



College of Education
School of Counseling,
Advocacy, Leadership,
and Design

**Master of Science
Counseling Program
Student Handbook**

Laramie & Casper Programs

Updated — August 2026

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Welcome to the University of Wyoming Counselor Education Program

Congratulations on your acceptance into the University of Wyoming Counselor Education program! Students, faculty, and staff welcome you to our learning community. This handbook will share some basic information about our program and important policies you should know. We will share additional details as you progress through the program. If you have questions about anything in this handbook at any time, please discuss them with your advisor.

This handbook applies to students in both our Laramie (face-to-face) and Casper (hybrid) programs. Throughout this handbook, sections marked with a campus-specific box describe procedures or expectations that differ between the two locations. Where no such box appears, the policy or procedure described applies equally to students at both campuses.

Your program is housed in the University of Wyoming College of Education within the School of Counseling, Leadership, Advocacy and Design (CLAD). Please refer to the College of Education's website for additional information about our Dean, Associate Deans, School Director, and the many amazing faculty working in our College at both Laramie and Casper campuses. Additionally, the University of Wyoming's graduate programs are overseen by the School of Graduate Education, including the Vice Provost of Graduate Education. Finally, the University of Wyoming's Graduate Handbook is held by the UW Registrar and is available here: <https://www.uwyo.edu/registrar/graduate-students/resources.html>

The counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), meaning 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 have received the maximum accreditation period possible — eight years. CACREP accreditation is both a process and a status: the accreditation process incorporates programs' self-assessment along with external review to determine if and how program standards are being met, and accredited status indicates to the public that a program is fulfilling its commitment to educational quality. The 2024 CACREP Standards are organized into six sections.

CACREP Standards, Section 1, The Learning Environment, requires that programs provide a student handbook. The student handbook includes:

- The mission statement and objectives of the counselor education program;
- Degree requirements;
- Expectations of students;
- Technology resources and competence needed to complete the program;
- Individual student assessment procedures, including key performance indicators and professional competencies;
- Academic appeal policy, including potential outcomes;
- Policy for student retention, remediation, and dismissal from the program;
- Student success and accessibility policies;

- Information about disability services and reasonable accommodation processes at the institution;
- Information about personal counseling services provided by professionals other than counselor education program faculty and students;
- Information about professional counseling organizations, opportunities for professional involvement, and activities appropriate for students;
- Professional counseling certification and licensure requirements; and
- Written endorsement policy explaining the conditions for recommending students for credentialing and employment.

Additionally, this program abides by the American Counseling Association's Code of Ethics (2014) and will prepare students to work in a broad range of settings and with diverse populations.

Program Mission Statement and Objectives

The University of Wyoming Counselor Education and Supervision program fosters the development of clinical excellence through an empirically grounded, humanistic emphasis on the therapeutic relationship across the lifespan. Our experiential curriculum prioritizes the integration of counseling knowledge, skills and dispositions and promotes creativity for careers serving all communities in alignment with professional ethical standards. This program develops mental health and school counselors as generalist clinicians prepared to work in Wyoming's diverse communities. We believe that students become professional counselors through an iterative process that includes instruction, action, feedback and adjustment, embedded in a supportive learning environment. Students and faculty belong to a cohort-based, collaborative community that supports meaningful interaction and learning from one another. Working together, we create a safe space for vulnerability, discovery, and growth. Within our community we seek to nurture each student's mastery of research-based counseling competencies, and the development of their unique professional identity. We value meaningful self-awareness, healthy self-regulation, and personal responsibility. Therefore, a key element in our approach to counselor preparation is the expectation that we will all engage in ongoing reflective practice and pursue a holistic wellness lifestyle. Our commitment to supporting the needs of all community members in alignment with our professional ethical guidelines is supported through programmatic reflective practice and community engagement, which supports our commitment to meet the unique needs of our stakeholders.

Program Objectives

Mental Health Counseling Program: The mental health counselor is a helping professional prepared for clinical practice. Graduate education and clinical training prepare counselors to provide a full range of services for individuals, couples, families, adolescents, and children across the lifespan. These may include assessment and diagnosis, treatment planning, intervention, group, career, and substance use work. 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.

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.

As a faculty, we strive to:

1. Prepare students who demonstrate academic preparation by completing an approved program of study that meets the standards set forth by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).
2. Prepare students who demonstrate development as culturally competent, skilled & ethical counselors.
3. Support students to develop a professional identity as a professional counselor including the areas of advocacy, leadership, social justice, and promotion of caring communities.
4. Help students demonstrate a clear vision of their professional and academic goals.

Welcome to your Master of Science program in Counselor Education!

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

Technology Resources and Competence Needed to Complete the Program

Students enrolled in the program are expected to have access to and demonstrate competence with technology necessary to successfully complete academic, clinical, and professional requirements. Technology is integrated into coursework, supervision, and professional development in alignment with CACREP standards.

Required Technology Resources

- **Computer Access:** A reliable laptop or desktop computer with updated operating system and word processing software (e.g., Microsoft Word, Google Docs, Microsoft Excel, etc.).
- **Internet Access:** High-speed, stable internet connection for accessing online course materials, supervision, and virtual meetings.
- **Learning Management System (LMS):** Ability to navigate the university's LMS (WyoCourses — UW's version of Canvas) for course announcements, assignments, discussion boards, and assessments. Free tutorials and guides are available at www.uwyo.edu/wyocourses/students/.
- **Videoconferencing Platforms:** Familiarity with platforms such as Zoom or Microsoft Teams for synchronous class sessions, advising meetings, and remote supervision.
- **Email and Communication Tools:** Regular use of university email and related communication platforms to stay informed of program updates and faculty communication.
- **Assessment and Clinical Tools:** Access to digital platforms (e.g., VALT) used for clinical training, skills recording, and submission of supervision materials.
- **Library and Research Databases:** Ability to use online academic databases, counseling journals, and research tools to support coursework and evidence-based practice.

- Audio-Visual Recording Device(s): Your site supervisor may require a specific, approved recording device or method to ensure client confidentiality.

Competencies Expected of Students

- Proficiency in creating and submitting professional-quality documents, presentations, and case reports.
- Competence in recording, uploading, and sharing counseling sessions securely for supervision.
- Skill in using online counseling or telehealth platforms, as required for clinical training and practice.
- Ability to apply digital literacy and ethical decision-making when using technology in counseling contexts, consistent with ACA and CACREP standards (e.g., confidentiality, informed consent, data security).

Support and Training

The program and university provide orientation, tutorials, and technology support services to assist students in developing pertinent competencies. Students are encouraged to seek assistance early if challenges arise in meeting the program's technology expectations. Additional support from UW IT can be explored at <https://microlab.uwyo.edu/services/>.

The University IT Department can assist students with technology needs through a student loan program; please see the following resource page:

<https://uwyo.teamdynamix.com/TDClient/1940/Portal/KB/ArticleDet?ID=16166>

General Information

Matriculation

Our application is online, and the deadline for completing the admissions application is usually December 1st of the year before you will start coursework. We thoughtfully review all applications and invite selected applicants to attend on-site campus interviews, typically scheduled in early February. This half-day process includes orientation to the program, group activities, a brief one-on-one interview with a faculty member, and time with current students. 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, in order to connect personally with us. Applicants who are invited but unable to attend may participate in a Zoom interview.

Cohort Admission & Start	
Laramie Campus We invite a cohort of up to 24 master's students to join our Laramie program, with required classes beginning in the fall semester of that year.	Casper Campus Casper cohorts are admitted biannually and begin classes in the fall of their admission year.

Our application requires background degree information, three professional references, and a written document about yourself, your interest in becoming a counselor, and some related questions. Professional references are best from work- or school-related persons; we do not accept references from family or friends. Optimally, references address your potential as a counselor and your ability to succeed in graduate-level academic work.

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. Generally, an undergraduate GPA of 3.0 or above is preferred; the registrar requires a 3.0 for admittance to a graduate program, though exceptions may be requested. 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. We hope for an applicant who can listen and empathize, is open to diverse issues, communicates effectively, maintains eye contact, collaborates well with others, and works respectfully in a group.

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

Fall Orientation

Within the first two weeks of the fall semester, we hold our annual program orientation. All first-year MS students are required to attend, and other students are strongly encouraged to be there. Orientation provides opportunities to get to know one another while discussing important elements of the program and typically includes time for a team-building activity or gathering. Please put this day on your calendar early.

