

School Counseling Program Student Handbook 2026-2027



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Updated August 2026

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PART I: WELCOME AND PROGRAM OVERVIEW

WELCOME

Welcome to the University of Utah School Counseling Program! We are pleased that you have chosen to join a learning community committed to preparing thoughtful, ethical, skilled, and transformative school counselors who make a meaningful difference in the lives of students, families, schools, and communities.

Graduate training is a time of significant professional and personal growth. Throughout your time in the Program, you will be challenged to expand your knowledge and counseling skills, reflect upon your own development, learn from faculty and practicing school counselors, engage meaningfully in the profession, and increasingly develop your own identity as a professional school counselor. Our faculty are committed to supporting and mentoring you throughout this process.

This handbook is designed to serve as a guide throughout your graduate training. It describes the philosophy, expectations, curriculum, clinical experiences, policies, resources, and professional opportunities that shape the School Counseling Program. We encourage you to become familiar with its contents, ask questions, seek feedback, take advantage of the opportunities available to you, and become an active member of the School Counseling Program community.

We look forward to accompanying you on your journey toward becoming a professional school counselor!

THE PROFESSION

School counselors are state-credentialed educators who hold a master's degree in school counseling and are uniquely trained to promote the academic, career, social/emotional, and life-readiness development of each and every student. They design, implement, deliver, assess, and continuously improve comprehensive school counseling programs that are data-informed, research-based, developmentally appropriate, culturally responsive, and strengths-based. Through direct and indirect services, school counselors provide prevention, intervention, consultation, collaboration, and referral services that promote student success and well-being.

School counselors serve as leaders, advocates, collaborators, and systems-change agents who work to eliminate barriers to student achievement and promote equitable access to educational opportunities for all students. They foster safe, supportive, and inclusive learning environments and use data to evaluate program effectiveness and improve student outcomes. School counselors uphold the ASCA Ethical Standards for School Counselors, implement programs consistent with the ASCA National Model, and adhere to all applicable federal and state laws, regulations, and professional standards.

PROGRAM MISSION STATEMENT

The mission of the University of Utah School Counseling Program is to prepare science-based, ethical, reflective, and transformative school counselors for professional practice and leadership in K–12 educational settings. Through a competency-based course of study, students develop the knowledge, skills, and professional dispositions necessary to design, implement, evaluate, and

continuously improve comprehensive school counseling programs that promote the academic, career, social, and emotional development of all students.

Consistent with the principles of evidence-based practice, students learn to integrate current research, data-informed decision making, and developmentally appropriate counseling interventions to promote optimal human development, student well-being, and equitable access to educational opportunities, particularly for students from historically underserved and underrepresented populations. Throughout the program, students are challenged to engage in reflective practice by examining their own values, attitudes, beliefs, and identities while developing the multicultural awareness, responsiveness, and advocacy skills necessary to serve diverse students, families, schools, and communities.

A central component of the program is supervised clinical field experiences completed in partnership with local school districts, providing opportunities to apply knowledge and counseling skills in authentic educational settings. Graduates are expected to embrace lifelong learning, professional leadership, ethical practice, systems-level collaboration, and continuous improvement as they serve as advocates for educational equity, agents of systemic change, and leaders within the school counseling profession.

PROGRAM GOALS AND OBJECTIVES

The School Counseling Program at the University of Utah is committed to preparing highly qualified, ethical, reflective, and science-based school counselors who promote the academic, career, social, and emotional development of all students. Consistent with the mission of the program and the 2024 Master's in Psychology and Counseling Accreditation Council (MPCAC) standards, graduates are expected to achieve the following program goals and objectives.

Goal 1: Science and Evidence-Based Practice

Produce graduates who understand, evaluate, and apply scientific research and evidence-based practices to improve counseling services, student outcomes, and comprehensive school counseling programs.

Objective 1A: Students will demonstrate knowledge of scientific inquiry, research methodology, and evidence-based practice as they apply to school counseling.

Objective 1B: Students will effectively locate, critically evaluate, interpret, and apply research literature to counseling practice and educational decision making.

Objective 1C: Students will demonstrate knowledge of basic statistical concepts and the appropriate use of quantitative and qualitative data in counseling research and program evaluation.

Objective 1D: Students will acquire knowledge of empirically supported counseling interventions and demonstrate the ability to integrate current scientific evidence into counseling practice.

Objective 1E: Students will demonstrate competence in selecting, administering, interpreting, and communicating developmentally and culturally appropriate assessment methods and using assessment data to inform counseling interventions and monitor student progress.

Objective 1F: Students will demonstrate the ability to collect, analyze, interpret, and present student, school, and program data to improve services, evaluate interventions, advocate for students, and strengthen comprehensive school counseling programs.

Goal 2: Professional Practice

Produce graduates who possess the knowledge, counseling skills, and professional competencies necessary for entry into the practice of comprehensive school counseling.

Objective 2A: Students will acquire knowledge of the biological, developmental, psychological, social, and systems foundations of human behavior across the lifespan.

Objective 2B: Students will demonstrate knowledge of individual and group counseling theories and apply evidence-based theoretical approaches to case conceptualization, intervention planning, and prevention.

Objective 2C: Students will demonstrate knowledge of child and adolescent psychopathology, developmental concerns, trauma, crisis response, and behavioral interventions appropriate for school settings.

Objective 2D: Students will demonstrate competence in establishing therapeutic relationships through effective communication, empathy, active listening, interviewing, group facilitation, consultation, and collaboration.

Objective 2E: Students will demonstrate competence in designing, implementing, and evaluating prevention, intervention, and comprehensive school counseling programs that promote students' academic, career, and social-emotional development.

Objective 2F: Students will demonstrate competence in promoting career development and college and career readiness through developmentally appropriate counseling interventions and programming across the K–12 continuum.

Objective 2G: Students will demonstrate competence in crisis prevention, risk assessment, crisis intervention, mandated reporting, referral, and postvention practices consistent with professional standards and school policies.

Goal 3: Equity, Diversity, Inclusion, and Advocacy

Produce graduates who possess the self-awareness, knowledge, skills, and advocacy competencies necessary to provide culturally responsive school counseling services and promote equitable educational opportunities for all students.

Objective 3A: Students will demonstrate awareness of how their own identities, values, experiences, and biases influence professional practice.

Objective 3B: Students will demonstrate knowledge of multicultural counseling, human diversity, social justice, and the impact of systemic inequities on student development and educational opportunity.

Objective 3C: Students will demonstrate culturally responsive counseling, consultation, assessment, and intervention skills when working with students, families, educators, and communities representing diverse backgrounds and identities.

Objective 3D: Students will advocate for equitable educational opportunities by identifying and addressing systemic barriers that affect student access, achievement, and well-being.

Goal 4: Professional Identity and Lifelong Development

Produce graduates who identify as professional school counselors and demonstrate a commitment to lifelong learning, reflective practice, supervision, wellness, and leadership within the profession.

Objective 4A: Students will maintain active membership in the American School Counselor Association (ASCA) and the Utah School Counselor Association (USCA) throughout their enrollment in the program.

Objective 4B: Students will attend and actively participate in at least one Utah School Counselor Association annual conference during their program of study.

Objective 4C: Students will develop, implement, evaluate, and annually revise a professional development plan that supports lifelong learning and professional growth.

Objective 4D: Students will engage in ongoing reflective practice demonstrating increased self-awareness, professional judgment, and responsiveness to supervision and feedback.

Objective 4E: Students will develop, implement, and evaluate a comprehensive self-care and professional wellness plan that promotes ethical, sustainable, and effective professional practice.

Goal 5: Ethical, Legal, and Professional Practice

Produce graduates who consistently demonstrate ethical decision making, legal compliance, and professional conduct in all aspects of school counseling practice.

Objective 5A: Students will demonstrate knowledge and application of the ASCA Ethical Standards for School Counselors, the ACA Code of Ethics, relevant federal and state laws, and Utah administrative rules governing school counseling practice.

Objective 5B: Students will apply a professional ethical decision-making model to analyze and resolve ethical dilemmas encountered in educational settings.

Objective 5C: Students will consistently demonstrate professionalism through ethical conduct, effective communication, accountability, professional boundaries, organization, collaboration, and responsible use of supervision.

Objective 5D: Students will demonstrate understanding of the purposes of supervision and consultation and effectively integrate supervisory feedback into ongoing professional development and counseling practice.

Goal 6: Leadership, Systems Change, and Program Improvement

Produce graduates who serve as collaborative leaders capable of designing, implementing, evaluating, and continuously improving comprehensive school counseling programs that promote student success and systemic change.

Objective 6A: Students will demonstrate effective consultation and collaboration with families, educators, administrators, community agencies, and interdisciplinary professionals.

Objective 6B: Students will design, implement, evaluate, and improve comprehensive school counseling program components using needs assessment, outcome data, and evidence-based practices.

Objective 6C: Students will develop and present advocacy plans that address systemic barriers to student achievement, well-being, and opportunity.

Objective 6D: Students will demonstrate leadership by using data, research, and collaboration to improve school counseling services and promote positive educational outcomes for all students.

TRAINING PHILOSOPHY

The University of Utah School Counseling Program prepares and mentors graduate students to become ethical, reflective, science-based, and transformative school counselors who promote the academic, career, social/emotional, and life readiness development of all students. The program is grounded in the belief that effective school counselors combine clinical counseling expertise

with educational leadership to improve outcomes for individual students while simultaneously creating positive systems change within schools.

Students develop the knowledge, counseling skills, professional dispositions, and leadership competencies necessary to design, implement, evaluate, and continuously improve comprehensive school counseling programs. Throughout the program, students are challenged to integrate current scientific evidence, data-informed decision making, and culturally responsive practices into their work while advocating for equitable educational opportunities for students from historically underserved and underrepresented populations.

The School Counseling Program views professional development as an ongoing process that extends beyond the classroom. Through coursework, supervised clinical experiences, professional mentoring, leadership opportunities, and engagement in professional organizations, students develop a strong professional identity and a commitment to lifelong learning, ethical practice, collaboration, wellness, and continuous improvement. Graduates are expected to serve as leaders, advocates, collaborators, and agents of systemic change who positively influence students, schools, families, and communities.

PROGRAM MODEL

The Master of Education (M.Ed.) in School Counseling is a 60-credit hour degree program that leads to licensure in the State of Utah as a professional school counselor.

The figure below represents our developmental training model.

We prepare graduate students to become **transformative school counselors** who promote the academic, career, social/emotional, and life-readiness development of all students while serving as ethical leaders, advocates, collaborators, and agents of systems change. Consistent with the

program's mission, the School Counseling Program Model reflects our belief that professional competence develops through the intentional integration of academic preparation, clinical experience, professional relationships, and reflective growth.

