different programs (2016 CACREP Standards).

Mission Statement

The mission of the University of Wyoming Doctoral Program in Counselor Education and Supervision is to prepare persons for professional positions as faculty and advanced practitioners in Counselor Education programs through personalized, developmentally oriented coursework emphasizing the integration of theory and experiential learning.

Program Accreditation

The Council for Accreditation for Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), has conferred accreditation to the Counselor Education program at the University of Wyoming and the following areas of emphasis: Mental Health Counseling, School Counseling, and the doctoral program in Counselor Education and Supervision (Ph.D.). The school counseling program is also approved by the Council for the Accreditation of Educator Preparation (CAEP) and the Wyoming Professional Teaching Standards Board (PTSB). In addition, we abide by recommendations of the Association for Counselor Education and Supervision (ACES), a division of the American Counseling Association (ACA).

Program Goal

The Ph.D. in Counselor Education and Supervision is designed for students who have a Master's level background in counseling and/or a closely related area, and who wish to continue their education, in order that they can train counselors at the college and university level or work in college and university programs. For those students who are not graduates of a master's CACREP accredited program, additional coursework may be required to meet the entry-level CACREP standards.

Program Objectives

The Ph.D. program in Counselor Education is built upon the basis of a strong Master's program. Therefore, the program objectives are based on and represent an extension of the values expressed in the objectives of the entry-level programs. The doctoral program upholds the philosophical orientations,

coherent principles, and applied knowledge and skills as counselors and supervisors. Doctoral students are expected to demonstrate the capability of contributing to and enhancing professional practice with one or more specific research interest areas. The Ph.D. program in Counselor Education and Supervision is designed to address the professional leadership roles of Counseling, Supervision, Teaching, Leadership & Advocacy, and Research & Scholarship. Applicants from non-CACREP programs and those with outdated Master's work may require remedial work as part of their program of professional preparation.

Program Faculty will...

- recruit and select qualified graduate students with appropriate attention given to the inclusion of students from diverse populations;
- educate and train counseling professionals as entry-level counselor educators (typically at the assistant professor level or equivalent in a college or university);
- prepare graduates to demonstrate competence for in-class instruction of both pre-practice counseling professionals, as well as individual and small group supervision in counseling; and

Doctoral Graduates will...

- have knowledge of counselor education as a body of philosophical positions, coherent principles, and applied knowledge and skills;
- be skilled to fulfill positions as an entry-level counselor educators (typically at the assistant professor level or equivalent in a college or university). As such, graduates will have demonstrated competence for in-class instruction of both pre-practice and in-practice counseling professionals, as well as individual and small group supervision of counseling;
- evidence the necessary skills to be a producer of knowledge in counselor education through the understanding and application of research and statistical procedures;
- demonstrate the capability to contribute to professional practice through the preparation and presentation of such activities as workshops, short courses, seminars, and the preparation and presentation of research-based or theory-based papers, either at professional meetings or via published media; and
- possess the skills and self-knowledge to provide continuous self-evaluation as well as self-development and direction.

Graduate Credit Hour Requirement and Duration

Doctoral students complete coursework, a doctoral clinical internship, participate in teaching and supervision, and conduct research leading to the completion of a dissertation. Students, many of whom balance work, family and school commitments, average 3 to 4 years to complete the doctorate with an 8-year limit for completion. Please see the list of current program application requirements on the UW website.

Students are required to demonstrate annual academic progress. A component of this progress requires full time students to complete a minimum of 12 credit hours per year toward the Program of Study with tiered adjustments made for part-time students. Under some circumstances (e.g., work schedule, family situations, travel), a student may be unable to enroll in courses for a semester. During these times, students must enroll in one credit hour of continuous registration. These hours do not count towards graduation but will keep an active status in the program. Without enrollment for 12 months, status will be deactivated; students will be dismissed from the program by the university and have the option to reapply to the program for readmission. Students are allowed to enroll in a maximum of 4 credit hours of continuous registration in their program. If time away from the program is needed, students should apply for a leave of absence from the university.

Financial Assistance

A diverse mix of financial assistance opportunities are available including graduate assistant positions; university, college and department funding for travel; as well as college and program scholarships/awards. While program applicants are eligible only for travel funding to visit campus, all types of funding are available for fully admitted students.

Graduate Assistantships

Graduate Assistantships are located in a number of university colleges and offices, involving duties such as instructor, reader, laboratory assistant and/or other teaching responsibilities. Other assistantships involve a variety of research functions, some of which are funded through various off-campus organizations for specific research purposes. Stipends vary depending upon tasks assigned and experience of the student; most assistantships also include tuition and fee reductions for up to 9 hours of the tuition costs. Incidental student fees are the student's responsibility. Once admitted, students work closely with their advisor regarding opportunities. While the faculty cannot guarantee assistantship positions, almost always every single one of our students historically have applied and have been able to obtain a position for three years (renewable annually).