Joining Our Program

We welcome you to our teaching and learning counseling community! Students are admitted each year as part of a cohort group, either on the Laramie or Casper campus. In our experience, cohorts are a key strength of our program and help build strong support communities for greater personal and professional growth. Having a cohort offers unique opportunities for supportive professional development, while inviting ongoing respect for differences and attention to relationships with your colleagues.

Advisor

Each student is assigned a faculty advisor upon joining our program. We recommend that all students meet with their advisors as early as possible to get a strong and successful start in the program. Discussing your personal career goals and dreams with your advisor helps them understand how best to support you throughout your time in the program. If you have any concerns about your progress, we encourage you to discuss them with your advisor.

Expectations of Students and Faculty

Becoming a professional counselor means assuming responsibility not only for your clients' well-being, but for the well-being of the school or agency where you work, as well as the reputation of the profession

itself. As such, we expect you to conduct yourself with the same level of professionalism that will be expected of you in a work setting. Class sizes in core courses are intentionally kept small to maintain a low faculty-to-student ratio. Students are expected to complete significant out-of-class work, such as reading and other activities, to ensure that in-class topics and activities complement each other and enhance learning. Students should synthesize knowledge from core courses, specialty courses, and clinical experiences into an integrated program that prepares them both personally and professionally for a career in counseling.

Students are expected to be proactive in pursuing the knowledge and skills that support their developmental goals. We expect students to identify their program track by the second full semester of enrollment. Timely communication with advisors, faculty, and instructors is essential for student success. Faculty meet weekly and a part of each meeting includes discussion of student functioning and development. If you have concerns or questions related to any aspect of your participation in the program, you are always welcome to speak with your instructors, your advisor, or the Program Coordinator.

One student from each cohort serves as a cohort representative and attends one faculty meeting each month. As a liaison, each representative gathers information from their peers to share with faculty, and shares faculty updates with peers. This is an important channel for shared communication between students and faculty.

The learning responsibilities of both instructors and students are consistent across courses and are outlined below.

Instructor / Learner Responsibilities: We are responsible together for creating a positive learning environment where all students and instructors feel safe to share thoughts and feelings, take risks, make mistakes, and can count on support from our colleagues.

Instructor: I/we will:

- Come to class on time, prepared and ready for questions and discussions
- Clarify expectations as requested
- Help facilitate learning through discussion and presentation of material in a manner that is engaging and inviting
- Communicate in a timely manner (including grading and returning assignments)
- Show genuine respect for everyone in the classroom, even when ideas and values expressed are different from my/our own
- Demonstrate respect to students, the program and the field through professional behavior

Students: As students, I/we expect you to:

- Know and follow the expectations and program policies as outlined in the CES Student Handbook(s)
- Attend every class, come prepared to contribute meaningfully to professional conversations about class material
- Willingly participate in class discussions and assignments
- Thoughtfully engage the course material and activities (in and out of class) in a way that will facilitate personal and professional growth through self-reflection and exploration

- Demonstrate genuine respect to classmates, instructors, the program and the field through professional behavior, even when ideas and values expressed are different from your own
- Be a role model to demonstrate safety, ethics, respect, and regard for each person and of tasks undertaken
- Regardless of sexual orientation, race, ethnicity, national origin, gender expression and identity, religion, age, and ability, you will be treated and respected as a human being. Your continued presence in this course signals your commitment to act likewise
- Inform/communicate with peers, colleagues, GAs, and faculty with whom you develop concerns, misunderstandings, or conflict directly whenever possible. If you need support to resolve concerns, obtain support from a resourced individual and maintain professionalism
- Communicate significant errors/discrepancies on the syllabus or in Canvas to the instructor as soon as you note them
- Demonstrate commitment to your goals through continuous self-appraisal, healthy self-awareness, dedication to the material, and expression of professional behaviors grounded in respect of self and others.

Self-Awareness and Growth

Over fifty years of research has shown that the quality of the relationship that forms between a client and counselor is a key element in helping clients. Forming an effective therapeutic relationship requires that counselors develop an open, non-reactive stance, the ability to understand clients deeply (emotions, thoughts, intentions, needs), and create a safe environment for client exploration and growth. The patterns and rules of relating that we have learned in our lives, as well as our ability to regulate our own emotions and responses to others, will play a major role in the quality of the therapeutic relationships we build with clients. As such, we regularly invite and provide opportunities for each student to reflect and grow as a person.

Many course assignments include an opportunity for self-reflection about how your experiences and way of being relate to course material and your work with clients. Some courses invite you to share personal information about yourself and how what you are understanding about yourself may help in your clinical work. Additionally, sometimes the focus of supervision is on the person of the counselor and how who you are is impacting what happens in session. In all cases, you get to decide what and how much you share. While we encourage you to be vulnerable, we respect your choice about what that means.

In no case will faculty or supervisors serve as your personal counselors. When we discuss the self of the counselor, it is only as it relates to clinical and professional development. We regularly suggest that all students seek their own counseling, both to understand what clients experience as they come for counseling, and as a helpful format for personal exploration and growth that will help you be an effective counselor. As counselors, we have an obligation across our entire career to deepen our self-awareness and ability to regulate our emotions and behavior. This process begins in your graduate counseling program.

Your Ethical Responsibility

Part of becoming a professional includes learning about the standards and expectations of the profession. Faculty and students are expected to be familiar with and adhere to the most current versions of the

American Counseling Association (ACA) and American School Counselor Association (ASCA) codes of ethics. Students will take a course devoted to ethical practice early in their program, and ethical practice is discussed in most other courses and as ethical issues present themselves in clinical work.

The field has identified a set of core professional values that serve to guide our thinking and behavior as professionals. These values include:

- enhancing human development throughout the life span;
- honoring diversity and embracing a multicultural approach in support of the worth, dignity, potential, and uniqueness of people within their social and cultural contexts;
- promoting social justice;
- safeguarding the integrity of the counselor-client relationship; and
- practicing in a competent and ethical manner.

Additionally, a set of ethical principles form the foundation for ethical behavior and decision-making. The fundamental principles of ethical behavior are:

- Autonomy: fostering the right to control the direction of one's life;
- Nonmaleficence: avoiding actions that cause harm;
- Beneficence: working for the good of the individual and society by promoting mental health and well-being;
- Justice: treating individuals equitably and fostering fairness and equality;
- Fidelity: honoring commitments and keeping promises, including fulfilling one's responsibilities of trust in professional relationships; and
- Veracity: dealing truthfully with individuals with whom counselors come into professional contact.

These values and principles also outline our most fundamental expectations for your behavior as students. We invite you to keep them in mind as you work with clients, interact with faculty and peers, and work through program requirements.

We are a diverse group and there will naturally be differences in thinking, personality, values, and clinical approaches. One mark of maturity is the ability to disagree and maintain civil discourse, respect, and professional collegiality. When difficulties arise between people in the program, we expect them to be handled with maturity and professionalism. You should first address your concerns directly with the person(s) involved. If, after speaking with the individual(s) involved, you feel the problem is still unresolved, speak with your Advisor. If this still leaves the issue unresolved, please speak with the Program Coordinator.

Master of Science 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 in creating their own style and theory of counseling.

The 2024 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:

- Professional Orientation and Ethical Practice
- Social and Cultural Diversity
- Human Growth and Development
- Lifestyle and Career Development
- Helping Relationships
- Group Work
- Assessment
- Research and Program Evaluation

The master's degree program is 61 credit hours. Course lists are provided in Appendix D, the Required Course Sequence – Master's Program.

Core Areas

- Counseling Theory: includes understanding basic theories, principles, and techniques of counseling, and their application to professional counseling settings.
- 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.
- Human Growth and Development: includes understanding of the nature and needs of individuals at all developmental levels, lifespan, and learning theory within cultural contexts.
- 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, abuse, substance abuse, discrimination, and methods for alleviating these concerns.
- 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.
- 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.

- **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.
- **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 process.
- **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.
- **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 School's Request for Change in Graduate Program form.

Course Sequencing

Course sequencing (when to take which courses) is important information. Because we run a cohort model, all students move through the curriculum in the sequence outlined below. There are specific departmental requirements and prerequisites to be mindful of. 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.

The Required Course Sequence for the Master's Program (Laramie/Casper) is provided in Appendix D of this Handbook. Please consult with your faculty advisor and/or other faculty in the program, who can help answer specific questions and serve as a guide regarding program duration and pacing. Advisors can work with part-time students to determine course scheduling and program matriculation.