The model is organized around **five developmental pillars** that collectively prepare students for professional practice. **Academic Coursework** provides the scientific, theoretical, and professional foundations of school counseling. **Clinical Field Experiences** allow students to translate knowledge into practice through supervised work with students, families, educators, and communities. **Reflective Professional Development** promotes self-awareness, wellness, ethical decision making, and continuous professional growth through supervision and intentional reflection. **Professional Engagement** fosters leadership, advocacy, and active participation in professional organizations and the broader school counseling community. Finally, **Professional Mentoring** provides each student with individualized guidance from an experienced practicing school counselor who supports professional identity development, career planning, networking, and the transition into the profession.

Surrounding these developmental experiences are six **foundational principles** that shape every aspect of the program. Students are expected to approach their work through the lenses of **scientific thinking, self-awareness, ethical practice, equity, diversity, and inclusion, leadership and advocacy, and lifelong learning**. These principles are intentionally integrated throughout coursework, supervision, field experiences, mentoring relationships, and professional engagement opportunities to ensure that learning is both intellectually rigorous and professionally meaningful.

Professional preparation is viewed as a developmental process rather than a collection of isolated courses or experiences. Each pillar reinforces the others, enabling students to integrate knowledge, counseling skills, reflective practice, and leadership into a coherent professional identity. As students progress through the program, they develop the competence, confidence, and commitment necessary to become transformative school counselors who use science-based practice, ethical judgment, collaboration, and advocacy to improve educational outcomes for all students.

PROGRAM SETTING

The School Counseling program is housed in the Department of Educational Psychology within the College of Education at the University of Utah. This setting provides students with access to a broad interdisciplinary community of faculty, students, researchers, and practitioners whose work focuses on counseling, psychology, human development, learning, assessment, educational systems, and student well-being.

College of Education

The College of Education is committed to advancing high-quality education through teaching, research, and community engagement. Its programs prepare educators, counselors, psychologists, researchers, and educational leaders to address complex educational and human-development needs across diverse communities.

The School Counseling Program benefits from its location within the College through opportunities for interdisciplinary coursework, collaboration, professional development,

research, and engagement with programs focused on education, psychology, leadership, policy, teaching, and student support.

Department of Educational Psychology

The Department of Educational Psychology applies psychological and behavioral science to questions of learning, development, mental health, counseling, and education. The Department is organized around four broad areas of study:

- Counseling Psychology and Counseling Programs;
- Learning Sciences;
- Literacy, Language, and Learning; and
- School Psychology.

Within the Counseling/Counseling Psychology area, the Department offers graduate preparation in Counseling Psychology, Clinical Mental Health Counseling, and School Counseling. Students in the School Counseling Program therefore learn within an interdisciplinary professional environment that exposes them to multiple perspectives on counseling, psychology, human development, assessment, research, and evidence-based practice.

Counseling/Counseling Psychology Programs

The School Counseling, Clinical Mental Health Counseling, and Counseling Psychology programs share faculty expertise, administrative resources, and selected aspects of governance as part of the broader Counseling/Counseling Psychology programs. This structure promotes collaboration across programs while allowing each program to maintain its own professional identity, curriculum, accreditation requirements, and student learning objectives.

Faculty and program directors meet regularly to review program operations, discuss curricular and professional issues, evaluate student progress, coordinate shared resources, and develop policies and procedures. These meetings provide an important mechanism for ongoing program evaluation and continuous improvement.

Student perspectives are also incorporated into program governance. Student representatives participate in designated portions of faculty meetings and provide feedback regarding student experiences, program needs, and emerging concerns. Confidential matters involving individual students are discussed only by authorized faculty and program personnel.

School Counseling Program

The School Counseling Program is led by a Program Director and supported by a team of eight core school counseling faculty, all of whom are practicing professional school counselors. Together, the Program Director and core faculty provide instruction, professional mentoring, program leadership, and ongoing support to students throughout their graduate training. The Program also includes a graduate student program assistant and two graduate student representatives who contribute to program operations, communication, and student engagement.

Core School Counseling Faculty and Professional Mentoring

A distinguishing feature of the School Counseling Program is its emphasis on professional mentorship. Each student is paired with the Program Director or a member of the core school counseling faculty who serves as a professional mentor throughout the student's two-year matriculation in the program. Because the core faculty are practicing school counselors, mentors

are able to provide students with current, practice-based perspectives on the profession while supporting the development of professional identity, career planning, leadership, networking, and the transition from graduate training into professional practice.

Professional mentoring complements, but is distinct from, academic advising and clinical supervision. Mentoring relationships are intended to provide students with sustained access to an experienced school counseling professional who can help them reflect on their professional growth, navigate the profession, establish professional goals, and develop connections within the school counseling community.

Program Governance and Continuous Improvement

The core school counseling faculty meet regularly throughout the academic year to support program planning, administration, evaluation, and continuous improvement. Faculty responsibilities include curricular review; assessment of program goals and student learning outcomes; review of policies and procedures; planning of professional and student-development activities; admissions activities, including application review, interviews, and admission decisions; and formal evaluation of students' academic and professional progress.

These meetings also provide opportunities for faculty to consider emerging issues within the school counseling profession, changes in accreditation and state requirements, feedback from students and community partners, and other information relevant to maintaining a responsive and contemporary school counselor preparation program.

Student Voice and Shared Governance

The School Counseling Program values students as partners in program development and improvement. Two graduate student representatives serve as liaisons between students and program faculty, communicating student perspectives, questions, concerns, and recommendations to program leadership.

In addition, the Program holds a Town Hall meeting during both the fall and spring semesters. Town Hall meetings provide students with structured opportunities to identify aspects of the program that are working well, discuss concerns or challenges, and offer recommendations for improvement. Student feedback gathered through these meetings is reviewed by the Program Director and core faculty and is considered as part of ongoing program planning and evaluation.

Program Communication

To promote communication and strengthen students' connection to the profession, the School Counseling Program distributes a monthly newsletter throughout the academic year. The newsletter provides students with program announcements and updates as well as information about school counseling issues, professional development opportunities, professional organizations, conferences, employment opportunities, resources, and developments within the profession.

Together, faculty mentorship, student representation, regular communication, and systematic opportunities for student feedback create a collaborative learning community in which students are actively engaged in both their own professional development and the ongoing improvement of the School Counseling Program.

University and Community Context

As Utah's flagship public research university, the University of Utah provides students with access to extensive academic, technological, library, research, student-support, and professional-development resources. The School Counseling Program also maintains collaborative relationships with local school districts and practicing school counselors throughout Utah. These partnerships support practicum and internship placements, professional mentoring, consultation, supervision, and other opportunities for students to connect academic preparation with contemporary school counseling practice.

Together, the University, College, Department, and community setting provide the resources and professional partnerships necessary to support the School Counseling Program's mission of preparing ethical, reflective, science-based, and transformative school counselors.

PART II: CURRICULUM & PROFESSIONAL PREPARATION

COURSEWORK

The School Counseling curriculum is intentionally designed to prepare students for the multiple roles of a transformative school counselor. Coursework progresses from foundational knowledge to advanced clinical practice while integrating scientific thinking, ethical practice, equity and inclusion, leadership, and reflective professional development throughout the program.

The curriculum consists of 60 graduate credit hours organized into six integrated domains.

1. Foundations of Professional School Counseling

These courses introduce students to the profession, professional identity, ethical practice, and the role of school counselors as leaders, advocates, and systems-change agents.

Course	Credits
Foundations of School Counseling	2
Ethics & Legal Issues in School Counseling	2
Comprehensive Counseling & Guidance	2
Consultation & Supervision in the Schools	3
Collaborative Classroom Instruction	2
College & Career Readiness	3

2. Counseling Theory, Human Development, and Clinical Practice

These courses provide the scientific and theoretical foundations of counseling while developing the knowledge and skills necessary to promote student well-being across academic, career, and social/emotional domains.

Course	Credits
Counseling Theories	3
Counseling Skills	3
Group Counseling	3
Lifespan Development	3
Child Psychopathology	3
Crisis Prevention, Intervention, & Postvention	2
Substance Abuse Counseling	3
Growing from Traumatic Life Experiences	3
Interventions in the Schools	3

3. Equity, Diversity, and Cultural Responsiveness

These courses prepare students to provide culturally responsive counseling services and advocate for equitable educational opportunities for all students.

Course	Credits
Multicultural Counseling	2
Advanced Multicultural Counseling Lab	1

Although these two courses provide focused preparation in multicultural counseling, issues of equity, diversity, inclusion, and advocacy are intentionally integrated throughout every course and field experience in the program.

4. Assessment, Research, and Scientific Thinking

Students develop the knowledge and skills necessary to become informed consumers of research and to use assessment and data to improve student outcomes and evaluate comprehensive school counseling programs.

Course	Credits
Measurement & Assessment	3
Career Development & Assessment	3
Introduction to Statistics	3

5. Clinical Field Experiences

Clinical training provides opportunities for students to integrate coursework into supervised professional practice while developing counseling competence, consultation skills, leadership, and reflective practice.

Course	Credits
Practicum in School Counseling	2
Internship in School Counseling	6

Rather than viewing these domains as isolated components of preparation, the School Counseling Program intentionally integrates knowledge and skills across the curriculum. Students repeatedly revisit major concepts—including scientific thinking, ethical practice, equity and inclusion, leadership, self-awareness, and lifelong learning—as they progress through coursework, field experiences, professional mentoring, and professional engagement. This developmental approach prepares graduates to enter the profession as reflective, competent, and transformative school counselors.

The curriculum map (Appendix A) shows how each course required in our program is tied to a program objective and how each program objective fits within a program goal and MPCAC professional domain.

Appendix B shows how our coursework is also in alignment with the Standards for Utah School Counselor Education Programs (2018).

Course sequencing can be seen in Appendix C.

PROGRAM OF STUDY

The School Counseling Program is designed as a cohort-based, developmental program of study in which courses build intentionally upon one another. Students progress through a carefully sequenced curriculum that integrates academic coursework, clinical field experiences, professional mentorship, reflective professional development, and professional engagement. Because many courses are offered only once each academic year and serve as prerequisites for subsequent coursework and field experiences, students are expected to follow the prescribed sequence of study.

The standard program of study is designed to be completed in two academic years (six semesters). This timeline allows students to progress through the curriculum in a manner that promotes the systematic development of knowledge, counseling skills, professional identity, and clinical competence.

Recognizing that students have varying personal, family, and professional responsibilities, the School Counseling Program also offers an approved three-year program of study. Extending the program may provide greater flexibility for students balancing employment or other commitments while maintaining the integrity of the developmental sequence of the curriculum. Because course sequencing and field placement requirements must be carefully coordinated,

students interested in extending their program should consult with the Program Director as early as possible. Approval of an individualized three-year program of study is required.

Whether completed in two or three years, all students complete the same curriculum, clinical training requirements, and program learning objectives, ensuring that every graduate is prepared for entry into the profession as a transformative school counselor.