Travel Monies

Doctoral student/faculty collaborative research teams and their resultant scholarly production necessitate travel monies for doctoral students to present their research work at regional, national, and international conferences. Effective mentoring by faculty members involves helping doctoral students network with colleagues and establish research identities at appropriate professional venues. To enhance doctoral students' professional identity, they can apply for financial assistance (as available) each semester for appropriate conference attendance and presentations. College and university funds may also be available.

Scholarship and Awards

Scholarships and awards usually are granted annually to fully admitted students. The college offers several general graduate scholarships, and the Counseling Program offers specific scholarships for its students. Awardees must attend the award celebration that honors them as recipients while providing an excellent opportunity to meet and show appreciation to donors. Doctoral students can consult with their advisor, explore, and apply for the current Funding Opportunities on the UW website.

Mentorship

Both the Counselor Education program and School of Counseling, Leadership, Advocacy, and Design value mentorship for students. Our program promotes mentorship formally through an academic advisor and dissertation chair. We also promote informal mentoring relationships between faculty and students, as well as among our students in our various programs.

Research Symposium

Our School's annual spring mentoring event for the entire College of Education provides a collegial forum for graduate students and faculty members to learn about the research activities of each other. This all-day forum nurtures graduate students as they engage in professional activities, profit from the expectations of scholarly production, and interact to begin to develop a researcher identity. Presentations for this day include educational presentations, panels, posters sessions, and keynote speakers. In the late fall of each year the Symposium committee invites proposals for consideration, selects works for presentation, and organizes the event. A small lunch draws attendees into conversations across disciplines, although primarily in education. We believe such a positive environment, with students taking ownership of their professional development by presenting in the symposium is a powerful mentoring activity. Following conclusion of the event each year the Symposium

committee evaluates the event to improve it for the next year.

Doctoral Orientation/Mentoring Activities

Annually, the doctoral students of the Counselor Education and Supervision program engage in various orientation activities including: peer to peer mentoring (first year doctoral students become mentors for incoming doctoral students); scheduled activities among faculty members and doctoral students, such as a welcome picnic for new and returning doctoral students, faculty, and their families; and a formal day together with master's students and faculty that involves morning activities and a pot luck picnic and community building activities in the afternoon.

Learning Experiences and Curriculum

Curricular experiences within the doctoral program are designed to address five competency areas: Counseling, Supervision, Teaching, Research & Scholarship, and Leadership & Advocacy (CACREP, 2016).

Faculty Expectations of Students

Enrollments in core courses, restricted to program majors, are small with a low faculty-student ratio. Considerable out-of-class work is required, through reading and other activities, so that the in-class topics are complemented with information applicable primarily to specific programs. Program faculty commit to being highly accessible for individual conferences, assistance, and direction with the individual student responsibilities that are a substantial aspect of the programs of study. Co-teaching courses with faculty is expected, and faculty encourage students to visit with any faculty member regarding co-teaching opportunities that are available year-round. Faculty are also open to collaborating with students to conduct and publish research.

Programs and courses are based on the faculty expectation that students will develop and declare their career-related intentions and objectives soon after entrance into the program. Students are expected to blend the core courses, specialty courses, and individualized experiences to create an integrated program of preparation. Students are expected to be assertive in pursuing knowledge and skills fitting to their objectives. The selection of internship sites/experiences is based upon the career goals of the student. We offer small class environments, intensive class discussions, and opportunities for initiation of scholarly activities. Our program is ideal for persons who thrive in an atmosphere supportive of faculty/student interaction with an environment allowing exercise of personal responsibility.

During a student's tenure in the program, the faculty conduct systematic reviews of each student's

progress in the areas of academics, professional development, and personal development. The purposes of the review are to assist students in assessing their development in the aforementioned areas and to ascertain the possibility that a student is inappropriately placed in the program. Self-evaluations and other materials provided by the student are utilized as an important part of the review process. The process is a collaborative effort between the individual student and the faculty, which is undertaken formally during the first two years of the student's enrollment in the program.

Involvement in Professional Organizations and Activities

Students are encouraged to join and become involved in 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), Chi Sigma Iota (Mu Nu Tau Chapter-our UW Chapter), the Association for Counselor Education and Supervision (ACES), Rocky Mountain Association for Counselor Education and Supervision (RMACES), and the divisions closely aligned with their specialty areas. The American Counseling Association Divisions can be found on-line at <http://www.counseling.org>. Information about these associations is provided to students as part of the Doctoral Seminar and from faculty.

Further involvement 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 in doctoral seminars and announcements within the department via distribution lists (list serves). The faculty strongly encourages all students to present at state, regional, and national conferences. The College of Education and Academic Affairs may provide financial assistance for student conference presentations and attendance as referenced above regarding travel monies. Please consult with your advisor for financial application procedures and check the program website.

Program Completion and Dissertation Process

Advisor and Chair

Upon acceptance into the program, doctoral students are assigned a temporary faculty advisor. Advisors assist students in making a successful transition to the PhD program. During the first year of the program, doctoral students are asked to identify a permanent advisor who will also serve as the committee chair for the remainder of the student's program. Faculty encourage students to feel completely free to choose whomever they want as their chair after becoming acquainted with faculty.