Although you are not competing for spots in classes, do not delay registration — courses with low registration may be cancelled by the registrar's office. Be sure that you are registered for all courses at least one month before classes begin so that you receive relevant course materials and announcements. If the registration system indicates you need a PERC number, you can obtain that from our office associate.

Course Delivery Format	
Laramie Campus The Laramie program is delivered primarily in a face-to-face, in-person format on the Laramie	Casper Campus The Casper program is delivered in a hybrid format, combining weekend and intensive on-

campus, with weekday class meetings during the academic year. Classes listed as “in-person” will not have a virtual or Zoom component; any Zoom option on a given day is at the discretion of the instructor and should not be expected.

campus sessions in Casper with online coursework. Most students enroll full time and graduate over a three-year period.

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 advisor and the school in advance, as a class may appear similar but not be part of our curriculum. Your advisor and the UW course instructor will need to review the syllabus for any course credits you wish to transfer. This must be coordinated with the UW Degree Check process for graduation.

Background Checks

All of our students, regardless of campus, are required to complete the Wyoming background check (DCI and DFS) once they are accepted. Procedures and forms for completing the background check will be shared during the first course in the program. Background checks must be completed before a student may begin to work with clients. To ensure that your background check is completed on time, all background check forms must be completed and submitted no later than August 1st.

Information from the reviewing agencies will go to only one member of the faculty, who reviews the information. In most cases, the information is not shared with anyone else. However, if something in the record would call into question your ability to work with clients, this will be discussed among the faculty (with as few details as possible) so that a fair decision about your status in the program can be made. The kinds of things that might raise concerns may include (but are not limited to) recent violations of the law related to substance use or violence, a pattern of violations over time, and violations against children and/or dependent adults.

Education Building Security

Laramie Campus

Because the school district runs a K-8 public school in the same building as some of our classrooms, faculty offices, and the WellSpring Counseling Clinic, there are security measures in place to protect minor-aged students. Access to the building is strongly controlled — your UW identification card will provide access through the main doors. Please do not admit a stranger who asks you to let them in because they forgot their ID. Access to the clinic is limited to the East-facing door. Using doors that are for emergency

Casper Campus

The Casper campus does not share a building with a K-12 school. Standard UW building access policies apply. Please follow any site-specific access protocols at your practicum or internship placement.

only will trigger alarms both in the Lab School and at the UW Police station.	
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Drug-Free Environment

Attending classes or other program-related meetings or events while under the influence of alcohol or other substances is inappropriate. Similarly, it is inappropriate to be in the clinic or interacting with clients while under the influence. If you use tobacco products, please be aware of University of Wyoming policy, which states that smoking or vaping must take place a reasonable distance from any doorway or window.

Tobacco Use Near Campus Buildings

Laramie Campus

Because the Education Building in Laramie is shared with the Lab School, the school district's policy also applies and prohibits use of tobacco products on property used by the school. This includes the lawn in front of the building, the sidewalk to the playground, and the area around the playground. If you wish to use tobacco, the back side of the building away from school students, faculty, and staff is your best option.

Casper Campus

Standard UW tobacco and vaping policies apply on the Casper campus. Please be aware of and follow posted campus guidelines regarding tobacco use near building entrances and windows.

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. Research demonstrates that the ability to form and maintain an effective therapeutic relationship is the most important factor in positive client outcome. Our training focus is on developing core clinical skills and building a strong interpersonal foundation, rather than on technical interventions or premature theoretical alignment.

Professional preparation is a progressive developmental process:

5. Development of basic counseling skills (CNSL 5310 Pre-Practicum)
6. Integration of skills, ethics, and counseling theory into practice (CNSL 5320 Practicum)
7. Field-based practice and application (CNSL 5580 Supervised Internship)

Each of these courses will include time in class to discuss readings, practice skills, share and discuss student clinical cases (including video segments), and do activities to foster conceptual skills and personal reflection. Plan for a minimum 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.). Expect to work a minimum of 18–25 hours each week for the CNSL 5580 Supervised Internship course.

Pre-Practicum & Practicum Site Placement

Laramie Campus

Laramie students typically complete CNSL 5310 Pre-Practicum and CNSL 5320 Practicum at the WellSpring Counseling Clinic on the lower level of the Education building. Students will be assigned a four-hour weekly block of time to work in the clinic with several other students and a supervisor. Students begin seeing clients from the community usually in mid-October. Students who wish to secure an off-site practicum placement may do so, provided those sites meet the same supervision, recording, and evaluation requirements described in this handbook and the Supervised Fieldwork Handbook.

Casper Campus

Because the Casper program does not have an on-site training clinic, Casper students — who are often dispersed across Wyoming and, in some cases, neighboring states — identify and secure a Pre-Practicum/Practicum site near their place of residence in coordination with the Fieldwork Coordinator. These sites must meet the same supervision, recording, and evaluation requirements described in this handbook and the Supervised Fieldwork Handbook.

Supervision

Supervision is a major element of your clinical training and a required aspect of your work with clients. While completing CNSL 5310 and CNSL 5320, students also participate in weekly supervision sessions (individual, live, and group) conducted by qualified, licensed faculty, adjunct faculty, and community supervisors.

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

Steps Toward 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.

First and Second Semesters

- Obtain full admission status
- You will be assigned an advisor upon full admission
- Consider joining ACA, ASCA, WySCA, and/or WCA
- Apply for ACA or ASCA liability insurance (required in all clinical courses)
- Consider joining Chi Sigma Iota (if invited in your second semester)
- Identify a track of focus (School or Mental Health)
- Continue consistent academic and professional success

Third and Fourth Semesters

- Continue consistent academic and professional success
- Maintain continuous enrollment during the academic year
- Begin to consider Supervised Internship site

Fifth and Sixth Semesters

- Continue consistent academic and professional success
- Maintain continuous enrollment during the academic year
- File your Anticipated Graduation Date form and have your degree check completed (by February)
- Apply for the National Counselor Examination (NCE)
- Prepare for and take the NCE
- Obtain and complete all necessary paperwork to graduate
- Graduate and participate in the graduation ceremony
- Begin to prepare for Professional Licensure application (start before graduation)

Graduation and Degree Requirements

Students completing the coursework (61 credit hours) 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 coursework requirements for the degree (<https://www.uwyo.edu/registrar/students/wyorecords/degree-evaluation.html>).

Following completion of the degree check, students must complete the Anticipated Graduation Date form, which is required before graduation. A guide for declaring your graduation date can be found at 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.

- Degree Sought: M.S.
- Master's students indicate: Non-thesis Major — Counseling
- Concentration: School Counseling or Mental Health Counseling

We hope you'll choose to participate in the graduation ceremony — it's a lovely time to celebrate your accomplishment with family and friends. As graduation approaches, our office associate will pass along notices about the place and time of graduation, along with how to order your gown and hood.

In your final semester, we'll also ask you to share a little information to help us meet CACREP standards and to improve the program. We collect some demographic information to see over time the kinds of students who graduate; a permanent email address so we can contact you in the future about your career and how the program could be improved; and an anonymous exit survey about what worked well and what could be improved. Your participation in these brief surveys helps us regularly improve what we do.

National Counseling Examination

The National Board for Certified Counselors (NBCC) develops examinations 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) is the most portable examination in counseling. It is required for NBCC's flagship certification, the National Certified Counselor (NCC) credential, and for state licensure (Wyoming licensing board) in many states.

The NCE is a 200-item multiple-choice examination designed to assess the knowledge, skills, and abilities considered important for providing effective counseling services. The university facilitates students taking the NCE in April prior to graduation, which requires paid registration (approximately \$310) around November. The faculty will send information about registration as the time approaches.

NBCC has developed a study guide to aid in preparation for the NCE:
<https://www.nbcc.org/examinations/preparation#examination-study-guides>

Program Standards & Student Expectations

Each instructor will list their course policies and procedures in their syllabus. Students are responsible for reading and following the individual course syllabi for each course taken. The following sections outline university and departmental policies.