CLINICAL FIELD PLACEMENTS

Clinical field experiences are an essential component of the School Counseling Program and provide students with progressively advanced opportunities to integrate counseling theory, scientific knowledge, professional skills, and reflective practice in authentic K–12 educational settings. Consistent with the program's developmental training model, field experiences are designed to move students from observation and supported participation during practicum to increasingly independent professional practice during internship.

Students complete two supervised field experiences: School Counseling Practicum **and** School Counseling Internship. Field placements must occur in approved K–12 educational settings and be supervised by appropriately credentialed professional school counselors who meet program and Utah State Board of Education requirements. Field placement sites and supervisors are approved and monitored by the School Counseling Program to ensure that experiences provide appropriate opportunities for students to develop required professional competencies.

School Counseling Practicum

School Counseling Practicum is a **100-hour supervised field experience** typically completed during the first year of the program. Practicum provides students with an initial opportunity to observe the work of professional school counselors and begin applying counseling knowledge and skills in a K–12 school setting. Under supervision, students participate in developmentally appropriate school counseling activities and gain greater understanding of the roles, responsibilities, ethical obligations, and day-to-day practice of professional school counselors.

Prerequisites for practicum include successful completion of the courses designated in the student's approved Program of Study. Because practicum builds directly upon foundational coursework in school counseling, counseling theory, ethics, and counseling skills, students must receive program approval before beginning the field experience.

Prior to practicum placement, the School Counseling Program provides students with information regarding site selection, placement expectations, required documentation, supervision, hour tracking, and evaluation procedures. Students, site supervisors, and university faculty enter into a written agreement outlining their respective responsibilities and expectations for the practicum experience.

School Counseling Internship

School Counseling Internship is the culminating clinical experience in the program. Students complete a **600-hour supervised internship across two academic semesters**, including a minimum of 240 hours of direct service with students and other appropriate recipients of school counseling services.

Internship provides students with sustained experience performing the roles and responsibilities of a professional school counselor within a comprehensive school counseling program. Experiences may include individual and group counseling; classroom instruction; college and career readiness activities; consultation and collaboration with families, teachers, administrators, and other professionals; crisis prevention and intervention; program planning and evaluation; advocacy; and other activities consistent with contemporary school counseling practice.

Throughout internship, students receive regular supervision and feedback designed to support continued development of counseling competence, ethical decision making, self-awareness, professional identity, and reflective practice. Evaluation of student performance includes formal feedback from site supervisors and university faculty and incorporates direct observation and/or review of counseling practice as required by program and accreditation standards.

Prerequisites for internship include successful completion of School Counseling Practicum and other courses designated in the student's approved Program of Study. Students must receive program approval before beginning internship.

Prior to the internship application and placement process, the School Counseling Program provides students with detailed information regarding approved placement procedures, expectations for internship sites and supervisors, required documentation, supervision requirements, direct-service and total-hour requirements, and evaluation procedures. The Program also coordinates with school districts and other educational partners to support appropriate internship placements.

Successful completion of both field experiences requires students to meet all program requirements for professional conduct, supervision, documentation, clinical performance, and satisfactory evaluation by both university and site supervisors.

RESEARCH AND SCIENTIFIC THINKING

The Master of Education (M.Ed.) in School Counseling is a professional practice degree and does not require completion of a thesis. Consistent with the program's emphasis on scientific thinking and evidence-based practice, students receive preparation in research methods, statistics, assessment, data-informed decision making, and program evaluation throughout the curriculum.

School counselors are expected to be informed consumers of research who can critically evaluate scientific literature, distinguish well-supported practices from unsupported claims, and translate research findings into effective services for students, families, schools, and communities. Students learn to locate, interpret, and apply research; evaluate the effectiveness of counseling interventions and comprehensive school counseling programs; and use assessment and outcome data to guide practice and advocate for student needs.

The curriculum therefore emphasizes the application of research to professional practice rather than completion of an independent thesis. Students develop foundational knowledge of descriptive and inferential statistics, research design, measurement and assessment, evidence-based counseling interventions, and program evaluation. Opportunities to apply these skills are integrated across coursework and clinical field experiences.

Students who are interested in gaining additional research experience are encouraged to pursue opportunities to participate in faculty-led research projects, research teams, presentations, publications, or other scholarly activities. These experiences can provide additional preparation for students considering doctoral study, research-oriented careers, or leadership roles involving program evaluation and educational policy.

COMPREHENSIVE EXAM

As required by the University of Utah Graduate School, students enrolled in non-thesis master's degree programs must successfully complete a comprehensive examination. In the School Counseling Program, this requirement is satisfied by passing the ETS Praxis® Professional School Counselor Examination, which also serves as the licensure examination required by the Utah State Board of Education for professional school counselors.

The Praxis examination is a nationally recognized assessment designed to evaluate the knowledge, skills, and professional competencies expected of entry-level school counselors. Because the examination assesses content integrated throughout the curriculum, successful completion serves as evidence that students have achieved the program's learning objectives and are prepared for professional practice.

Students typically take the Praxis examination during the spring semester of their final year in the program. A minimum passing score of 153 is required for both successful completion of the comprehensive examination and recommendation for Utah school counselor licensure. Students seeking licensure in a state other than Utah are encouraged to review the licensure requirements of the appropriate state licensing agency, as requirements—including examination requirements and minimum passing scores—vary by state.

The School Counseling Program is committed to supporting student success on the Praxis examination. To assist students in their preparation, the program provides:

- Access to Praxis preparation materials; and
- Payment of the registration fee for one Praxis examination attempt for each student.

Students who do not achieve a passing score on their initial attempt are encouraged to meet with the Program Director to review their performance and develop an individualized study plan. Because the Praxis examination is offered regularly throughout the year, students who are unsuccessful on their first attempt typically have opportunities to retake the examination prior to graduation.

Upon successful completion of all program requirements, including the comprehensive examination, the School Counseling Program submits the required institutional recommendation and supporting documentation to the Utah State Board of Education for students seeking Utah school counselor licensure.

PROFESSIONAL SCHOOL COUNSELOR IDENTITY

The School Counseling Program views active engagement in the school counseling profession as an important component of students' professional identity development. To support this commitment, the program provides students with opportunities and financial support for

professional association membership, conference participation, and selected expenses related to school counselor licensure.

Professional Association Membership

Students are expected to become active members of the school counseling profession during their graduate training. The School Counseling Program supports student membership in both the American School Counselor Association (ASCA) and the Utah School Counselor Association (USCA).

Membership in these organizations provides students with access to professional publications, research and practice resources, webinars and professional development opportunities, networking, advocacy resources, and information about developments within the profession. Participation in professional organizations also helps students develop a professional identity and establish connections with practicing school counselors and other professionals.

Students are required to maintain active membership in both the American School Counselor Association (ASCA) and the Utah School Counselor Association (USCA) during their matriculation.

Professional Conferences

Participation in professional conferences provides students with opportunities to extend their learning beyond the classroom, engage with practicing school counselors, learn about emerging research and professional practices, and develop professional networks.

As part of the program's commitment to professional engagement, the School Counseling Program provides registration support for students to attend the Utah School Counselor Association Annual Conference. Students are required to attend and actively participate in at least one USCA conference during their matriculation.

Licensure Support

The School Counseling Program is committed to supporting students as they transition from graduate preparation into professional practice. Subject to available program funding, the program provides financial support for selected expenses associated with Utah school counselor licensure, which may include:

- Required background check and fingerprinting;
- Preparation materials and practice examinations for the school counselor licensure examination; and
- The registration fee for one administration of the required licensure examination.

Program-supported expenses and funding levels are subject to change based on applicable fees, university policies, and available program resources. Students will be informed of current program support and procedures during their program of study.

LICENSURE

The University of Utah School Counseling Program is designed to meet the educational requirements for school counselor licensure in the State of Utah. Students who successfully

complete all degree, clinical training, comprehensive examination, and other program requirements are eligible for the Program's recommendation for Utah school counselor licensure.

Following successful completion of the program, the University of Utah submits the required institutional recommendation and supporting documentation to the Utah State Board of Education (USBE). Licensure is granted by USBE following its review and verification that all applicable state requirements have been satisfied.

Licensure Outside Utah

School counselor licensure requirements are established independently by each state and may differ with respect to coursework, clinical experience, examinations, background checks, documentation, and other requirements. Completion of the University of Utah School Counseling Program therefore does not guarantee eligibility for licensure in a state other than Utah.

Students who intend to seek licensure outside Utah should research the requirements of the appropriate state licensing agency as early as possible in their program of study. The School Counseling Program will assist students in understanding and documenting their preparation when feasible; however, students are ultimately responsible for determining whether the Program meets the educational and licensure requirements of the state in which they intend to practice.

Because state licensure requirements and reciprocity provisions are subject to change, students should verify current requirements directly with the applicable state licensing agency.

COLLEGE AND CAREER READINESS CERTIFICATE

The University of Utah School Counseling Program prepares graduates to meet the educational requirements for the Utah State Board of Education (USBE) College and Career Readiness (CCR) Certificate, a credential required for Utah school counselors. The CCR Certificate reflects Utah's commitment to ensuring that every school counselor possesses the knowledge and skills necessary to prepare all students for successful postsecondary education, training, military service, and meaningful careers.

Consistent with USBE Rule R277-921, the competencies associated with the College and Career Readiness Certificate are intentionally embedded throughout the School Counseling curriculum rather than taught as a stand-alone certificate program. As a result, students who successfully complete the University of Utah School Counseling Program satisfy the required educational experiences for the CCR Certificate and receive the certificate upon Utah licensure.

The College and Career Readiness Certificate Program is organized around three statewide competency areas:

- **Building a College-Going Culture for All Students** – preparing school counselors to foster high expectations, equitable access, and a culture in which every student is prepared for postsecondary success.
- **Strategic Alignment and Implementation of a Systemic College and Career Readiness School Counseling Program** – preparing school counselors to design, implement, evaluate, and continuously improve comprehensive school counseling

programs that support college and career readiness through data-informed practice and systems leadership.

- **Strengthening Career Readiness for All Students** – preparing school counselors to help students develop career literacy, explore career pathways, engage in meaningful postsecondary planning, and connect educational experiences to future career opportunities.

The School Counseling curriculum addresses these competencies through coursework in College & Career Readiness, Career Development & Assessment, Comprehensive School Counseling Programs, Collaborative Classroom Instruction, Consultation & Supervision, and supervised clinical field experiences. Collectively, these learning experiences prepare graduates to lead comprehensive college and career readiness initiatives within Utah schools and to support every student's successful transition to postsecondary education and the workforce.

PART III: ACCREDITATION

WHAT IS ACCREDITATION?