This process will be explained in greater detail during the first semester.

PhD Advising Policy: Faculty have adopted a policy that limits PhD advising loads to 5 active PhD students per faculty member. Faculty members who reach this limit usually are unable to serve as an advisor or chair for additional PhD students.

Selection of Committee

Each student will form a graduate committee approved by the Dean of the College of Education in consultation with the student's major professor. The doctoral graduate committee will consist of five (5) members, no less than three (3) and no more than four (4) of whom are from the School. The primary advisor (selected by the student) acts as chair. The chair is joined by at least one (1) graduate faculty member from outside the program. Of the remaining members (3), at least two (2) must be from our program area. All members are selected by the student in consultation with their primary advisor; usually one member of the committee specializes in research.

The graduate committee is responsible for advising the candidate concerning coursework for the degree program and research or other creative endeavors required. The committee is also responsible for the Program of Study approval, the comprehensive/preliminary exam, optional PreProspectus meeting, prospectus approval, (the detailed plan of the dissertation project), the final dissertation review and approval (the defense), and other degree-specific requirements.

Program of Study

Students must submit a Program of Study (POS) to their committee for approval prior to the comprehensive/preliminary examination. The Program of Study forms are available from the University of Wyoming Graduate Education website at http://www.uwyo.edu/registrar/students/graduate_student_forms.html. The Program of Study constitutes an agreement among the student, the student's committee, the College, and the University of Wyoming wherein the minimum course work requirements for that student's degree are listed as a contract the student has with the university. Students must take the courses on the POS, and they may take additional courses not on the POS. A simple petition form from the Graduate Education website can be used to request any necessary changes to the approved program. Some degree programs require more hours of credit than the minimum requirement of the University.

The Ph.D. degree in Counselor Education is a 72semester credit hour program. Ph.D. students with a 48-hour CACREP equivalent Master's degree are required to complete 12 credit hours of courses

beyond their Master's preparation (in consultation with their advisor and committee). Ph.D. students with a 60-hour CACREP equivalent Master's program can bring in up to 12 hours of their required Master's coursework to fulfill this requirement. The program filed must include the appropriate minimum number of semester hours of graduate credit required.

Students who are entering their final semester should download an anticipated graduation packet at the Graduate Student Resources website. The graduation packet consists of a Graduation/Title Form, a Completion of Requirements Form, and a list of deadlines for the current semester. Each doctoral student must complete a degree check before graduation can occur.

Optimally, the program of study should be filed no later than the end of the student's second semester (or second year if part-time). No student will be considered as fully accepted into the program until the committee, the head of the department, and the dean of the College all approve the program of study.

Comprehensive/Preliminary Examination Process

The comprehensive/preliminary examination is created by the student's committee members who write three counseling focused questions related to the five 2016 CACREP core areas of Counseling, Supervision, Teaching, Research & Scholarship, and Leadership & Advocacy plus an advanced-level Research question.

During the beginning or prior to the start of each fall and spring semester, doctoral students who plan to take their exams that semester will collaborate with faculty to select a week for the exams that works best for all involved. Exam questions will be distributed electronically to participants with responses due by noon 7 days later. Usually, distribution occurs on a Friday at noon with responses returned by noon the next week. The entire committee will evaluate the responses and then convene with the student for the oral portion of the examination, usually about 2 weeks after the written responses are submitted.

Internship

A major aspect of the doctoral program is the internship. Doctoral students are required to complete internships that total a minimum of 600 clock hours. The 600 hours must include supervised experiences in all 5 of doctoral core areas (Counseling, Supervision, Teaching, Research & Scholarship, and Leadership & Advocacy). Students will complete the Doctoral Supervision Contract Form with their Chair that will reflect both the required and their elective hours needed to complete the full 600 clock

hours. The Doctoral Supervised Internship Contract Form (see Appendix) lists required activities with opportunity for electives.

Students will enroll in Doctoral Internship during any fall and spring semesters in which they are accumulating internship hours. While students can accumulate hours during the summer session, they will officially enroll only if they are accumulating **clinical** internship hours. During summer sessions students will arrange regularly scheduled supervision with a qualified faculty supervisor. Non-clinical hours accumulated during summer sessions can be applied to the next semester when the student is enrolled in (and attending) the course (fall or spring).

Candidacy

As stated in the UW Graduate Catalogue (please see UW website), candidacy in the doctorate occurs upon certification of successful completion of the preliminary examination. The preliminary examination may not be given before: (a) the research tool requirements, if any, have been met and certification approved; (b) at least 30 hours of coursework have been completed; and (c) the doctoral program of study has been approved. The format and conduct of this examination shall be the responsibility of the student's committee, in accordance with any program policies (see specific program guidelines).