Professional Dispositions

Professional dispositions are “the commitments, characteristics, values, beliefs, interpersonal functioning, and behaviors that influence the counselor’s professional growth and interactions with clients and colleagues” (CACREP, 2016, p. 43). As faculty, we have a responsibility to regularly evaluate students on their readiness to become a professional counselor and interact with clients and other professionals. We evaluate each student on Part 2: Counseling Dispositions and Behaviors from the Counselor Competencies Scales (CCS-R) as part of their participation in each course of the program (<https://www.etbu.edu/sites/default/files/downloads/Counselor%20Competencies%20Scales%20%28CCS-R%29.pdf>). In clinical courses, students will be scored using both Part 1 and Part 2. These evaluations are factored into our broader annual student evaluations and other decisions related to our program Retention and Dismissal policy as outlined in this Handbook.

Be mindful that your professionalism grade comes from your interactions, communication, and engagement with any member of the faculty, staff, peers, or clients during or outside of class. You may be invited to self-assess on each disposition, but your self-assessment will not determine your disposition grade. Please ask if you have any questions about the meaning of each disposition or what is expected of you. You may be given written, verbal, or a combination of both types of feedback in response to a professionalism concern. Such concerns are often noted in course assignments, may be included in your annual evaluation(s), and may be entered into your student file.

UW Counseling CACREP Key Performance Indicators

The University of Wyoming Counseling Program uses Key Performance Indicators (KPIs) to systematically assess student learning and program effectiveness across the eight CACREP core content areas, as well as the School Counseling and Mental Health Counseling specializations. Each KPI is measured at two points in the program (Time 1 and Time 2), allowing faculty to track student growth over time and identify areas where additional support or curriculum adjustment may be needed. Time 1 assessments are typically embedded in foundational coursework during the first year, while Time 2 assessments occur in advanced courses and clinical experiences during the second year. Together, these data points provide a longitudinal picture of student development and inform ongoing program evaluation in alignment with CACREP accreditation standards. Please be advised, the KPI table will be updated in the following weeks.

KPI Area	CACREP Standard(s)	Time 1 Measure	Time 1 Instrument(s)	Time 2 Measure	Time 2 Instrument(s)
1. Professional Counseling Orientation and Ethical Practice	3.A.10 ethical standards of professional counseling organizations and credentialing bodies; ethical and legal considerations across service delivery modalities	CNSL 5060, Ethics (1st sem, 1st yr)	Overall Course Grade; Final Exam	CNSL 5630, Trauma-Informed Counseling (Sp, 2nd yr)	Overall Course Grade; Follow-Up Quiz 1 – Ethical Standards
2. Social and Cultural Identities and Experiences	2.F.2.d Impact of Heritage, Attitudes, Beliefs, and Experiences; 3.B.1 theories/models of multicultural counseling, social justice, advocacy	CNSL 5350, Multicultural (Sp, 1st yr)	Overall Course Grade; Exam	CNSL 5150 Mental H II or CNSL 5125 School Cnsl II (Sp, 2nd yr); CNSL 5200 Couples & Family	Overall Course Grade; Case Study / Advocacy Trends & Ethics; Models of Multicultural Counseling, Social Justice & Advocacy exam
3. Human Growth and Development / Lifespan Development	2.F.3.a Theories of Individual and Family Development; 3.C.7 models of resilience, optimal development, wellness across lifespan	CNSL 5175, Hum Gr & Dev (Summer, 1st yr)	Overall Course Grade; Developmental History Interview; Final Exam	CNSL 5630 Adv Issues (Sp, 2nd yr); CNSL 5200 Couple & Family	Overall Course Grade; Follow-Up Quiz 2; Portfolio assignment
4. Career Development	3.D.5 strategies for assessing abilities, interests, values, personality, and career development factors	CNSL 5170, Career (Summer, 2nd yr)	Overall Course Grade; Career Autobiography or Career Theory Journal/Final Reflection; Career Assessment & Peer Interpretation	CNSL 5180, Assessment (Fall, 2nd yr)	Overall Course Grade; Comprehensive Assessment; Midterm Case Study
5. Counseling Practice and Relationships	3.E.9 interviewing, attending, and listening skills in the counseling process	CNSL 5310 PrePrac (Fall, 1st yr); CNSL 5320 Practicum	Overall Course Grade; Counseling Skills Evaluation Form(s)	CNSL 5580, Internship (Sp, 2nd yr)	Overall Course Grade; Case Presentation
6. Group Counseling and Group Work	3.F.4 characteristics and functions of effective group leaders	CNSL 5110, Group (Fall, 2nd yr)	Overall Course Grade; Group Plan Paper or Group Leader Scenario Assignment	CNSL 5150 Mental H II or CNSL 5125 School Cnsl II (Sp, 2nd yr)	Overall Course Grade; Mental Health Issue Presentation/Case Consultation Program Evaluation or Intervention Plan
7. Assessment and Testing /	2.F.7.m Assessment Selection, Administration, and	CNSL 5170, Career	Overall Course Grade; Career	CNSL 5180, Assessment (Fall, 2nd yr)	Overall Course Grade; Assessment Presentation or

Diagnostic Processes	Interpretation; 3.G.8 use of assessments in academic, career, personal, social development	(Summer, 2nd yr)	Assessments & Peer Interpretation		Practice Case Study; Role Play Discussion
8. Research and Program Evaluation	2.F.8.j Reporting Research and Program Evaluation Results; 3.H.1 importance of research in advancing the counseling profession	CNSL 5130 Mental H I or CNSL 5120 School Cnsl I (Sp, 1st yr)	Overall Course Grade; Final Exam Current Events or Program Evaluation/Action Plan Project & Presentation	CNSL 5150 Mental H II / CNSL 5125 School Cnsl II (Sp, 2nd yr)	Overall Course Grade; Program Evaluation or CSCP Intervention Action Plan
School Counseling	5.G.2.a Leadership and Advocacy; 5.G.3.c Curriculum Design, Lesson Planning, Classroom Management; 5.H.5 design/evaluation of school counseling curriculum	CNSL 5120, School Cnsl I (Sp, 1st yr)	Overall Course Grade; Interview & Presentation re: School Counselor; Classroom Observations & Reflection Report	CNSL 5125, School Cnsl II (Sp, 2nd yr)	Overall Course Grade; Advocacy Presentation; CSCP Program Components
Mental Health Counseling	5.C.2.c mental health service delivery modalities; 5.C.3.e strategies to advocate; 5.C.8 advocacy for people with mental, behavioral, neurodevelopmental conditions	CNSL 5130, Mental H I (Sp, 1st yr)	Overall Course Grade; Counselor Interview Advocacy Project	CNSL 5150, Mental H II (Sp, 2nd yr)	Overall Course Grade; Mental Health Issue Presentation & Case Consultation

Course and Program Policies

Illness Preventive Guidelines for Clinical Sites

The University requires all students, faculty, and staff to abide by the preventive guidelines established in their health and safety policies, including:

- Not coming to campus if you are sick.
- Minimizing contact with shared surfaces.
- Washing your hands often with soap and water for at least 20 seconds. If soap and water are not available, use hand sanitizer.
- Avoiding touching your eyes, nose, and mouth with unwashed hands.
- Covering coughs and sneezes with a tissue or the inside of your elbow.

Disability Accommodation Policy and Procedure Statement

The University of Wyoming is committed to providing equitable access to learning opportunities for all students. UW Disability Support Services (DSS) will assist students in the development and communication of reasonable accommodations (<https://www.uwyo.edu/udss/accommodations/academic-accommodations.html>). If you have a disability, including but not limited to physical, learning, sensory, or psychological disabilities, and would like to request accommodation, please register with and provide documentation of your disability as soon as possible to DSS, Room 109 Knight Hall, (307) 766-3073, or udss@uwyo.edu. It is in the student's best interest to request accommodation within the first week of classes, understanding that accommodations are not retroactive. Visit www.uwyo.edu/udss for more information.

REMEMBER: DSS accommodations must be requested each academic semester.

Confidentiality & Ethics

In addition to University of Wyoming policies, all courses in the Counselor Education Program require that learners maintain absolute confidentiality regarding all personal information related by classmates and clients. The information we discuss in class or supervision is not to be discussed outside of that setting. You may not record (audio or video) any portion of class. Doing so is a violation of the ACA Code of Ethics and potentially federal and state statutes regarding confidentiality of Protected Health Information (PHI). Any breach of confidentiality or disrespect of clients or their privacy will be considered a serious ethical and professional violation and will result in immediate dismissal from the program.