Accreditation is a voluntary process of external peer review through which an academic program demonstrates that it meets established standards for educational quality, professional preparation, student learning, faculty qualifications, clinical training, program evaluation, and continuous improvement. Accreditation provides students, employers, licensing agencies, and the public with assurance that a program has been independently reviewed and meets recognized standards for preparation within the profession.

For students, accreditation provides an additional level of assurance that their education is comprehensive, current, and intentionally designed to prepare them for professional practice. Accredited programs are expected to establish measurable student learning outcomes, systematically evaluate student competence and program effectiveness, provide appropriate supervised clinical experiences, maintain qualified faculty and adequate resources, and use evaluation data for continuous program improvement.

Our program has three different levels of quality assurance.

- **Institutional accreditation:** The University of Utah is institutionally accredited by the Northwest Commission on Colleges and Universities (NWCCU) and has maintained that accreditation continuously since 1933.
- **Specialized programmatic accreditation:** The School Counseling Program is accredited by MPCAC through July 2028.
- **State educator-preparation approval/licensure alignment:** The program also operates within Utah's educator-preparation and school counselor licensure framework. Current USBE rules require approved Utah educator preparation programs to provide aligned learning experiences, high-quality clinical experiences, mentoring, candidate assessment, and professional growth opportunities.

MPCAC ACCREDITATION

The University of Utah School Counseling Program is accredited by the Master's in Psychology and Counseling Accreditation Council (MPCAC), a specialized accrediting organization

recognized by the Council for Higher Education Accreditation (CHEA). The Program was granted initial accreditation on July 12, 2018, for a full 10-year accreditation period extending through July 12, 2028.

MPCAC accreditation reflects the Program's commitment to rigorous, science-based preparation of professional school counselors. Accreditation requires the Program to demonstrate that it maintains clearly defined learning objectives; a comprehensive and contemporary curriculum; qualified faculty; appropriate supervised clinical experiences; systematic assessment of student competence; and ongoing processes for program evaluation and continuous improvement.

MPCAC's interdisciplinary approach is particularly well aligned with the University of Utah School Counseling Program, which is housed within the Department of Educational Psychology and integrates counseling and psychological science with professional school counseling practice. This framework allows the Program to maintain its distinctive emphasis on scientific thinking, clinical competence, self-awareness, ethical practice, equity and inclusion, systems leadership and advocacy, and lifelong learning while meeting nationally recognized standards for master's-level counseling preparation.

DIFFERENCES IN MPCAC & CACREP ACCREDITATION

MPCAC and the Council for Accreditation of Counseling and Related Educational Programs (CACREP) are both specialized accreditors of graduate counseling programs and are both recognized by the Council for Higher Education Accreditation (CHEA). Both require programs to demonstrate educational quality, appropriate curricula, supervised clinical preparation, qualified faculty, systematic assessment of student learning, and ongoing program evaluation and improvement.

The two accrediting organizations differ, however, in their scope and philosophy. CACREP focuses specifically on counselor education and related counseling specialties and emphasizes the development of a unified professional counselor identity. Its standards prescribe a common foundational counseling curriculum as well as requirements specific to specialized practice areas such as school counseling.

MPCAC has a broader interdisciplinary scope encompassing both counseling and psychology master's programs. Its standards intentionally integrate counseling and psychological principles and emphasize science-based training, culturally responsive practice, competency-based student outcomes, and flexibility in program design. MPCAC recognizes that high-quality counseling professionals may be prepared within counseling, psychology, education, and related academic environments.

For the University of Utah School Counseling Program, this distinction is meaningful. The Program's location within Educational Psychology and its integration of counseling science, psychological theory, evidence-based practice, school-based professional preparation, and practicing school counselor faculty are consistent with MPCAC's interdisciplinary approach. MPCAC accreditation allows the Program to preserve the distinctive features of its Transformative School Counselor Development Model while being held accountable to nationally recognized standards for the preparation of master's-level counseling professionals.

ACCREDITATION AND LICENSURE

Program accreditation and professional licensure are related but distinct. Accreditation evaluates the quality of the educational program; licensure or certification is granted to an individual by the appropriate state agency. The University of Utah School Counseling Program is designed to meet the educational requirements for school counselor licensure in Utah and is approved to prepare candidates for recommendation to the Utah State Board of Education.

Because school counselor licensure and certification requirements are established by individual states, students who plan to practice outside Utah should review the requirements of the appropriate state licensing agency. Accreditation alone does not guarantee eligibility for licensure or certification in every state.

ACCREDITATION AND PROGRAM OPERATIONS

The School Counseling Program embraces accreditation as a framework for excellence rather than simply a compliance process. Consistent with the scientist-practitioner model and the principles of continuous quality improvement, the Program systematically collects and uses multiple sources of evidence to evaluate student learning, program effectiveness, clinical preparation, and graduate outcomes. These evaluation processes support thoughtful decision making, strengthen accountability to students and stakeholders, and ensure that the Program continues to fulfill its mission of preparing transformative school counselors. The following sections describe how the Program engages in ongoing self-evaluation and how students are supported throughout their professional development.

PROGRAM QUALITY IMPROVEMENT

The School Counseling Program is committed to systematic self-evaluation and continuous improvement. Program effectiveness is evaluated through multiple sources of quantitative and qualitative data collected from students, graduates, faculty, field supervisors, employers, and other professional stakeholders. Evaluation activities are designed to assess the quality and relevance of the curriculum, student achievement of program learning objectives, effectiveness of clinical preparation, student experiences, graduate outcomes, and the extent to which the Program continues to fulfill its mission.

Evaluation findings are reviewed regularly by the Program Director and core school counseling faculty and are used to identify program strengths, areas for improvement, and needed changes to curriculum, policies, procedures, student support, clinical preparation, and other aspects of the Program.

Course and Instructor Evaluations

Students have the opportunity to provide confidential feedback regarding individual courses and instructors through the University's end-of-semester course evaluation process. Faculty are encouraged to review student feedback and use it to strengthen course content, instructional practices, assignments, and learning experiences. When feedback has implications beyond an individual course, faculty may bring relevant themes or recommendations to the Program Director and core school counseling faculty for consideration as part of broader program improvement.

End-of-Semester Program Evaluation

At the conclusion of each semester, students are invited to provide feedback regarding their experiences in the School Counseling Program. Program evaluations provide students with an opportunity to comment on areas such as curriculum, advising and mentoring, communication, professional development, field experiences, program climate, student support, and other aspects of their training.

The Program Director and core faculty review aggregate feedback to identify recurring themes, emerging concerns, and opportunities for program improvement.

Town Hall Meetings

The School Counseling Program conducts a Town Hall meeting during both the fall and spring semesters. These meetings provide students with a structured opportunity to discuss what is working well within the Program, identify challenges or concerns, ask questions, and offer recommendations for improvement.

Feedback obtained during Town Hall meetings is considered alongside other program evaluation data and informs faculty discussion, planning, and decision making.

Exit Survey

Graduating students complete an exit survey designed to evaluate their overall experience in the Program and their perceived level of preparation for entry into professional school counseling practice. Students assess their development in relation to the Program's goals and learning objectives and provide feedback regarding the strengths of their preparation and areas in which additional training or support may be beneficial.

Exit survey findings are reviewed across cohorts to identify patterns and inform curricular and programmatic improvement.

Alumni and Graduate Outcomes

Every other year, the Program surveys alumni to assess the longer-term effectiveness of their graduate preparation. Alumni are asked to evaluate their preparation for professional practice, identify strengths and areas for improvement in the Program, and provide information regarding employment, professional roles, licensure, professional development, and other career outcomes. Graduate outcome data provide an important perspective on the extent to which the Program prepares students successfully for entry into and continued development within the school counseling profession.

Field Supervisor Feedback

Field placement supervisors provide an important external perspective on students' readiness for professional practice and the effectiveness of the Program's clinical preparation. Supervisors are invited to provide feedback regarding student competencies, strengths and areas for growth, clinical expectations, and the alignment of the curriculum with contemporary school counseling practice.

Feedback from practicum and internship supervisors is reviewed by program faculty and used to inform clinical training, curriculum development, and program improvement.

Faculty and Contributing Instructor Feedback

Core school counseling faculty and other instructors who contribute to the Program participate in ongoing evaluation of the curriculum and training experience. Faculty review course content, student performance, learning outcomes, emerging professional standards, and feedback received from students and other stakeholders.

This process helps ensure that coursework remains current, coordinated across the curriculum, and aligned with Program learning objectives, professional standards, accreditation expectations, and the evolving needs of K–12 students and schools.

Employer and Professional Stakeholder Feedback

The Program seeks feedback from employers, school district leaders, practicing school counselors, and other professional partners regarding the preparation and performance of graduates and emerging needs within the profession. Stakeholder perspectives are used to evaluate the continued relevance of Program learning objectives, curriculum, clinical preparation, and professional competencies.

Review of Program Mission, Goals, and Learning Objectives

The Program periodically reviews its mission, training model, program goals, and learning objectives to ensure that they remain current and responsive to developments in professional school counseling, psychological and counseling science, accreditation standards, state requirements, and the needs of students, schools, families, and communities.

Feedback from students, faculty, alumni, field supervisors, employers, school district partners, and other stakeholders is considered as part of this review process.

Use and Dissemination of Evaluation Results

The Program Director and core school counseling faculty systematically review program evaluation data to identify strengths, areas requiring attention, and opportunities for improvement. When changes are indicated, the Program documents the rationale for the change, actions taken, and, when appropriate, subsequent evidence regarding the effectiveness of those changes.

Summary findings and significant program improvements are communicated to relevant stakeholders through appropriate mechanisms, which may include student Town Hall meetings, the Program newsletter, faculty meetings, advisory or stakeholder meetings, the Program website, and other program communications.

Through this ongoing cycle of data collection, review, action, and communication, the School Counseling Program seeks to ensure that its curriculum, clinical preparation, policies, and student experiences remain responsive, evidence-informed, and consistent with its mission of preparing transformative school counselors.

STUDENT ASSESSMENT OF LEARNING & COMPETENCIES

The School Counseling Program views professional competence as a developmental process that occurs over time through academic coursework, clinical training, reflective practice, supervision, mentoring, and professional engagement. Throughout the program, students receive regular

feedback from faculty, supervisors, mentors, and peers while also engaging in structured self-assessment to evaluate their own development.

Student progress is evaluated across multiple domains, including academic achievement, counseling competence, ethical practice, professional dispositions, cultural responsiveness, self-awareness, use of supervision, professional wellness, and readiness for increasingly independent professional practice. Evaluation is intended not only to determine whether students meet Program expectations, but also to help students identify strengths, establish professional development goals, respond constructively to feedback, and take increasing responsibility for their own professional growth.

1. Academic Progress

Students are expected to demonstrate satisfactory academic progress throughout the Program. Course grades provide one source of feedback regarding students' acquisition and application of the knowledge and skills required for professional school counseling practice.