Following the completion of the preliminary examination, the Report on Preliminary Examination must be submitted to the Office of the Registrar, regardless of whether the student passed or failed. The favorable vote of the majority of the student's graduate committee members will be accepted as passing. In case of failure, the student may repeat the examination once only, after one full semester but not more than four semesters have elapsed. When the preliminary examination has been successfully completed, and the report of the committee is filed in the Office of the Registrar, the doctoral student is admitted to candidacy for the degree. At this time, the doctoral candidate has four years from the semester of the preliminary exam to complete the degree process.

Dissertation Process

A primary difference between the doctorate program and the master's entry-level program is that at the doctorate level greater emphasis is placed on the scientist-practitioner-educator model. The doctoral student is a producer of research, not just a consumer of research. Priority is placed on the theoretical underpinnings of the profession and considerable expertise is expected in conducting systematic inquiry into the field of counseling and supervision. Additionally, Doctoral-level students are

prepared to assume positions of significant leadership in the field. These differences are integrated into the doctoral program, in part, through the dissertation and internship experiences. Following successful completion of the 2nd Year Comprehensive Exams (written and oral defense), a student may seek committee approval for the prospectus (a detailed plan, chapters 1-3, of the dissertation project). Doctoral candidates are required to complete research, which culminates in the writing of a dissertation.

General guidelines:

- Coordinate everything with your chair – meetings, timeframe, etc. When planning meetings, first select a time with your chair that works for both of you. Once this is decided, then you may move forward with your chair’s permission, to contact the rest of your committee to select a time. Send a doodle request with NO MORE than four meeting options, so as to most effectively communicate and plan with your committee. Once a date/time is identified, be sure to follow up and confirm the date/time and place with your entire committee. Meetings the first and last week of each semester are highly discouraged.
 - See the Prospectus/Dissertation Timeline for helpful suggestions about the timing, and links to important resources.
- Remember that your committee members are supportive resources. Your task is to demonstrate the ability to design and carry-out meaningful research that contributes to the field. Committee members are there to help and support. At the same time, please remember that they serve on multiple committees and their time is limited. Work with your Chair to develop your ideas, and then consult with committee members about specific questions or challenges. You and your Chair will work closely together, joined by your Research committee member as appropriate. Don’t expect committee members to review entire draft chapters for you.
- While you will submit a number of drafts to your chair, work to have them as free from APA mistakes, spelling, grammar, and typo errors as possible. They do not have to be perfect, but they should not be sloppy.
- Be sure that all documents submitted to committee members are in a polished, excellent condition (content as well as writing). Please send your best work to the full committee (as if you were to have it published). Your Chair should approve everything that you send to your committee. You should expect your Chair to take up to two weeks to review and edit the document you submit.

Once you have sent documents to the committee for formal review (two weeks before a committee meeting), do not send updates, revisions, or additional documents.

- Begin and work from a well-crafted outline. Doing so will support clear organization that makes a strong argument supporting the need and contribution of your study. An outline will save you and your chair time and struggles if you develop a solid working outline and use it throughout the process.
- If you struggle with organization, sentence structure, typos, APA elements, and other writing essentials, plan to hire an effective editor to work with you on your proposal and final dissertation. Your dissertation chair and committee will focus on the quality of the content in your dissertation. You will be responsible for meeting the expectation that the quality of the writing itself meets doctoral level standards.
- The proposal will include a title page, table of contents, chapters 1-3 (with the 3rd chapter in future tense), references, appendices, and IRB proposal.
- Refer to the UW document *Thesis and Dissertation Manual*, and be sure to follow the guidelines.
- Your work both at the proposal and defense meetings will be evaluated by your committee on several areas including (but not necessarily limited to):
 - Clarity of organization
 - Strength of argument
 - Quality of research questions / hypotheses (clarity, fit, comprehension),
 - Contribution of study
 - Breadth/depth, quality of literature review
 - Appropriateness and quality of methodology
 - Depth of discussion (including limitations, future directions)
 - Professional tone
 - APA Style and quality of writing

Dissertation Formatting

Work with your chair for specifics in your dissertation (these will vary based on methodology and topic). The following are only broad guidelines for a traditional 5-chapter dissertation.

Chapter 1: Introduction

The introduction is similar to the opening argument in a legal case – setting the stage for what is to come and providing a well-organized, tight argument supporting the need/contribution of the

study. It should introduce the basic components of your study and be able to stand on its own. Although length will vary, the goal is to be concise; somewhere between 8 and 15 pages is typical. Possible headings for this chapter include the following:

- Background
- Statement of the Problem
- Purpose of the Study
- Research Questions
- Overview of Methodology
- Significance of the Study
- Researcher (role, relationship, biases)
- Definition of Terms
- Limitations and Delimitations
- Summary

Chapter 2: Literature Review

This chapter places your study within the context of the existing knowledge base in the field, and provides a critical examination of that knowledge base. Your writing must go beyond a summary of the literature to include synthesis, integration, and a critical examination of the literature. Don't just report the conclusions of previous studies. You should provide important details about participants, instruments, procedures, analysis, and results etc., and then offer a thoughtful analysis of the study (strengths, limitations, gaps). In addition, offer a critical analysis of the body of literature as a whole (strengths, limitations, gaps) on topics central to your study. Major sections will cover key variables, themes, concepts and theories related to your research questions, and will clearly outline the gap or problem that your research will address. Your review should be logically organized from broad concepts to a more specific focus, building toward the need for your study. If your study were a court case, this chapter is the presentation of the evidence to support the need and significance of your study; don't just draw conclusions, *show* the reader the evidence that supports the conclusions you would like a reader to draw. In general focus on literature from the past 5 years but also include classic or key literature that is older as appropriate. Chapter headings will depend on your particular research question, but the final heading should be a summary.