Liability Insurance

As part of your clinical training, you must obtain student liability insurance (through ASCA or ACA) and provide proof of insurance to your faculty instructor (via WyoCourses), who will enter it into your student file. You can obtain low-cost insurance through ACA Student Member services (www.counseling.org). Liability insurance is included as an automatic benefit for ASCA members; see www.schoolcounselor.org. You must obtain liability insurance each year that you are enrolled in a clinical course.

Grading Standards

Most points for your courses will come from the assignments listed in your course syllabus. Counseling courses are generally scaled to 100 total points possible, and your final grade will be based on the points you have earned, measured on a standard grading scale (A $\geq$ 90 points, B = 80–89, etc.). Students who do not earn an A or B grade in clinical courses will be unable to progress in the program, as noted in the Student Retention and Dismissal policy. Per UW standards, students must earn a minimum of a C in each course and maintain a cumulative GPA of 3.0; see <https://acalogcatalog.uwyo.edu> (Guidelines for Satisfactory Academic Progress) for more information.

Attendance Policy

Attendance in a course of this nature is necessary. The minimum expectation is that you are in class on time for the full class time each week, prepared, attentive, and actively participating. University-sponsored absences are cleared through the Dean of Students' Office. For further details, please review the university policy at: <https://www.uwyo.edu/regs-policies/files/docs/policies/uw-sap-2-100.2-student-attendance-sap-approved-1-26-23.pdf>. You should contact the Dean of Students to submit documentation for any absence. The Dean of Students will determine if your absence will be excused or unexcused. Please review the [Excused Absences webpage](#) on what is considered an excused absence and how to submit documentation to the Dean of Students. If the Dean of Students decides your absence request is unexcused, you must communicate with your instructor at least 48 hours in advance. One unexcused will be permitted if you communicate ahead of time and with a compelling reason why you are missing class. If you miss class, it is your responsibility to make up any missed assignments. You are responsible for the class content even if you miss.

Be aware that unexcused absences exceeding one unexcused absence will result in a whole letter grade reduction for each class session missed. Remember that the semester does not end until the end of finals week — plan to be available to meet your responsibilities as a student during finals week, just as during any other week. If an assignment is due requiring class participation, a grade penalty will still be incurred if class is missed. Personal absence allowances cannot be used to excuse participation in clinical supervision. Ongoing tardiness will be factored into the grading process regarding attendance and professionalism.

Participation Policy

Participation in class is a necessary part of your learning. Active participation means coming to class prepared and engaging fully in the learning community. You should expect to contribute by joining in class discussions, offering your perspective, asking questions about readings or concepts you want to understand more deeply, participating in role plays and skills practice with openness and effort, providing thoughtful feedback to peers during peer counseling or case discussions, completing in-class activities and reflection exercises with genuine engagement, and staying attentive and responsive during guest presentations or supervision. In clinical courses, active participation also includes arriving to block time ready to work with clients, contributing meaningfully to supervision conversations, and following through on feedback between sessions. This is not an exhaustive list of participation but provides examples of what your instructors are expecting of you in class. Poor participation will be reflected on your professional grade.

Late Assignments & Extensions of Assignments

Any assignment not turned in by the specified collection day and time will result in a 10% reduction of the assignment grade for each day it is late. Any exception to this rule must be approved in advance by the instructor and be due to extreme circumstances. If you need an extension on an assignment, you must communicate with faculty at least 48 hours prior to the assignment due date to request an extension.

Students must attach their work (in draft form) to the email with this request. Faculty will consider the student's completed work, the total number of extensions requested, and overall course performance in determining both approval of an extension and the grade on the assignment.

Policies for Incompletes

An incomplete in a class will only be granted in rare situations. Should you feel that you will need an incomplete, it is your responsibility to communicate with the instructor in a timely manner (before finals week) to seek approval. A grade of I (Incomplete) is a temporary grade assigned in those rare instances when, in the judgment of the faculty member, no other grade will ensure justice to the student.

Classroom Behavior Policy

At all times, treat your presence in the classroom and your enrollment in this course as you would a job. Act professionally, arrive on time, pay attention, complete your work in a timely manner, and treat all deadlines seriously. Personal attacks, offensive language, name-calling, and dismissive gestures are not warranted in a learning atmosphere. The instructor has the right to dismiss a student from the classroom, study sessions, electronic forums, and other areas where disruptive behavior occurs. Electronic devices such as mobile phones should be silenced or turned off. No video or audio recording during class is allowed to protect the privacy of fellow students, unless the instructor informs the class of necessary recording prior to doing so.

Concealed Carry Statement

Pursuant to Wyoming state law, individuals who possess a valid concealed carry permit issued by the State of Wyoming may carry a concealed handgun on the University of Wyoming campus, except in designated restricted areas as defined by law and institutional policy. Permit holders are solely responsible for understanding and complying with all applicable laws and University regulations. Firearms must remain fully concealed and secured at all times. Wellspring Clinic is a legally identified restricted zone; firearms are not permitted at any time, with the exception of law enforcement.

Academic Freedom and Institutional Discrimination

UW Regulation 2-15 on Academic Freedom states that academic freedom in teaching protects the rights of Academic Personnel to teach according to their expertise and that they have a responsibility to ensure that their teaching is effective and consistent with the standards of the discipline. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.

Classroom Statement on Diversity

The University of Wyoming values an educational environment that supports students of all backgrounds and viewpoints. Diversity of viewpoints is considered a resource for learning. Topics may be difficult, not only intellectually but emotionally; however, discussions are essential to meeting the course's student learning outcomes and assisting students in developing problem-solving and critical-thinking skills. During all conversations, respect and civility are of utmost importance.

Academic Honesty

Academic dishonesty involves taking credit for work done by another or using your own work for multiple assignments/classes without instructor permission. Any form of academic dishonesty is unacceptable and will not be tolerated. Any incidence of academic dishonesty will be treated in accordance with UW Regulation 2-114. The penalties for academic dishonesty can include, at the instructor's discretion, an "F" on an exam, an "F" on the relevant assignment, and/or an "F" in the entire course. Facilitation of another person's academic dishonesty is also considered academic dishonesty and will be treated identically.

Use of Artificial Intelligence for Course Assignments

Students are not permitted to use advanced automated artificial intelligence or machine learning tools on assignments in this program unless otherwise specified in the assignment description. Each student is expected to complete each assignment without substantive assistance from others, including automated tools. This particularly applies to having an AI transcribe clinical sessions: making any part of a clinical session available to AI is a serious violation of confidentiality.

Communication Policy

It is important for students to remember that faculty are not available 24 hours a day, 7 days a week. Wellness and appropriate boundaries are important values for all counselors and counselor educators. Instructors will respond to inquiries in a timely, but not necessarily immediate, manner. Most electronic communications will be answered within 48 hours (Monday–Friday). All email messages from instructors will be sent to the student's UWYO email address. To avoid having your message mistakenly identified as spam, please identify the course in the subject line.

Clinical Concerns

You may reach the faculty instructor outside of class time to address or discuss clinical issues. Make certain to always include your Block and/or Triadic Supervisor in any plan or communication. Never include any client Protected Health Information (PHI) in your emails or texts.

Gatekeeping

As counselor educators, we have an ethical and professional responsibility to protect current and future clients, the profession, and our program by ensuring that all students are professionally and clinically competent. Full information about the program's gatekeeping responsibilities, the remediation plan process, and the range of possible outcomes (including probation and dismissal) is provided in the "Progress Review, Retention, Remediation, & Dismissal Policies" section of this Handbook. As a student, it is your responsibility to be aware of and follow that policy.

Duty to Report

UW faculty are committed to supporting students and upholding the University's non-discrimination policy. Under Title IX, discrimination based upon sex and gender is prohibited. If you experience an incident of sex- or gender-based discrimination, we encourage you to report it. While you may talk to a faculty member, understand that as a "Responsible Employee" of the University, the faculty member must report information you share about the incident to the university's Title IX Coordinator. Faculty can help direct you, or you may find information about UW policy and resources at www.uwyo.edu/reportit.

Other Reporting & Student Referrals

Faculty want you to be successful and healthy. As such, we may make referrals to campus officials and/or supports with or without your knowledge. If you would like to reach out directly to the Dean of Students Office for assistance, you can contact them using the information in the Student Resources section or visit <https://www.uwyo.edu/dos/students-concern/index.html>.