Consistent with Graduate School requirements, students must maintain a minimum cumulative grade point average (GPA) of **3.0**. A cumulative GPA below 3.0 may result in placement on academic probation in accordance with University and Graduate School policies.

In addition, students must earn a minimum grade of **B-** in all required School Counseling courses. Grades below B- and unresolved Incomplete grades in required courses must be addressed in accordance with Program, Department, and Graduate School policies. Students who do not meet minimum academic standards may be required to repeat coursework, complete an academic improvement plan, or satisfy other remediation requirements before progressing in the Program. Persistent failure to meet academic requirements may result in dismissal from the Program.

Academic performance is considered together with clinical competence, professional behavior, ethical conduct, and other indicators of readiness when evaluating a student's overall progress.

2. Clinical Readiness for Practicum

Prior to beginning supervised practicum, students must demonstrate sufficient clinical competence and professional readiness to work with K–12 students under supervision. Clinical readiness is formally evaluated during ED PS 6210 Counseling Skills using the School Counseling Program's Clinical Readiness Verification process.

The Counseling Skills instructor evaluates each student's performance across multiple sources of evidence, including counseling demonstrations, clinical simulations, transcript analyses, reflective assignments, class participation, and the final counseling skills capstone. The evaluation addresses competencies such as development of therapeutic rapport, attending and listening skills, empathy, information gathering, collaborative goal setting, multicultural responsiveness, ethical decision making, professional judgment, use of feedback and supervision, professional boundaries, dependability, and professional communication.

Students receive one of three overall readiness determinations:

- **Ready for Practicum**
- **Ready for Practicum with Recommendations**

- **Not Ready for Practicum**

Students identified as needing additional development receive specific feedback regarding areas for growth, recommended supports, and, when necessary, a remediation plan that must be successfully completed before beginning practicum. The Program Director reviews the clinical readiness determination before the student progresses to supervised field experience.

3. Practicum Evaluation and Readiness for Internship

Practicum provides the first sustained opportunity for students to apply counseling knowledge and skills within a K–12 school setting. Throughout practicum, students receive feedback from their site supervisor and university instructor regarding their developing competence as professional school counselors.

Student performance is evaluated using standardized practicum evaluation procedures that address counseling skills, ethical practice, professionalism, cultural responsiveness, consultation and collaboration, responsiveness to supervision and feedback, and other competencies associated with beginning school counseling practice.

At the conclusion of practicum, faculty review the student's academic standing, successful completion of required practicum hours, supervisor evaluation, clinical performance, and overall professional development. Students must demonstrate satisfactory performance in practicum and meet applicable academic and Program requirements before progressing to internship.

Readiness for internship reflects more than completion of required hours. It indicates that the student has demonstrated sufficient academic, clinical, ethical, interpersonal, and professional competence to assume the increased responsibilities associated with the culminating field experience.

4. Internship Evaluation and Clinical Development

Internship is the culminating clinical experience of the School Counseling Program and provides students with opportunities to demonstrate increasingly independent professional practice under supervision. Evaluation during internship is intentionally developmental and occurs through multiple forms of assessment and feedback rather than through a single end-of-semester evaluation.

Students receive ongoing feedback through university supervision, site supervision, direct observation of counseling practice, case presentations, class discussion, consultation, and formal supervisor evaluations. Each student must be directly observed by their site supervisor while providing professional services, and the supervisor documents feedback regarding the student's performance.

Students also complete two formal case presentations during each internship semester. Case presentations require students to integrate assessment, case conceptualization, counseling theory, intervention planning, cultural and contextual considerations, ethical decision making, and reflection on professional practice. These presentations allow students to demonstrate their ability to integrate knowledge acquired across the curriculum and apply it to authentic school counseling situations.

At the conclusion of each semester, students submit documentation of completed field hours and a formal evaluation completed by their site supervisor. These data are reviewed as part of the Program's ongoing assessment of each student's clinical development and readiness for professional practice.

5. Internship Competency Self-Assessment, Goals, & Reflection

Self-assessment is an important component of professional development. During internship, students complete the School Counseling Internship Assessment Tool at three points during the semester: at the beginning, midpoint, and conclusion of the internship experience.

At the beginning of the semester, students complete a pre-assessment of their professional competencies and develop an individualized professional development plan. Students identify areas of strength, areas requiring continued growth, and specific goals they intend to pursue during internship.

At midsemester, students reassess their development, evaluate their progress toward established goals, identify factors that have facilitated or impeded growth, and revise their professional development goals as needed.

At the conclusion of the semester, students complete a post-assessment and final reflection. They examine changes in their competencies across the semester, identify areas in which meaningful growth occurred, and consider priorities for continued development. The assessment includes a competency snapshot and an interactive dashboard that allows students to visualize changes in their self-assessed competencies over time.

Students review these assessments as part of the supervisory process. The purpose of the Internship Assessment Tool is not simply to generate ratings, but to help students develop the habit of critically evaluating their own practice, establishing meaningful professional goals, using feedback to guide development, and assuming responsibility for lifelong professional learning.

6. Professional Wellness and the Self-Care Compass

The School Counseling Program recognizes professional wellness and self-care as important components of ethical and sustainable counseling practice. During internship, students use the Self-Care Compass to assess, plan, monitor, and reflect upon their professional wellness throughout the semester.

At the beginning of the semester, students assess multiple dimensions of self-care and compare their current level of functioning with their desired level of functioning. For each area, students identify practices already supporting their well-being, early warning signs that additional attention may be needed, a specific self-care goal, a minimum practice they can maintain during especially demanding weeks, intended frequency of the practice, potential barriers, and sources of support or accountability. Students also complete reflective questions designed to increase awareness of their wellness needs and professional functioning.

At midsemester, students reassess their progress, identify practices that have been helpful, examine barriers that have interfered with their goals, and revise their goals as appropriate.

At the conclusion of the semester, students again assess their wellness and reflect on their development. They identify practices that were most beneficial, lessons learned about themselves, self-care practices they consider essential for future professional functioning, boundaries they intend to maintain, and plans for sustaining wellness in subsequent semesters and professional practice.

The Self-Care Compass includes a progress dashboard that allows students to visualize wellness trends across the semester. Faculty review completion of the Compass and provide opportunities for discussion and reflection; however, the purpose of the activity is developmental rather than evaluative. Students are encouraged to view professional wellness as an ongoing responsibility that requires self-awareness, intentional practice, appropriate boundaries, and adjustment over time.

7. Faculty Review of Student Progress and Professional Development

The School Counseling Program conducts systematic reviews of student progress throughout the Program. At the conclusion of each academic semester, faculty review students' academic performance, clinical development, ethical conduct, professional dispositions, cultural responsiveness, responsiveness to supervision and feedback, interpersonal and professional functioning, and progress toward completion of Program requirements.

The purpose of faculty review is both evaluative and developmental. Faculty identify student strengths, recognize evidence of growth, determine whether students are progressing appropriately toward increasingly advanced levels of professional practice, and identify areas in which additional development may be beneficial.

Annual Written Evaluation

At the conclusion of the spring semester, each student receives a formal written evaluation summarizing their progress during the academic year. The evaluation letter communicates the faculty's overall assessment of the student's development within the Program and may include recognition of demonstrated strengths, progress toward Program expectations and professional competencies, areas for continued development, and specific evaluative feedback or recommendations for the following academic year.

The annual evaluation is informed by multiple sources of information available to the faculty, which may include academic performance, faculty observations, clinical readiness assessments, practicum or internship supervisor evaluations, professional dispositions, responsiveness to supervision and feedback, participation in professional development activities, and progress toward Program requirements.

The written evaluation is intended to provide students with a clear and comprehensive understanding of their progress and to support intentional professional development. Students are encouraged to reflect on the feedback they receive, discuss questions or concerns with the Program Director or their professional mentor, and incorporate relevant recommendations into their professional development goals for the following year.

Concerns and Remediation

When concerns regarding a student's progress are identified, they are communicated to the student as clearly and promptly as possible rather than being deferred until the annual evaluation.

Concerns may include, but are not limited to, academic difficulties; counseling skills below the expected level of competence; ethical or professional concerns; difficulty receiving or integrating feedback; interpersonal or professional disposition concerns; or insufficient progress toward degree requirements.

Depending on the nature and severity of the concern, the student may be asked to meet with the Program Director or appropriate faculty members to discuss the concern and identify strategies for improvement. When warranted, a written remediation or professional development plan may be established that identifies the area of concern, expected outcomes, required actions or supports, evidence that will demonstrate satisfactory improvement, and a timeline for review.

Student progress may be subject to additional monitoring while a remediation plan is in place. In circumstances involving significant or persistent concerns, progression through coursework or clinical training may be restricted until the student demonstrates appropriate remediation. Students will be informed in writing when continued concerns may place their standing in the Program at risk.

Throughout this process, the Program seeks to balance its responsibility to support student development with its ethical obligation to ensure that graduates possess the competence and professional dispositions necessary for safe and effective school counseling practice.

8. Readiness for Graduation and Entry into the Profession

Readiness for graduation represents the culmination of the School Counseling Program's developmental assessment process. Graduation reflects successful completion of academic requirements as well as demonstrated readiness to enter professional school counseling practice. To be considered ready for graduation, students must successfully complete the required program of study, maintain the minimum cumulative GPA required by the Graduate School, successfully complete all required clinical field experiences and associated hour requirements, demonstrate satisfactory performance on required clinical and professional evaluations, and successfully complete the Program's comprehensive examination requirement through the Praxis Professional School Counselor examination.

Readiness for graduation is informed by multiple sources of evidence accumulated throughout the Program, including academic performance, clinical readiness assessment, practicum and internship evaluations, direct observations, case presentations, competency self-assessments, professional dispositions, faculty evaluations, and successful completion of Program learning objectives.

Successful completion of these requirements indicates that the student has demonstrated the knowledge, counseling skills, ethical judgment, cultural responsiveness, self-awareness, professional dispositions, and readiness for continued professional development expected of an entry-level professional school counselor.

Upon confirmation that all degree and licensure-related Program requirements have been satisfied, the School Counseling Program provides the institutional recommendation and required documentation for students seeking Utah school counselor licensure.

PART III: PROGRAM POLICIES & ACADEMIC EXPECTATIONS

ACADEMIC EXPECTATIONS

Students in the School Counseling Program are expected to make consistent and satisfactory progress toward completion of the M.Ed. degree. Academic progress is evaluated through course performance, completion of required program milestones, adherence to the approved Program of Study, and timely progression through clinical training and other degree requirements.

The School Counseling Program follows all applicable University of Utah and Graduate School policies. Because University policies may change, students are responsible for consulting current Graduate School and University resources when questions arise. Program-specific academic requirements are described below.