Chapter 3: Methodology

This chapter provides the rationale for your general methodological approach and the details for how you will answer your research questions. Enough detail should be provided about all aspects of the design so that your study could be faithfully replicated by someone who only had this chapter to read. Key headings may include:

- Introduction
- Research Design
- Participants
- Instrumentation / Data Collection
- Procedures
- Trustworthiness / Credibility or Reliability/Validity
- Ethical Issues
- Data Analysis

- Summary

Chapter 4: Results

This chapter organizes and presents the findings from your analysis of the data. It should be organized logically to address each of the research questions. Avoid drawing general conclusions here – just present the data. Organization and headings will vary based on your particular methodological approach and research questions, but in general follow these suggestions:

- Introduction
- Description of Participants
- Research Question 1
- Research Questions 2 – X
- Summary of Results

Chapter 5: Discussion

In this chapter, discuss what the results mean. Go beyond merely the answers to your specific research questions back to the gap or problem in the literature. What does your study add to the knowledge base of the field – how, specifically, do your findings confirm, disconfirm and extend the key points from the literature you identified in chapter 2 – and how, specifically can the results of the study be used to guide practice, policy and future research? Key headings may include:

- Summary
- Conclusions (*link results back to the literature from chapter two and share how your results confirm, disconfirm, and/or extend the existing body of literature – give specifics. What do your results mean in the bigger picture?*)
- Limitations
- Implications (*include specific ideas and guidelines for practice, policy and future research as relevant. How can the professional and academic community make use of the findings from your study?*)

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 evaluation occurs 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 department head to determine appropriate steps.

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. Please see the appendix for the Student Retention and Dismissal policy and Student Consent agreement that must be signed for your file.

Student Remediation and Dismissal

Counseling faculty have a responsibility to dismiss students who are unable to meet the academic and non-academic standards of the program. The faculty also 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
- A grade below a “B” in any clinical course (Pre-Practicum, Practicum, Internship, Supervision Theory, Supervision Practicum)
- More than two grades below a “B” in any other required Program of Study courses
- Failure to successfully meet all requirements of the student’s improvement plan (when applicable)
- Failure of the written or oral doctoral preliminary / comprehensive examination, or of the doctoral dissertation defense
- Any serious ethical violation or unprofessional behavior, or repeated problems with less severe unprofessional behavior

Faculty Endorsement of Graduates

We welcome the invitation to provide program graduates with letters of recommendation for professional positions and licensure/certification. 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.

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. Upon entry into the doctoral program, you are expected to apply for Wyoming licensure.

When you finish your degree in counseling you receive a diploma that shows you successfully completed all the required work in your chosen counseling program. *Meeting specific criteria will help you become certified* (authorized, sanctioned, endorsed) to function e.g., as a 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 Master's UW school-counseling program means that a graduate has met the specific PTSB standards and you are eligible for certification.

Licensure is a term that is applied to professionals who have met an additional set of criteria. The Mental Health Professions Licensing Board in-keeping with Wyoming state statutes, sets the criteria.

In addition, all UW counseling programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Accreditation means that our programs meet the specific standards set by the counseling profession for the preparation of counselors. When last undergoing review (UW's programs have been continuously accredited since 1982), the department received the maximum accreditation period possible, as has happened for every review cycle. 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.

Commencement

The University of Wyoming conducts graduation ceremonies to honor those earning degrees at UW. The President of the University of Wyoming System or his/her representative awards graduate degrees. Currently, the University of Wyoming holds commencement ceremonies in December and May annually

Description and Timeline of PhD. Meetings

Successful progress throughout your doctoral program calls for a series of formal meetings during which faculty and your committee members provide support for you and your work. Please find suggestions and procedures below to help you in planning your steps forward.

In planning for your meetings, please remember the following:

- Try to schedule meetings at least 2 months in advance. Before attempting to schedule with the entire committee, make sure that possible times will work for the chair. Once the meeting is scheduled, reserve a room through the dean's office.

- All documents must be submitted to the committee 2 weeks prior to the scheduled meeting. Making any changes to documents or sending additional materials after that point is unacceptable.