Green Dot Program at UW

The University of Wyoming is committed to reducing and preventing power-based personal violence such as sexual assault, relationship violence, and stalking. Green Dot is a bystander intervention program built on one idea: if everyone does one thing, no one will have to do everything. Additional information on Green Dot training and resources is available at <http://www.uwyo.edu/greendot/>.

Adaptation

The information in this handbook and in course syllabi is not set in stone. Faculty reserve the right to make adjustments based on the progress and perceived needs of the class. Students are invited to make suggestions for improving courses and the program; please let faculty know if you have ideas or suggestions.

A Note about Graduate Teaching Assistants/Co-Instructors

Some courses are co-taught with a graduate teaching assistant (GA/TA) serving as a co-instructor. GAs/TAs may not be paid for their work in every course they choose to co-teach. The faculty member has ultimate responsibility for the course; contact the faculty member directly for all important course questions and concerns.

Personal Counseling

The faculty recognizes the importance of students attending to their own mental health and personal well-being throughout their graduate training. To protect confidentiality and maintain appropriate professional boundaries, personal counseling services are not provided by program faculty or students in training. Students are encouraged to seek personal counseling with qualified mental health professionals outside of the program. The University Counseling Center provides free counseling services to students and can be reached at uccstaff@uwyo.edu, 766-2187, 766-8989 (after hours), 341 Knight Hall, <https://www.uwyo.edu/ucc/index.html>.

UW Student Resources

- Disability Support Services: udss@uwyo.edu, 766-3073, 128 Knight Hall, www.uwyo.edu/udss
- Counseling Center: uccstaff@uwyo.edu, 766-2187, 766-8989 (after hours), 341 Knight Hall, www.uwyo.edu/ucc
- Academic Affairs: 766-4286, 312 Old Main, www.uwyo.edu/acadaffairs
- Dean of Students Office: dos@uwyo.edu, 766-3296, 128 Knight Hall, www.uwyo.edu/dos
- UW Police Department: uwpd@uwyo.edu, 766-5179, 1426 E Flint St, www.uwyo.edu/uwpd
- Student Code of Conduct Website: www.uwyo.edu/dos/conduct
- Information Technology (IT): UWIT Service Center, <https://uwyo.teamdynamix.com/TDClient/1940/Portal/Requests/ServiceDet?ID=8890>
- UW Tutoring Resources: www.uwyo.edu/step/index.html

Academic Appeal Policy

Students have the right to appeal an academic decision by faculty or instructors when they believe there is a possibility of prejudice, capriciousness, or error. The program follows the College of Education Student Appeals and Hearings for Academic Matters policies and procedures (https://www.uwyo.edu/education/_files/documents/studentappeals2019.pdf). The student must first attempt to resolve the concern with the faculty member or instructor before filing an appeal.

All students have the right to appeal decisions related to Academic Matters (such as grading or removal from a course or program) as long as the appeal is limited to claims of prejudice, capriciousness, or error. The following conditions form the only bases for appeal:

- Prejudice: an adverse, preconceived judgment about the student based on personal characteristics or group membership.
- Capricious evaluation: the application of different standards of evaluation to members of the same course without legitimate reason or grading inconsistent with the articulated standards for the assignment or course.
- Capricious treatment: an unpredictable or inconsistent action that affects the student adversely.
- Error: a mistake made by the instructor in evaluating the student.

Filing an Appeal

Students who believe they have been evaluated in a way that involves prejudice, capriciousness, or error may contact the Associate Dean to file an appeal and request a hearing. The appeal and hearing request must take place within 15 calendar days of notification of the academic issue (such as a grade being posted at the end of the semester or receipt of a letter of program suspension). The appeal must be in writing and include a complete description of the problem, including the steps taken to resolve the issue with the faculty member and department head, and the basis for the appeal.

The Associate Dean will notify both the instructor and the department head of the appeal. The instructor, department head, and student will have 10 working days to provide additional written information to the Associate Dean, who will then determine whether: (a) the evidence is sufficient, and the Student Appeals Committee will be convened for a hearing, or (b) the evidence is insufficient, and the appeal is dismissed.

The Hearing Process

The Student Appeals Committee will consist of three faculty members and two students. A hearing will be held as soon as possible, but within 45 working days of the initiation date of the appeal. The hearing will be audio-recorded and stored by the Dean's office. The hearing shall proceed as follows:

- Both parties and advisors may be present during the entire hearing, except during the Committee's deliberations. Either party may attend by phone or provide testimony in advance if unable to attend in person.
- Both parties will be allowed a reasonable amount of time to make their statements in the following order: student statement, instructor's response, rebuttal from student, rebuttal from instructor, student's final summary.

- Witnesses will be permitted to make statements, generally limited to no more than 5 minutes each.
- Committee members may ask questions of either party or the witnesses.
- Immediately following the hearing, the Committee will deliberate to determine its ruling. The Committee Chair will provide the Associate Dean with a summary and ruling within 10 working days of the hearing.
- The Dean or Dean's designee will review the case and either uphold or reverse the Committee's decision. The final ruling will be provided to both parties.
- If the student chooses to request further review, they must contact the Office of the Vice-President for Academic Affairs within 30 days of being notified of the College's ruling.

Potential outcomes include dismissal of the appeal by the Assistant Dean for insufficient evidence; a committee ruling in favor of the student; or a committee ruling in favor of the faculty member or instructor.

Progress Review, Retention, Remediation, & Dismissal Policies

Our goal is for all students to feel safe, supported, encouraged, and inspired to perform at their best. Retention policies and procedures are based on the expectation that students who enroll in the counseling program are academically motivated and open to receiving and implementing critical feedback for professional development. Student progress in academic, clinical, and personal growth is assessed on an ongoing, consistent basis by Core Counseling Faculty. Decisions regarding student retention, remediation, and dismissal are made as a faculty, and no decisions are made independently.

As counselor educators, we have a legal and ethical responsibility — often referred to as gatekeeping — to determine whether a student has the capability and willingness to uphold the counseling profession's standards of care and ethical protocol. The purposes of gatekeeping revolve around ensuring that a counselor-in-training is suitably competent and prepared to effectively and ethically interact with clients, colleagues, and the community. Counselor educators must be mindful of any behavior, characteristic, or disposition that may negatively impact the work of a counselor-in-training, with the protection of the public and the profession as the ultimate goal. All students are expected to meet the standards and requirements set forth by the counseling profession's accrediting bodies and ethical codes.

A student's acceptance into the counseling program does not guarantee fitness to remain in the program. On occasion, a student has difficulty succeeding in the program. In these cases, we have established several procedures and policies to help students succeed. If you have questions or concerns about your progress, contact your advisor as soon as possible.

Annual Review

The faculty conducts annual, systematic reviews of each student's progress — typically in November each year — through a holistic evaluation process that addresses areas such as academics, professional development, ethical behavior, and personal development. Part 2 of the Counselor Competencies Scale-Revised (CCS-R) guides this evaluative process. The purpose of the review is to help students assess their development and determine whether they are making adequate progress in the program. The annual evaluation form for student review is provided in Appendix C. If faculty identify areas of concern, the

advisor will reach out to schedule a meeting to address them. In addition, ongoing evaluations are conducted during supervision, supervision classes, counseling classes, and weekly faculty meetings.

Academic Progress Requirements

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 clinical skills evaluation forms in your clinical courses, and through your completion of program courses and other requirements needed for successful graduation.

A component of timely progress is a requirement to complete a minimum of 6 credit hours per year (fall and spring semesters) toward finishing your program. Under some circumstances (e.g., a 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 courses 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.

Retention Policies and Procedures

If a student is not making satisfactory progress as evidenced by grades, professional dispositions, and/or other formal evaluations by the faculty, at a minimum the faculty advisor will meet with the student to discuss the evaluation and, if appropriate, develop a written remediation plan (template provided in the Appendix B). This plan will specify clear expectations for completion along with required and/or suggested activities to meet those expectations and will be shared with the student's primary advisor and may also be shared with supervisors and other faculty so that together we can support and review the student's progress. The School Director may also choose to meet with the student and the faculty advisor regarding these concerns.

Remediation, Probation, and Dismissal

Lack of participation in a remediation plan, or failure to fully meet its expectations, will result in program dismissal. Cases of serious ethical violation or unprofessional behavior will result in immediate program dismissal without an opportunity for additional improvement.