Link to Graduate School Policies, Rules, & Guidelines: [University of Utah Graduate School Policies](#)

Grade Point Average

The University of Utah Graduate School requires graduate students to maintain a minimum cumulative **3.0 grade point average (GPA)** in coursework counted toward the graduate degree in order to remain in satisfactory academic standing. The Graduate School also recognizes that individual graduate programs may establish additional academic performance requirements.

The School Counseling Program requires students to maintain a cumulative GPA of at least **3.0 throughout the Program**. A student whose cumulative GPA falls below 3.0 may be placed on academic probation in accordance with Graduate School procedures. Students on academic probation will receive written notice describing the conditions that must be satisfied to return to satisfactory academic standing and the timeline for doing so.

Minimum Grades in Required Courses

Because required courses provide essential preparation for professional school counseling practice, students must earn a minimum grade of **B- or Credit (CR)** in all courses required for the School Counseling degree.

A grade below B- or a No Credit (NC) grade in a required course does not satisfy School Counseling Program requirements, even when the University would otherwise allow the course to count toward a graduate degree. Students who do not achieve the minimum required grade must consult with the Program Director regarding the appropriate course of action, which may include repeating the course and/or completing a remediation plan.

Failure to successfully complete a required course may affect a student's eligibility to progress to subsequent coursework, practicum, internship, or graduation.

Incomplete Grades

An Incomplete (I) grade may be assigned only under circumstances permitted by University policy. Generally, an Incomplete is appropriate when circumstances beyond the student's control

prevent completion of a limited portion of course requirements and the student is otherwise passing the course.

Students are expected to resolve Incomplete grades promptly and within all University and Program deadlines. An unresolved Incomplete in a required course may prevent progression to subsequent coursework or clinical training when successful completion of that course is a prerequisite.

Students experiencing circumstances that may interfere with completion of a course are encouraged to communicate with the instructor and Program Director as early as possible.

Program of Study and Course Sequencing

The School Counseling curriculum is intentionally sequenced so that foundational knowledge and counseling skills are developed before students assume increasingly advanced clinical responsibilities. Many courses are offered only once each academic year and serve as prerequisites for subsequent courses or field experiences.

Students are therefore expected to follow the approved two-year or three-year Program of Study developed with the School Counseling Program. Changes to the prescribed sequence may delay graduation and require prior consultation with and approval from the Program Director. Students should not independently drop, postpone, substitute, or alter required coursework without consulting the Program Director.

Continuous Registration

Graduate students must maintain continuous registration from the time of formal admission until all degree requirements are completed unless an official leave of absence has been approved. Under current Graduate School policy, master's students must be registered for at least one course during each fall and spring semester while completing degree requirements. Failure to maintain continuous registration without an approved leave of absence may result in discontinuation from graduate study and may require the student to reapply for admission.

Leave of Absence

Students who need to interrupt their studies for one or more fall or spring semesters must request an official Leave of Absence in accordance with Graduate School procedures. Leaves may be considered for circumstances such as serious health conditions, parental leave, military service, or other compelling circumstances approved by the University.

Students considering a leave should consult the Program Director as early as possible. Because School Counseling courses are developmentally sequenced and many are offered only once each year, a leave of absence may require revision of the student's Program of Study and may extend the anticipated graduation date.

An approved leave of absence does not count toward the University's time limit for degree completion.

Link to Leave of Absence form: [Graduate Leave of Absence Policy](#)

Time to Degree Completion

The standard School Counseling Program of Study is designed for completion in two academic years (six semesters), with an approved three-year option available for students who require a reduced pace.

University policy requires all work for a master's degree to be completed within four consecutive calendar years. Exceptions or extensions require appropriate University approval. Students who anticipate difficulty completing the Program within the required time frame should consult the Program Director as early as possible to develop an appropriate plan.

Transfer Credits

Acceptance of graduate coursework completed prior to admission to the School Counseling Program is not automatic. All requests to apply prior coursework toward School Counseling degree requirements must be reviewed and approved by the Program and must also satisfy Graduate School requirements.

Under current Graduate School policy, up to six semester hours of eligible graduate transfer credit from another institution may be applied toward a master's degree when applicable requirements are met. Certain graduate credits earned at the University of Utah in nonmatriculated status may also be considered, subject to Graduate School limits and Program approval.

Because the School Counseling curriculum is aligned with professional, accreditation, state licensure, and clinical preparation requirements, approval of transfer or prior credit also depends on whether the previous course is sufficiently equivalent in content, rigor, learning outcomes, and professional preparation to the course it would replace.

Students seeking approval of transfer or prior coursework should contact the Program Director and provide requested documentation, which may include the course syllabus, official transcript, course description, assignments, or other evidence needed to establish equivalency.

Satisfactory Progress Toward the Degree

Satisfactory academic standing involves more than maintaining the minimum GPA. Students are also expected to make consistent progress through the prescribed curriculum and successfully complete required developmental milestones, including clinical readiness requirements, practicum, internship, the comprehensive examination, and other Program requirements. When a student's academic progress raises concern, the Program will provide timely feedback and, when appropriate, develop a plan to support improvement. Academic concerns that are not successfully resolved may result in remediation, probation, restriction of progression within the Program, or dismissal in accordance with the procedures described in the Remediation and Student Support section of this handbook.

Students are encouraged to consult the Program Director early whenever academic, personal, professional, or other circumstances may interfere with satisfactory progress. Early communication allows the Program and student to explore available options and supports before difficulties significantly affect progression.

Utah Residency for Tuition Purposes

The University of Utah assesses different tuition rates for students classified as Utah residents and nonresidents. Residency classification for tuition purposes is determined by the University of Utah Office of Admissions in accordance with applicable state law and University residency policies.

A student's initial residency classification is established during the admission process. Students who believe their residency classification is incorrect or who subsequently become eligible for resident tuition may apply to the University for tuition-rate reclassification.

Residency reclassification requirements differ depending upon a student's circumstances and the point at which residency eligibility is established. Students who qualify for a Utah residency pathway before beginning their graduate program may be eligible to seek reclassification under one of the University's applicable residency policies.

Once a student has begun a graduate program, the University's Graduate Residency Policy generally applies. Under current policy, graduate students seeking reclassification through this pathway must complete 40 semester credit hours of graduate-level coursework at the University of Utah and satisfy additional University requirements related to residency and domicile. Because requirements and deadlines may change, students should not rely solely on information contained in this handbook when determining eligibility.

Students classified as nonresidents are strongly encouraged to review residency requirements early in their program and consult directly with the University's Residency Division regarding their individual circumstances. Eligibility for resident tuition is determined by the University, not by the School Counseling Program, and reclassification is not automatic.

Students are responsible for submitting any required applications and supporting documentation by University deadlines. Residency reclassification generally applies prospectively; students should therefore pay careful attention to application deadlines and should not assume that tuition charges from a previous semester can be retroactively adjusted.

For current requirements, application procedures, deadlines, and available residency pathways, students should consult the University of Utah Office of Admissions Residency website or contact the Residency Division directly.

Link: [University of Utah Residency Information](#)

ACADEMIC INTEGRITY

Academic integrity is fundamental to graduate education and to the ethical practice of school counseling. Students in the School Counseling Program are preparing to enter a profession in which honesty, accuracy, accountability, sound judgment, and trust are essential. Accordingly, academic integrity is viewed not only as a University expectation, but also as an important component of professional identity and ethical development.

Students are expected to complete academic work honestly, accurately represent their own knowledge and contributions, appropriately acknowledge the work and ideas of others, and follow the specific academic expectations established by course instructors and the University.

Academic Honesty

Students are expected to submit work that accurately represents their own learning, thinking, and effort unless collaboration or use of outside assistance has been explicitly authorized. Students must follow course-specific expectations regarding collaboration, citation, use of resources, examinations, assignments, research activities, and other academic work.

The University of Utah defines academic misconduct to include behaviors such as cheating, misrepresenting one's work, inappropriate collaboration, plagiarism, fabrication or falsification of information, and intentionally assisting another person in committing academic misconduct.

Plagiarism and Misrepresentation of Work

Students are responsible for appropriately acknowledging words, ideas, data, analyses, materials, and other intellectual contributions obtained from outside sources.

Plagiarism includes presenting another person's words, ideas, phrasing, information, or other work as one's own without appropriate attribution. Misrepresentation may also include submitting work substantially prepared by another individual or submitting the same work for credit in more than one course without appropriate permission.

Students who are uncertain about citation, collaboration, attribution, or acceptable use of previously completed work should consult the course instructor before submitting the assignment.

Fabrication and Falsification

Students must accurately represent information used in coursework, research, assessment, and clinical training. Fabrication or falsification may include inventing data, observations, interviews, clinical activities, research findings, references, or other information; intentionally altering information to produce a desired result; or knowingly misrepresenting academic, professional, or clinical records.

Within the School Counseling Program, particular care must be taken with documentation associated with clinical training. Falsification or intentional misrepresentation of practicum or internship hours, direct-service activities, supervision, assessments, case information, or other clinical documentation represents both an academic integrity concern and a potentially serious professional and ethical concern.

Use of Artificial Intelligence and Other Digital Tools

Generative artificial intelligence and other emerging technologies can support learning when used thoughtfully, ethically, and in accordance with course and University expectations. At the same time, use of these tools does not remove a student's responsibility for the accuracy, originality, confidentiality, and integrity of submitted work.

Because appropriate uses of artificial intelligence may differ across courses and assignments, students are responsible for following the expectations established by each instructor. Unless otherwise permitted, students should not use artificial intelligence or other external tools in ways that substitute for their own required thinking, analysis, writing, clinical judgment, or demonstration of competence.

When use of artificial intelligence is permitted, students remain responsible for:

- Verifying the accuracy and quality of generated information;
- Providing appropriate acknowledgement or citation when required;
- Ensuring that submitted work reflects their own understanding;
- Protecting confidential or personally identifiable information; and
- Complying with all course, Program, placement-site, and University requirements.

Students must never enter personally identifiable or confidential information about K–12 students, families, clients, clinical cases, or field placement sites into publicly accessible artificial intelligence systems or other unapproved digital platforms.

When expectations regarding the use of artificial intelligence are unclear, students should ask the instructor before using the technology for an assignment or professional activity.

Academic Integrity and Professional Responsibility

Because students are preparing for professional practice, academic misconduct may also raise concerns regarding professional dispositions and readiness for school counseling practice. Behaviors involving dishonesty, falsification, misuse of confidential information, or serious breaches of academic integrity may therefore be considered within both the University's academic misconduct procedures and the School Counseling Program's student evaluation and professional development processes, as applicable.

The Program will distinguish between routine learning needs—for example, a student who needs additional instruction in appropriate citation—and conduct that represents academic or professional misconduct. Concerns will be addressed in accordance with the nature and severity of the behavior and applicable University procedures.

Consequences and University Procedures

Students are expected to comply with all University of Utah policies governing academic performance, academic conduct, and professional and ethical conduct.