Annual Student Review

Purpose: This meeting is the annual review of the student’s academic and non-academic performance. The purpose is to provide feedback and direction about the student’s ongoing work to realize areas of excellence, where expectations are being met, and any areas that may require improvement. Faculty also invite the student to discuss how the faculty can offer better support for the student throughout the program. Prior to the meeting, students are asked to write a brief self-evaluation. Faculty will also compile some feedback and complete the Counseling Program Student Evaluation form to share with the student.

Length: ½ hour

Attendees: All Counseling Program faculty and the student

Timing: Early in the spring semester of each year while the student is active

Program of Study & Pre-Prospectus Meeting

Purpose: The purpose of this meeting is 1) to present and seek approval of the Program of Study and 2) to informally discuss a developing dissertation research topic (no PowerPoint presentation is needed). The student prepares a 7-12 page (not including title page, references) APA formatted document that includes a *problem statement* (gap in the literature, justification that the problem is meaningful, purpose of the study); *significance*, (original contribution of study, benefit to the field, society); *literature survey* (an abbreviated review of relevant literature supporting problem statement); *framework* (briefly describe the theory or conceptual base that grounds the study); *research questions* (list questions that the study seeks to answer); *possible methodology* (identify the broad research approach, possible types and sources of data, and possible analytical strategies); *questions* (where possible, note areas and any specific questions for the committee to address in the meeting); *references*. Students are expected to distribute the pre-prospectus document and Program of Study form with committee members at least 2 weeks prior to the scheduled meeting. Program of Study guidelines can be found at <http://www.uwyo.edu/uwgrad/enrolled-students/develop-program.html>.

Length: 1 hour

Attendees: All members of the student’s doctoral committee

Timing: Toward the end of the 1st year or beginning of 2nd year (for full-time students).

Preliminary Examination – Written & Oral Comprehensives

Purpose: The comprehensive examination is a University requirement. The examination provides an opportunity for the student to demonstrate advanced knowledge of the CACREP core areas at a Ph.D. level, the ability to integrate and synthesize within and across these knowledge domains, and the ability effectively communicate this higher-level thinking in both written and verbal form. Passing both components of the exam moves the student to

- Doctoral Candidate status, and clears the candidate to formally propose dissertation research.
- Length: Seven full days to complete the written portion, and 2 hours for the oral exam.
- Attendees: Students work independently on the written portion, which is graded by the full doctoral committee. Next, the student's full doctoral committee participates in the oral exam with the student.
- Timing: Students will take their comprehensive exams toward the completion of all program of study courses (excepting dissertation and internship credits) and with their advisor's approval.

Written Portion of the Exam: Exam questions and instructions will be sent to students via email on the selected Friday at noon, and will be due via email at noon on the next Friday at noon. This deadline will be strictly observed, and any late papers will be considered an automatic fail. Students will be expected to ensure all regular academic, clinical and GA obligations are fulfilled during the exam period.

There will be four questions: a research question, and three questions drawn from the other four CACREP core areas (counseling, supervision, teaching, leadership and advocacy). Each response must be no more than 10 pages of text, and must include title page and references. All responses should conform to APA guidelines. When students submit their responses, they must also submit the verification report from TurnItIn.com for each paper. Your full committee will review the written responses and have the opportunity to score all of the questions.

Oral Portion of the Exam: The portion is an advanced conversation with the full doctoral committee usually focused on deeper level philosophical and/or application-based questions developed by the committee members. Questions may also address any areas of concern identified in the written portion of the exam.

At the beginning of the meeting, the Committee will meet alone briefly to coordinate their questions. The student will then be invited to join the committee for the discussion and questioning (approximately 80 minutes). The student will then be asked to step out of the room while the committee councils together about the students' performance and readiness to enter into doctoral candidacy. Students will then be invited back into the meeting to receive the decision and feedback from the committee.

The Preliminary written and oral exam is pass/fail by simple majority of the committee. If a student fails, the committee will develop a plan for remediation and the student will have one additional opportunity to sit for the exam. The elements of any remediation and timeline for this second exam sitting will be unique for each student.

Prospectus Meeting

- Purpose: The Prospectus Meeting is when the candidate formally presents the dissertation research proposal (chapters 1-3) to the committee for feedback, modifications and approval. An approved prospectus is similar to a two-way contract in which the candidate agrees to follow outlined plan for study, and the committee agrees that the plan (if followed) will be sufficient to earn the PhD degree. The candidate shares the prospectus document with

committee members a minimum of two weeks prior to the meeting. The meeting will begin with a brief (10 minutes) conversation among the committee members. The candidate is then invited into the meeting, which will include a brief (10 minutes) introduction of the research proposal (optional PowerPoint) followed by questions and discussion with the committee (approximately 70 minutes). Toward the end of your meeting the candidate is asked to step out of the room while the committee discusses the candidate's performance and readiness to proceed with the research project. The meeting will end with recommendations and suggestions. A successful outcome includes recommended modifications to the study. *A candidate cannot seek formal IRB approval of the study until having successfully defended the prospectus.*

Length: 2 hours

Attendees: All members of the student's doctoral committee

Timing: usually Spring of 2nd year or Fall of 3rd year (for full-time students)