This list of possible remediation outcomes includes such items as:

- a formal reprimand
- an unsatisfactory grade in a skill-based course, with the requirement that the course be repeated
- reduced practicum caseload
- encouragement for the student to seek personal therapy
- leave of absence
- required additional practicum or coursework

- increased supervision (e.g., more frequent supervision, more than one supervisor, more extensive use of video or audio recordings)
- formal probation (e.g., usually one program semester)
- 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.

The following circumstances constitute 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 remediation plan (when applicable)
- Any serious ethical violation or unprofessional behavior, or repeated problems with less severe unprofessional behavior

Program Evaluation Tools

The following tools will be utilized in the ongoing assessment of students in our program. Some of these measures may be implemented as part of a remediation plan.

- Assessment of Professional Dispositions: Counselor Competencies Scale (CCS-R)
- Interfering & Unprofessional Behaviors Assessment: Appendix A
- Weekly Skills Evaluation Form
- Program Student Handbook
- UW Student Code of Conduct
- UW School of Graduate Education Policies & Procedures
- UW Policies & Procedures
- ACA Code of Ethics (2014)

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), 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 fellow students lead experiential counseling activities in traditional, hybrid, and/or online formats (e.g., counseling groups, skills classes, clinical supervision).

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:

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

Student Career Advising

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

Holistic Care for Students

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

Addressing Personal Concerns: Counseling for Students

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

- assist students in obtaining remedial assistance as needed;
- consult with colleagues and document their decision to refer students for assistance or to request that students be dismissed from the program; and

- assure that students have adequate recourse to address decisions made.

Written Endorsement Policy for Faculty Endorsement of Graduates and Students

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 (see table below).

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 that has not been a major part of the student's preparation, or if a faculty member believes the student is not qualifying 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.

Type of Endorsement	Person or Department to Contact	Links or Notes
Degree Completion	UW Office of the Registrar	State Application Forms, Official or Unofficial Transcripts
PTSB Application	College of Education – Dean's Office	https://www.uwyo.edu/education/student-success-center/entering-profession/institutional-recommendations.html
Scholarship & UW Recommendations	Counseling Faculty	FERPA recommendation policy & release form (UW Registrar website)
Recommendation Letters for Employment	Counseling Faculty	Email the individual faculty member to request a recommendation letter. Include the organization name, ideal timeline (two weeks minimum), the position/program, and any details to highlight. Some faculty may ask you to draft the letter.
Other Endorsements	Counseling Faculty Advisor	Speak to your advisor to discuss your need.

Counselor Licensure and Certification

Certification and licensure refer to types of credentials you will pursue following graduation. Credentials are the formal documents — such as diplomas, licenses, and certificates — that verify a professional has met the established standards of their field in terms of education, training, and experience. When you finish your degree in counselor education, you receive a diploma showing you successfully completed all 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 or as a Licensed Professional Counselor in the state of Wyoming. State governing boards such as the Wyoming Mental Health Professions Licensing Board and Professional Teaching Standards Board

(PTSB), the National Board for Certified Counselors (NBCC), and other bodies set certification requirements.

Successful completion of the UW school counseling program means that you have met specific PTSB standards and are eligible for certification as a P-12 Professional School Counselor. For a mental health counselor, the Licensed Professional Counselor (LPC) licensure is sought; criteria are 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) 3,000 hours of supervised practice, (b) 100 hours of 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 licensure requirements to best prepare for that transition.

Once you complete the counseling program, you are eligible to apply for provisional licensing with the Wyoming Mental Health Licensing Board. The application process for professional licensing is available at the Wyoming Mental Health Professions Licensing Board website. This application will require letters of reference, which might be requested from a counselor education faculty member.

A school-certified counselor cannot practice as an LPC unless they are also an LPC. If you want to work as a counselor in the schools, contact the PTSB at ptsbwebapp.state.wy.us. A Wyoming Educator License with a Professional Services Endorsement for School Counselor is valid for 5 years and requires an Institutional Recommendation indicating completion of a master's degree in School Counseling.

Many of our state requirements for provisional and full licensing are similar to those of 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; however, requirements vary, so review the requirements for each state in which you desire licensure before you finish (or even before you enroll). Useful links:

- American Counseling Association: <https://www.counseling.org/resources/licensure-requirements>
- American School Counselor Association: <https://www.schoolcounselor.org/About-School-Counseling/Careers-in-School-Counseling/State-Requirements-Programs>

We do not have a substance abuse certificate; however, the Master of Science in Counseling degree allows you to obtain practice hours in substance abuse work and pursue licensure in substance abuse (Licensed Addictions Therapist – LAT). We also have an outstanding play therapy program. Similar procedures apply to becoming licensed as a family and couples counselor (LMFT) and registered as a play therapist (RPT). Additional certification in areas such as EMDR can also be obtained through ongoing educational opportunities after graduation.

Employment Prospects

While job prospects vary with location and specialization, opportunities are generally positive because the number of job openings that arise often exceeds the number of graduates of counseling programs. The Bureau of Labor Statistics reports that available positions for School Counselors are expected to grow faster than the average for all occupations, and similarly for Mental Health Counselors. Current salary information for Wyoming counselors is available at <https://www.bls.gov/ooh/community-and-social-service/school-and-career-counselors.htm>.

For additional information about our program, visit: <http://www.uwyo.edu/clad/counseling/index.html>

Information about Professional Counseling Organizations and Professional Involvement

Professional organizations in the field of counseling help create guidelines for the field (such as our codes of ethics), foster a consistent professional identity, provide opportunities for ongoing professional development (through conferences and online materials), promote the profession through work with government and other professions, and advocate on behalf of the public. 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 within ACA, each focusing 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. ACA offers reduced membership fees for students compared to professional members.

In addition, our program sponsors the Mu Nu Tau chapter of Chi Sigma Iota, the national counseling honor society. This organization participates locally in events and activities to promote mental health, recognizes local leaders, and offers opportunities for student participants to have leadership roles, participate in national contests, and apply for scholarships. Details about Chi Sigma Iota will be shared during fall Orientation.

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

Students are encouraged to participate in professional activities appropriate to their developmental level, such as attending conferences, participating in workshops, joining student organizations, and contributing to advocacy efforts. After you graduate and receive practice credentials, you will need to document continuing education, which is facilitated through membership and participation in workshops and conferences sponsored by these organizations. The following resources may be useful:

- American Counseling Association Code of Ethics and Standards of Practice:
<https://www.counseling.org/resources/ethics>
- 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>
- NBCC State Board Map: www.nbcc.org/stateboardmap
- NBCC Code of Ethics: <http://www.nbcc.org/Ethics> (also available as a downloadable PDF)

Counseling Program Student Handbook Acknowledgment and Agreement

Academic Year 2026-2027 Student Responsibility Form

I understand that I am responsible for and held accountable for the information presented in the UW Counseling Program Master's Student Handbook, particularly the sections on student expectations, ethical responsibility, retention and dismissal, and student appeals. I understand that there are several addenda to this Handbook which I must also follow. I also agree to follow the Supervised Fieldwork Handbook.

I understand that violating the policies and procedures outlined in both handbooks puts my privilege to remain a member of this educational program at risk. I also understand that these departmental standards may supersede standards published in the School of Graduate Education's Catalog. This is especially true regarding significant student issues related to professionalism, conduct, ethics, or clinical skill development and how these relate to retention and dismissal timelines. I will review these materials carefully, and if I have questions, I will ask my advisor or other faculty in the counseling program for clarification.

Student Name (Printed)

Student Signature

Date

CLAD School Director

Date

Appendix A: Interfering & Unprofessional Behavior

The following list of behaviors and performance areas is not exhaustive but is intended to illustrate program expectations for students in our programs. Students may be reviewed for dismissal or remediation under UW REG 2-114 or the Graduate School Handbook if there is evidence they have engaged in any of these behaviors or violations of codes of conduct, UW regulations, or other professional misconduct outlined within our Program Handbook. Substantial evidence of any of these behaviors may result in termination of fieldwork placement, potential suspension, or program dismissal in accordance with UW and College policies.