Under University policy, academic misconduct may result in consequences ranging from revision or repetition of academic work and grade reduction to a failing grade, probation, suspension, dismissal from an academic program or the University, or other sanctions authorized by University policy. Serious professional or ethical misconduct may also result in sanctions affecting a student's standing within a professional preparation program.

Allegations of academic or professional misconduct will be addressed through current University procedures, including applicable notice, review, and appeal rights.

Students should consult the following University resources for current requirements and procedures:

University of Utah Policy 6-410: Student Academic Performance, Academic Conduct, and Professional and Ethical Conduct

This is the University's primary policy governing academic misconduct, academic performance, and professional and ethical misconduct.

Link: [University Policy 6-410: Student Academic Performance, Academic Conduct, and Professional and Ethical Conduct](#)

University of Utah Policy 6-400: Student Rights and Responsibilities

This policy describes broader student rights, responsibilities, behavioral expectations, and due process protections.

Because University policies may be revised, students are responsible for consulting the current versions of these policies.

Link: [University Policy 6-400: Student Rights and Responsibilities](#)

STUDENT RECORDS AND FERPA

The School Counseling Program respects the privacy and confidentiality of student educational records and maintains student information in accordance with the Family Educational Rights and Privacy Act (FERPA), University of Utah policies, and other applicable laws and regulations.

Program Records

The School Counseling Program maintains records necessary to support student advising, evaluation, clinical training, accreditation, and progression through the Program. Depending on the student's stage of training, Program records may include materials such as:

- Annual student evaluation letters;
- Clinical readiness evaluations;
- Practicum and internship evaluations;
- Documentation of clinical hours and required field experience activities;
- Professional development or remediation plans, when applicable;
- Records related to academic or professional progress; and
- Other documentation necessary for administration of the Program.

Student evaluation and clinical training records may become part of the student's educational record and are maintained and accessed only for legitimate educational and Program purposes in accordance with University policy.

Confidentiality and Access to Records

Program faculty and staff take reasonable measures to protect the confidentiality of student records. Information from student records is shared only with individuals who have a legitimate educational or professional need for access or when disclosure is otherwise permitted or required by law or University policy.

FERPA provides students with certain rights related to their educational records, including the right to inspect and review records maintained by the University and, under applicable circumstances, to request correction of information they believe is inaccurate or misleading. Students who wish to review or request access to their official educational records should follow the procedures established by the University of Utah Office of the Registrar.

ACCESSIBILITY AND DISABILITY ACCOMMODATIONS

The School Counseling Program is committed to providing an accessible learning environment and supporting the full participation of students with disabilities.

Students who experience a disability-related barrier or who wish to request academic or clinical training accommodations should work directly with the University of Utah Center for Disability & Access (CDA). CDA is the University office responsible for determining eligibility for disability-related accommodations and coordinating reasonable accommodations based on the individual needs of the student and the essential requirements of courses and academic programs.

Students are encouraged to contact CDA as early as possible when accommodations may be needed. Approved accommodations are implemented in collaboration with the student, CDA, faculty, and, when applicable, clinical training personnel.

Students are not required to disclose disability-related diagnostic or medical information directly to School Counseling faculty in order to request accommodations. Faculty will implement accommodations authorized by CDA while maintaining the academic, clinical, ethical, and professional standards essential to the School Counseling Program.

Students participating in practicum or internship who anticipate needing accommodations within a clinical placement are encouraged to begin the accommodation process early so that appropriate arrangements can be considered before or during placement.

For current information regarding eligibility, documentation, and accommodation procedures, students should consult the University of Utah Center for Disability & Access.

Link: [Center for Disability & Access](#)

NONDISCRIMINATION, HARASSMENT, AND TITLE IX

The School Counseling Program is committed to creating a learning and professional community characterized by respect, inclusion, belonging, fairness, and equitable opportunity. Students, faculty, staff, supervisors, and other members of the Program community are expected to contribute to an environment in which individuals are treated with dignity and are able to participate fully in educational and professional activities.

The University of Utah prohibits discrimination, discriminatory harassment, sexual misconduct, and retaliation in accordance with University policy and applicable law. These protections apply to University programs and activities, including academic coursework, clinical training, field placements, and other activities associated with the School Counseling Program.

Seeking Support or Raising a Concern

Students who experience or become aware of discrimination, harassment, sexual misconduct, retaliation, or other conduct that may violate University policy are encouraged to seek assistance.

Depending on the circumstances and the student's preference, a student may contact:

- The School Counseling Program Director;
- The Chair of the Department of Educational Psychology;
- The University of Utah Office of Equal Opportunity and Title IX (OEO); or
- Another appropriate University office or resource.

Students may contact the Program Director or Department Chair for consultation, assistance identifying available resources, or support in navigating University procedures. Formal complaints involving discrimination, harassment, sexual misconduct, or retaliation are handled through the appropriate University processes rather than independently by the School Counseling Program.

Office of Equal Opportunity and Title IX

The Office of Equal Opportunity and Title IX provides consultation regarding possible discrimination, harassment, sexual misconduct, and retaliation; receives and reviews complaints; coordinates applicable University processes; and provides information regarding supportive measures and available resources.

Students may contact OEO directly and do not need to first raise a concern with the Program Director or Department Chair.

Students should also be aware that some University employees may have reporting responsibilities under University policy. Faculty or staff members who receive information regarding certain forms of discrimination or sexual misconduct may therefore be required to share that information with the appropriate University office. Students seeking confidential support may contact University resources specifically designated as confidential.

Retaliation

Retaliation against an individual for reporting a concern, requesting an accommodation, participating in a University process, or otherwise exercising rights protected under University policy is prohibited.

The School Counseling Program supports students who raise concerns in good faith and is committed to maintaining a professional environment in which questions, concerns, and differing perspectives can be addressed respectfully and appropriately.

University Resources

Students should consult the University's current policies and resources for definitions, reporting options, procedures, supportive measures, and other information related to discrimination, harassment, sexual misconduct, and Title IX.

Link to Office of Equal Opportunity and Title IX: [Office of Equal Opportunity and Title IX](#)

PROFESSIONAL EXPECTATIONS & STUDENT DISPOSITIONS

The School Counseling Program is committed to preparing graduates who possess not only the knowledge and clinical skills required for professional practice, but also the professional dispositions, ethical judgment, and interpersonal qualities expected of effective school counselors.

Professional preparation extends beyond successful completion of coursework. Throughout the program, students are expected to demonstrate behavior consistent with the ethical standards of the counseling profession, the values of the School Counseling Program, and the expectations of professional practice in K–12 schools. Accordingly, faculty evaluate students on both academic achievement and professional development across multiple settings, including the classroom, clinical experiences, supervision, professional meetings, interactions with peers and faculty, and engagement with school personnel and community partners.

Students are expected to consistently demonstrate the following professional dispositions:

Academic Performance: Students are expected to demonstrate intellectual curiosity, preparation, critical thinking, timely completion of coursework, and the ability to integrate research and evidence-based practices into professional decision making.

Clinical Competence: Students are expected to progressively develop the counseling knowledge and skills necessary for effective school counseling practice. This includes establishing therapeutic relationships, applying counseling theories and interventions appropriately, implementing comprehensive school counseling services, using assessment and data to guide decision making, and demonstrating sound professional judgment.

Professional Conduct: Students are expected to conduct themselves in a manner consistent with the responsibilities of professional school counselors. Professional conduct includes dependability, integrity, accountability, punctuality, appropriate boundaries, respect for others, appropriate use of technology, and adherence to University, school district, and program policies.

Ethical Practice: Students are expected to understand and consistently apply the ethical standards of the American School Counselor Association (ASCA), relevant Utah State Board of Education regulations, federal and state law, and University policies. Students are expected to recognize ethical dilemmas, seek consultation when appropriate, maintain confidentiality, and demonstrate ethical decision making throughout their professional preparation.

Cultural Humility and Inclusive Practice: Students are expected to demonstrate openness, respect, and responsiveness when working with individuals from diverse backgrounds and experiences. This includes engaging in ongoing self-reflection, recognizing personal assumptions and biases, seeking to understand perspectives different from one's own, and providing culturally responsive and developmentally appropriate services that promote educational opportunity and belonging for every student.

Professional Communication: Students are expected to communicate professionally in written, verbal, and electronic formats with classmates, faculty, supervisors, school personnel, parents, and community partners. Professional communication includes respectful dialogue, timely responsiveness, effective collaboration, constructive participation in difficult conversations, and appropriate documentation.

Responsiveness to Feedback and Supervision: Professional growth requires openness to supervision and continuous learning. Students are expected to actively seek feedback, thoughtfully reflect upon it, demonstrate a willingness to improve, and incorporate supervisory recommendations into future practice. The ability to receive, integrate, and apply constructive feedback is considered an essential professional competency.

Self-Awareness and Reflective Practice: Effective school counselors continually examine how their own values, beliefs, experiences, emotions, and interpersonal style influence their professional work. Students are expected to engage in honest self-reflection throughout the program, identify areas for continued growth, practice appropriate self-care, and demonstrate a commitment to lifelong personal and professional development.

Professional Identity: Students are expected to develop an identity as professional school counselors through active participation in the profession. This includes engagement in professional organizations, attendance at professional development activities, collaboration with peers and mentors, advocacy for students and the profession, and a commitment to ongoing learning throughout one's career.

Evaluation of Professional Dispositions

Professional dispositions are evaluated continuously throughout the School Counseling Program rather than in a single course or experience. Faculty members, clinical supervisors, and the Program Director consider multiple sources of information when evaluating students, including classroom performance, clinical evaluations, supervision, direct observations, case presentations, self-assessments, professional interactions, and field experience feedback.

When concerns arise regarding a student's academic performance, professional conduct, clinical competence, ethical behavior, or professional dispositions, the Program will provide timely feedback and, when appropriate, implement a structured remediation plan designed to support the student's development. Students are encouraged to view feedback as an integral component of professional growth and counselor development.

CLINICAL TRAINING EXPECTATIONS

Clinical field experiences are an essential component of professional preparation in the School Counseling Program. Practicum and internship provide students with opportunities to integrate academic knowledge, counseling skills, ethical practice, cultural responsiveness, consultation, collaboration, and professional judgment in authentic K–12 educational settings.

Participation in field experiences carries responsibilities beyond those associated with traditional coursework. During practicum and internship, students function as school counselors-in-training and represent themselves, the School Counseling Program, the University of Utah, and the

school counseling profession. Students are therefore expected to meet the professional, ethical, clinical, and administrative expectations of both the University and their placement site.

Practicum and Internship

Students complete two supervised clinical field experiences: School Counseling Practicum and School Counseling Internship. Students may begin each field experience only after satisfying applicable prerequisites and receiving Program approval.