Dissertation Defense

Purpose: The Dissertation Defense is when the candidate formally presents the dissertation study and results (all chapters) to the committee for examination, feedback, modifications and approval. The candidate is expected to distribute the finalized dissertation document to committee members a minimum of two weeks prior to the meeting. This meeting typically includes a brief presentation, 20 minutes in length, emphasizing the results and implications of the study, followed by any questions from guests. Guests are then excused (at about the 30-minute mark), followed by questions and discussion with only the committee (approximately 70 minutes). Toward the end of the meeting the candidate is asked to step out of the room while the committee discusses the candidate's work and the committee's recommendations on the completion of the degree. The meeting will end with the committee's recommendations and comments to the candidate. A successful Defense results in minor changes that must be completed prior to graduation.

Length: 2 hours

Attendees: All members of the student's doctoral committee

Timing: Semester of Graduation (or earlier)

The Steps to Success

Success in a graduate program requires organization, self-care, and determination. Utilize your advisor, committee, and peers as you progress through the following steps. The steps listed below are to be used as a guide. Each student progresses through the program in a manner and pace that is under the direction of the student.

Year 1

- Obtain doctoral student status and temporary advisor
- Review Doctoral Student Handbook, Student Retention and Dismissal Policy and sign consent form
- Apply for ACA or ASCA liability insurance (required in all clinical courses)
- Apply for provisional or professional licensure in the State of Wyoming
- Join Chi Sigma Iota, ACA, and WCA, ACES, RMACES...
- Select permanent advisor/committee chair
- Select PhD committee
- Develop course timeline
- Present Program of Study to committee
- Solidify clinical skills
- Narrow focus of dissertation
- Form collegial & professional relationships
- Utilize UW resources (Writing Center, ECTL, UCC/Psych. Clinic)
- Develop and maintain balance (family, friends, school, work, spirit, self...)

Year 2 -3/4

- Solidify supervision, teaching, and research skills
- Complete comprehensive exams
- Pre-Prospectus meeting
- Prospectus Meeting and Institutional Review Board Approval
- Data collection
- Dissertation defense
- **Graduation!**

Appendices

List of Required Courses for the Ph.D degree

Doctoral Supervised Internship Contract

CACREP 2016 Standards on Internship E, F, & G

Student Retention and Dismissal Policy (revised April 6, 2017)

Counseling Program Student Evaluation Form (April 6, 2017)

Student Consent Agreement (April 6, 2017)

List of Required Courses for the Ph.D.

Doctoral students are required to have completed a minimum of a 48-hour Master's degree from a program of study equivalent to a CACREP accredited Master's program in Counselor Education. These requirements are based upon the 2016 CACREP Standards.

Learning Outcome Areas

Credit Hours

Advanced Foundations

PhD students with a 48-hour CACREP equivalent Master's degree are required to complete 12 semester hours of courses beyond their Master's preparation (in consultation with their advisor and committee). PhD students with a 60-hour CACREP equivalent Master's program can petition up to 12 hours of their Master's coursework to fulfill this requirement.

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Counseling & Supervision

CNSL	5860	Doctorate Practicum in Counseling	6
CNSL	5865	Supervision Theory	3
CNSL	5875	Doctorate Practicum in Supervision	3
CNSL	5340	Play Therapy	3

Teaching, Leadership & Advocacy

CNSL	5871	Doctoral Seminar I: Professional Identity & Ethics	3
CNSL	5872	Doctoral Seminar II: Diversity & Social Change	3
CNSL	5873	Doctoral Seminar III: Research, Assessment and Scholarship	3
CNSL	5874	Doctoral Seminar IV: Leadership, Consultation & Advocacy	3
CNSL	5990	Supervised Internship	6

Research & Scholarship

12 credits chosen from the following (or equivalent) in consultation with major advisor and graduate committee

EDRE	5600	Descriptive Research (3 credits)	
EDRE	5610	Group Comparison Research (3 credits)	
EDRE	5620	Correlational Research (3 credits)	
EDRE	5630	Multivariate Research (3 credits)	
EDRE	5640	Introduction to Qualitative Research (3 credits)	
EDRE	5645	Phenomenology, Case Study, and Grounded Theory in Qual. Res. (3 credits)	
EDRE	5650	Advanced Qualitative Research Methods (3 credits)	
EDRE	5655	Ethnography & Narrative Inquiry in Qualitative Research (3 credits)	
EDRE	5670	Mixed Methods Research	
			12
Dissertation			
EDRE	5660	Dissertation/Thesis Prospectus Writing	3
CNSL	5890	Dissertation Research	<u>12</u>

Minimum Total Hours 72

The courses listed above are current requirements subject to change. - Updated April 2017

Doctoral Supervised Internship Contract (revised December 2017)