Area of Performance	Description of Interfering/Unprofessional Behavior
Sabotage	Purposeful waste of program/employer's materials/supplies
Production Deviance	Purposeful submission of incorrect/insufficient work
Professional Misconduct	Coming to class/fieldwork late without permission/notice
Professional Misconduct	Misrepresenting illness in order to miss class/fieldwork
Sabotage	Purposefully damaging a piece of equipment or property
Theft	Stealing property or resources that do not belong to you
Abuse	Starting or repeating a damaging or harmful rumor (not based on fact) on campus/fieldwork site
Abuse	Engaging in unprofessional verbal interactions with faculty, peers, coworkers, or clients
Production Deviance	Purposely performing tasks or assignments slowly to undermine peers or group performance
Professional Misconduct	Extending breaks in order to avoid classroom/fieldwork experiences or undermine others' experience(s)
Production Deviance	Purposely failing to follow instructions
Professional Misconduct	Leaving class/fieldwork site earlier than permitted
Abuse	Insulting faculty/peers/coworkers/clients' personal life
Theft	Taking supplies/tools home without permission
Theft	Misrepresenting hours worked at fieldwork placement or for graded coursework
Theft	Taking money or misdirecting funds on campus or at fieldwork site
Abuse	Purposefully ignoring or excluding someone in order to cause them harm
Abuse	Blaming others for mistakes we make
Abuse	Purposefully initiating an argument or fight in order to disrupt class or fieldwork site

Abuse	Verbally abusing someone on campus or at fieldwork site
Abuse	Using obscene gestures or vulgarities to communicate hostility
Abuse	Threatening someone with physical violence
Abuse	Threatening someone but not with physical violence
Abuse	Saying something obscene or inappropriate to someone to cause them harm
Abuse	Doing or saying something to cause someone else to lose professional credibility or to harm their reputation
Abuse	Playing a mean or hateful prank on someone in order to cause them harm or embarrassment
Abuse	Looking at/accessing someone's private mail/property without permission
Abuse	Hitting or pushing someone at work
Professional Misconduct	Misrepresenting facts or lying in order to benefit yourself
Professional Misconduct	Knowingly making false accusations/reports in order to discredit others or create benefit for self
Professional Misconduct	Failing to uphold the American Counseling Association's Code of Ethics (current version)
Professional Misconduct	Failing to meet the University of Wyoming's Student Code of Conduct (current version)
Professional Misconduct/Impairment	Failing to meet the standards for licensure in the State of Wyoming as defined in Wyoming State Law, 33-38-101 (clinical impairment, drug or alcohol addiction, medical or psychiatric condition that creates risk to consumer, etc.)
Professional Misconduct	Failure to actively engage in remediation proceedings within 72 hours of initial notification by faculty
Professional Misconduct	Failure to actively begin addressing professional and/or academic behavior identified in remediation plan after initial notification
Professional Misconduct	Purposeful failure to respond to faculty or supervisor's direction or instructions (also known as insubordination)
Professional Misconduct	Abandonment of clients, fieldwork site, or supervisees without adequate planning, engagement, and permission from program faculty

Adapted from Spector, P. E. (2006). Counterproductive work behavior checklist (CWB-C, 32-Item Short Form). Unpublished manuscript.

Appendix B: Student Remediation Plan

Retention and Dismissal Policy - Student Consent Agreement

University of Wyoming – School of Counseling, Leadership, Advocacy, and Design: Counseling Program
Revised August 2018

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 name) have read the most current American Counseling Association Code of Ethics, all UW Graduate Student Regulations and Policies, the 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: _____

Program Coordinator: _____ Date: _____

Student Remediation Plan

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

Revised January 2018

Student Name: _____ **Date:** _____

Faculty Member: _____

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 _____. 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:

Student is expected to do the following:

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

Identify specific concerns here:

Student is expected to do the following:

I, _____, as a student currently enrolled in the UW counseling program, have read, signed, and 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 instructors *(frequency of check-ins: weekly, 2x per month, etc.)*:

A follow-up meeting to evaluate my compliance and progress with the terms of this plan will take place on _____ with my advisor and any relevant course instructors and/or supervisors.

Student Signature: _____ Date: _____

Faculty Advisor Signature: _____ Date: _____

Counseling Program Coordinator Signature: _____ Date: _____

School Director Signature: _____ Date: _____

Appendix C: Annual Evaluation Form

Counseling Program Student Evaluation Form

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

Student Name: _____ **MS -** ☐

Faculty Advisor: _____ **Date:** _____

N = No opportunity to observe; 1 = Does not meet criteria ☐; 2 = Inconsistently meets criteria ☐; 3 = Meets 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
▪ The student demonstrates timeliness, attentiveness, and participation in all class meetings, assignments and activities.	N	1	2	3
▪ The student’s performance in all individual and group assignments reflects graduate level work.	N	1	2	3
Notes:				
Clinical Skill Development				
▪ The student demonstrates developmentally appropriate clinical / supervisory skills in work with clients/supervisees.	N	1	2	3
▪ The student demonstrates basic cognitive skills and appropriate affect in response to clients, supervisors, and/or supervisees.	N	1	2	3
Notes:				
Progress Toward Program Completion				
▪ Student is making appropriate progress in terms of credit hours and other program requirements toward degree completion.	N	1	2	3
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
▪ The student’s behavior, dress, and language reflect appropriate professionalism.	N	1	2	3
Notes:				
Ethical Behavior				
▪ The student applies legal and ethical standards throughout all program areas.	N	1	2	3
▪ The student respects the fundamental rights, dignity, and worth of all people.	N	1	2	3
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
▪ The student takes responsibility for her/his ongoing growth, compensating for deficiencies and demonstrating responsibility for his/her personal wellness.	N	1	2	3
▪ The student demonstrates the ability to give, receive, integrate, and utilize feedback from peers, faculty, supervisors, instructors, clients and others.	N	1	2	3
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: _

TERM	Laramie		Casper	
	Course #	Course Name (and Pre-Req, if applicable)	Course #	Course Name (and Pre-Req, if applicable)
YEAR 1 FALL	CNSL 5340	Play Therapy (3)	CNSL 5340	Play Therapy (3)
	CNSL 5060	Ethics & Professional Issues (3)	CNSL 5060	Ethics & Professional Issues (3)
	CNSL 5650	Counseling Theories (3)	CNSL 5650	Counseling Theories (3)
	CNSL 5175	Human Growth & Development (3)	CNSL 5175	Human Growth & Development (3)
YEAR 1 SPRING	CNSL 5350	Multicultural Counseling (3)	CNSL 5350	Multicultural Counseling (3)
	CNSL 5640	Diagnosis, Psycho-path. & pharm. (3)	CNSL 5640	Diagnosis, Psycho-path. & pharm. (3)
	CNSL 5200	Couple & Family Theory (3)	CNSL 5200	Couple & Family Theory (3)
YEAR 2 FALL	CNSL 5310	Pre-Practicum (3)	CNSL 5310	Pre-Practicum (3)
	CNSL 5180	Assessment (3)	CNSL 5180	Assessment (3)
	CNSL 5140	Counseling & Addictions (3)	CNSL 5140	Counseling & Addictions
YEAR 2 SPRING	CNSL 5630	Trauma Informed Counseling (3)	CNSL 5630	Trauma Informed Counseling (3)
	CNSL 5320	Practicum (3)	CNSL 5320	Practicum (3)
	*CNSL 5870	Seminar (4-6)		
	CNSL 5120 or CNSL 5130	School Counseling I (3) or Mental Health Counseling I (3)	CNSL 5120 or CNSL 5130	School Counseling I (3) or Mental Health Counseling I (3)
YEAR 3 FALL	CNSL 5110	Group Procedures (3)	CNSL 5110	Group Procedures (3)
	CNSL 5210	Group Experience (1)	CNSL 5210	Group Experience (1)
	CNSL 5580	Supervised Internship (3)	CNSL 5580	Supervised Internship (3)
	CNSL 5330	Counseling Children & Adolescents (3)	CNSL 5330	Counseling Children & Adolescents (3)
YEAR 3 SPRING	CNSL 5125 or CNSL 5150	School Counseling II (3) or Mental Health Counseling II (3)	CNSL 5125 Or CNSL 5150	School Counseling II (3) or Mental Health Counseling II (3)
	CNSL 5580	Supervised Internship (3)	CNSL 5580	Supervised Internship (3)
	CNSL 5170	Career Across the Lifespan (3)	CNSL 5170	Career Across the Lifespan (3)

Appendix D: Required Course Sequence (Laramie/Casper) — Master's Program

*EDRE 5530 Introduction to Research (3) can be taken at any point during the program.

*CNSL 5175 Human Growth & Development: Asynchronous Online for both campuses

*CNSL 5870 Seminar: If you choose to complete your practicum experience in the clinic, you will register for Seminar as your lab component.