Counseling		
<u>Required Activities:</u>	<u>Date</u>	<u>Hours</u>
• <u>Apply for Wyoming license (international students, speak with advisor)</u>	_____	_____
• <u>Observe and/or conduct 2 play therapy sessions</u>	_____	_____
• <u>Observe and/or conduct 2 sessions with a couple and/or a family</u>	_____	_____
• <u>Observe and/or conduct a full Addiction Severity (ASI) evaluation</u>	_____	_____
<u>Elective Activities:</u>	<u>Date</u>	<u>Hours</u>
• _____	_____	_____
• _____	_____	_____
• _____	_____	_____
• _____	_____	_____

Supervision		
<u>Required Activities:</u>	<u>Date</u>	<u>Hours</u>
• <u>Complete one supervision presentation (e.g., Master's students' class, site supervisor training, etc.)</u>	_____	_____
<u>Elective Activities:</u>	<u>Date</u>	<u>Hours</u>
• _____	_____	_____
• _____	_____	_____
• _____	_____	_____
• _____	_____	_____

Teaching		
<u>Required Activities:</u>	<u>Date</u>	<u>Hours</u>
• <u>Co-teach one content course (CACREP core)</u>	_____	_____
• <u>Co-teach one clinical course (Pre-Prac, Prac, Internship)</u>	_____	_____
• <u>Co-teach with more than one core faculty</u>	_____	_____
<u>Elective Activities:</u>	<u>Date</u>	<u>Hours</u>
• _____	_____	_____
• _____	_____	_____
• _____	_____	_____
• _____	_____	_____

Research and Scholarship		
<u>Required Activities:</u>	<u>Date</u>	<u>Hours</u>
• <u>Present at one regional or national conference</u>	_____	_____
• <u>Co-author and submit one manuscript to a peer-reviewed journal</u>	_____	_____
<u>Elective Activities:</u>	<u>Date</u>	<u>Hours</u>
• _____	_____	_____
• _____	_____	_____
• _____	_____	_____
• _____	_____	_____

Leadership and Advocacy		
<u>Required Activities:</u>	<u>Date</u>	<u>Hours</u>
• <u>Membership in a national counseling organization</u>	_____	_____
• <u>Membership & activity on a university or professional organization committee</u>	_____	_____
• <u>Participation in the Master's interview and selection day</u>	_____	_____
<u>Elective Activities:</u>	<u>Date</u>	<u>Hours</u>
• _____	_____	_____
• _____	_____	_____
• _____	_____	_____
• _____	_____	_____

Total Internship Hours	<u>Date</u>	<u>Hours</u>
(600 Minimum)	_____	_____

Student Signature: _____ Date: _____

Chair Signature: _____ Date: _____

Sign and date when all internship activities have been completed.

**This form with the Supervised Internship Initial Plan must be completed for the first Doctoral Supervised Internship Class the student attends. If changes in the original plan are made, they must be

authorized by the student's committee chairperson.

CACREP 2016 STANDARDS

INTERNSHIP

E. Doctoral students are required to complete internships that total a minimum of 600 clock hours. The 600 hours must include supervised experiences in at least 3 of the 5 doctoral core areas (Counseling, Teaching, Supervision, Research and Scholarship, Leadership and Advocacy).

F. During internships, the student must receive an average of 1 hour per week of individual and/or triadic supervision, usually performed by a supervisor with a doctorate in counselor education or a related profession.

G. Group supervision is provided on a regular schedule with other students throughout the internship and is performed by a program faculty member.

Student Retention and Dismissal Policy

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

Revised 6 April, 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. Please note that the University requires a minimum 3.00 GPA for all graduate degrees, and that "D" grades cannot count toward a graduate degree. 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 department head to determine appropriate steps.

Student Remediation and Dismissal

Counseling faculty have a responsibility to dismiss students who are unable to meet the academic and non-academic standards of the program. The faculty also recognizes their obligation to: a) assist students in obtaining help for improvement 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 Improvement: 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 an improvement 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 improvement efforts are unsuccessful. These meetings will be recorded. Lack of participation in the improvement plan or failure to fully meet the expectations of the 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 or improvement.

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

Counseling Program Student Evaluation Form

University of Wyoming – School of Counseling, Leadership, Advocacy, and Design: Counseling Program
Revised 6 April, 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

Academic Performance				
Coursework				
▪ The student maintains a minimum 3.0 GPA (“A” or “B” in all 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:				
Clinical Skill Development				
▪ 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:				
Progress Toward Program Completion				
▪ Student is making appropriate progress in coursework and other program requirements toward degree completion.	N	1	2	3 4
Notes:				

Non-Academic Performance				
Professionalism				
▪ 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:				
Ethical Behavior				
▪ 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:				
Self-Regulation				
▪ 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 and possible remediation plan to address the concerns.

Student Signature: _____ **Date:** _____

Advisor Signature: _____ **Date:** _____

Retention and Dismissal Policy - Student Consent Agreement

University of Wyoming – School of Counseling, Leadership, Advocacy, and Design: Counseling Program
Revised 6 April, 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 improvement 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, all UW Graduate Student Regulations and Policies, the relevant Ph.D. or MS 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 have the responsibility and the right 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 _____