Practicum provides an initial opportunity to apply counseling knowledge and skills under close supervision. Internship represents the culminating clinical experience and requires students to assume increasingly complex and independent responsibilities consistent with the role of a professional school counselor.

Students must complete all required field experience hours, direct-service hours, supervision requirements, evaluations, documentation, and other assignments associated with each experience. Specific requirements and procedures are described in the applicable Practicum and Internship materials provided by the Program.

Background Check and Educator Licensure Requirements

Because students provide services in K–12 educational settings, they must satisfy all University, Utah State Board of Education, school district, and placement-site requirements related to background checks, fingerprinting, and educator licensure or authorization.

Students are responsible for completing required processes by established deadlines and for maintaining any required authorization throughout their field experience. Failure to obtain or maintain required clearance may prevent a student from beginning or continuing practicum or internship and may delay progression through the Program.

Students are expected to promptly inform the Program Director of circumstances that could affect their eligibility to participate in a school-based clinical placement.

Professional Liability Insurance

Students participating in clinical field experiences must maintain appropriate professional liability insurance when required by the University, Program, placement site, professional organization, or applicable policy.

Students are responsible for providing documentation of coverage when requested and for ensuring that coverage remains active throughout the clinical experience. Students should consult the Program if they have questions regarding required coverage or acceptable forms of professional liability insurance.

Student membership in the American School Counselor Association (ASCA) includes professional liability insurance coverage of up to \$1 million. Students are therefore required to maintain active ASCA membership throughout their practicum and internship experiences to ensure continuous professional liability coverage.

Orientation to the Clinical Site

At the beginning of each placement, students are expected to participate in an orientation with their site supervisor and become familiar with the school's organization, counseling program, policies, procedures, personnel, student population, emergency protocols, documentation practices, confidentiality expectations, technology systems, and available student-support resources.

Students are responsible for learning and following the policies and procedures of their placement site, provided those requirements are consistent with professional ethical standards, Program expectations, and applicable law. Questions or conflicts involving site policies should be discussed with the site supervisor and, when appropriate, the university instructor or Program Director.

Attendance, Reliability, and Time Management

Consistent attendance and dependability are fundamental professional expectations during clinical training. Students are expected to arrive on time, remain at the site for scheduled hours, attend required supervision and meetings, complete assigned responsibilities, and communicate proactively regarding scheduling issues.

Students should follow the placement site's procedures regarding illness, emergencies, school closures, absences, and schedule changes. When an absence is unavoidable, students are expected to notify their site supervisor and, when appropriate, their university instructor as soon as reasonably possible.

Repeated lateness, unexplained absences, failure to communicate appropriately, or failure to fulfill agreed-upon responsibilities may raise concerns regarding professional readiness and may affect the student's clinical evaluation.

Professional Appearance and Conduct

Students are expected to present themselves in a manner consistent with professional expectations within their school setting. Professional appearance should be appropriate to the student's responsibilities, the developmental level of the students served, the culture and expectations of the placement site, and the activities planned for the day.

Professional conduct also includes appropriate interpersonal boundaries, respectful interactions, responsible use of technology and social media, adherence to school policies, sound judgment, and behavior that supports trust among students, families, colleagues, and supervisors. Students who are uncertain about expectations for dress, communication, boundaries, or other aspects of professional conduct should consult their site supervisor.

Confidentiality and Student Information

Protecting the privacy and confidentiality of students and families is an essential ethical and legal responsibility. Students must follow applicable professional ethical standards, federal and state laws, University requirements, and school district policies regarding confidential information and educational records.

Students may discuss confidential information only with individuals who have a legitimate professional need for the information and only in appropriate settings. Personally identifiable student information should not be discussed in public spaces, shared through unauthorized electronic communication, stored on unapproved devices or platforms, or included in course assignments unless appropriate safeguards have been established.

When cases are discussed in university supervision, case presentations, or written assignments, students must protect the identity of the student and family and follow Program expectations regarding de-identification of information.

Students who are uncertain about whether information may be shared should consult their site supervisor or university supervisor before disclosing the information whenever circumstances permit.

Clinical Documentation

Students are responsible for completing documentation associated with their clinical work accurately, professionally, ethically, and within required timelines. Documentation may include field experience contracts, hour logs, direct-service records, case presentation materials, supervision documentation, evaluations, and records required by the placement site. Students must accurately report all clinical hours and activities. Falsification or intentional misrepresentation of field experience hours, services provided, supervision, or other clinical documentation constitutes a serious professional and ethical concern.

Clinical documentation containing identifiable information about K–12 students or families must be maintained only through systems approved by the placement site or Program.

Professional Communication and Collaboration

Students are expected to communicate professionally and respectfully with students, families, teachers, administrators, site supervisors, university faculty, community professionals, and other members of the school community.

Professional communication includes timely responses to messages, appropriate written and verbal communication, respectful participation in meetings, appropriate consultation, collaborative problem solving, and sensitivity to the roles and responsibilities of other professionals.

When disagreements or difficult situations arise, students are expected to communicate constructively, seek consultation as appropriate, and approach conflict in a manner consistent with professional and ethical standards.

Supervision and Responsiveness to Feedback

Supervision is a central component of clinical training. Students are expected to participate actively and consistently in both site-based and university supervision, come prepared to discuss their work, disclose relevant clinical concerns, ask questions when uncertain, and make appropriate use of supervisory guidance.

Students are expected to receive feedback with openness and professionalism, reflect upon supervisory recommendations, and demonstrate an ability to incorporate feedback into

subsequent practice. Seeking consultation is considered a sign of professional responsibility rather than a weakness.

Students should immediately consult their supervisor when encountering situations involving significant ethical, legal, safety, crisis, or clinical concerns that exceed their level of training or competence.

Direct Observation of Clinical Practice

Students' counseling practice must be observed and evaluated as part of their clinical preparation. During field experiences, students may be directly observed by site supervisors or university faculty while providing individual counseling, group counseling, classroom instruction, consultation, or other direct professional services.

Direct observation provides supervisors with an opportunity to evaluate actual professional performance and provide specific formative feedback regarding counseling skills, communication, ethical practice, cultural responsiveness, and other areas of competence. Students are expected to participate fully in required direct-observation procedures and use feedback from these experiences to guide continued professional development.

Site Supervisor Evaluation

Site supervisors provide formal evaluations of student performance during practicum and internship. Evaluations address the student's developing competence, professional behavior, ethical practice, responsiveness to supervision, communication, collaboration, cultural responsiveness, and readiness for increasingly independent school counseling practice. Students are expected to review supervisor feedback thoughtfully and incorporate recommendations into their professional development goals.

A supervisor evaluation that identifies significant concerns does not automatically result in failure of the field experience. The Program will review the nature and severity of the concern, consult with the student and supervisor, and determine an appropriate response. Depending on the circumstances, this may include additional supervision, targeted skill development, additional clinical hours, a professional development plan, formal remediation, repetition of all or part of a field experience, or other actions necessary to support competency development and protect K–12 students.

Responsibility to Protect Students and Seek Assistance

School counseling students are developing professionals and are not expected to manage every clinical situation independently. Students must practice within the boundaries of their current training and competence and seek assistance whenever they encounter situations that exceed those boundaries.

The welfare of K–12 students is the highest priority in clinical decision making. When a student counselor is uncertain about how to respond to a situation involving risk, abuse or neglect, suicidal behavior, threats of harm, ethical dilemmas, confidentiality, legal requirements, or other significant concerns, the student must seek immediate consultation from the site supervisor and follow applicable school, district, legal, and Program procedures.

Successful clinical training requires the ability to recognize one's limits, seek appropriate consultation, integrate feedback, and continually develop professional judgment. These behaviors are considered essential indicators of readiness for professional school counseling practice.

Professional Wellness & Self-Care

The School Counseling Program recognizes that professional wellness is essential to ethical, effective, and sustainable counseling practice. Graduate education and clinical training can be demanding, and students are expected to actively attend to their own well-being throughout the Program.

Self-care is viewed not as an optional activity, but as a professional responsibility that supports sound clinical judgment, effective decision making, healthy professional boundaries, resilience, and the ability to provide high-quality services to K–12 students and families.

During internship, students engage in structured self-assessment and professional wellness planning through the Self-Care Compass, an interactive professional development tool designed to help students intentionally assess, monitor, and strengthen multiple dimensions of wellness. Students develop individualized self-care goals, monitor their progress throughout the semester, reflect upon factors that support or hinder their well-being, and identify strategies for sustaining professional wellness throughout their careers.

Students are encouraged to discuss professional wellness with their supervisors, faculty, and professional mentors and to seek appropriate support whenever personal, academic, or professional stress begins to interfere with their effectiveness or well-being. Developing sustainable self-care practices is considered an important aspect of professional identity and lifelong professional development.

STUDENT EVALUATION

The School Counseling Program is committed to supporting students' development into competent, ethical, reflective, and professionally responsible school counselors. Student evaluation is therefore viewed as an ongoing developmental process rather than a single event. Throughout the Program, students receive formative and summative feedback designed to identify strengths, recognize growth, clarify expectations, identify areas requiring additional development, and determine readiness for increasingly advanced professional responsibilities.

Evaluation occurs across academic, clinical, interpersonal, ethical, and professional domains. Because successful school counseling practice requires more than academic knowledge, satisfactory grades alone do not constitute satisfactory progress in the Program.

Sources of Evaluation Information

Faculty consider multiple sources of information when evaluating student development and professional progress. Depending on the student's stage in the Program, these may include:

- Academic performance and course grades;
- Faculty observations and feedback;
- Clinical Readiness Verification completed during Counseling Skills;
- Practicum and internship supervisor evaluations;

- Direct observations of clinical practice;
- Performance in case presentations and other applied assignments;
- Demonstration of professional dispositions;
- Ethical and professional behavior;
- Cultural humility and responsiveness;
- Professional communication and collaboration;
- Responsiveness to supervision and feedback;
- Student self-assessments and reflective activities;
- Progress toward professional development goals;
- Completion of required clinical hours and Program milestones; and
- Other information relevant to the student's readiness for professional school counseling practice.

No single source of information is ordinarily used to evaluate a student's overall professional development. Faculty consider patterns of performance across settings and over time whenever possible.

End of Semester Faculty Review

The core School Counseling faculty formally review student progress at the conclusion of each academic semester. Faculty consider students' academic performance, clinical development, professional dispositions, ethical conduct, cultural responsiveness, responsiveness to supervision and feedback, interpersonal and professional functioning, and progress toward completion of Program requirements.

The purpose of the semester review is both evaluative and developmental. Faculty identify students who are progressing satisfactorily as well as students who may benefit from additional feedback, support, or intervention.

Concerns do not need to wait until a formal faculty review to be addressed. When a faculty member, instructor, clinical supervisor, or Program Director identifies a meaningful concern, the student should receive feedback as promptly as possible so that they have an opportunity to understand and address the concern.

Student Self-Assessment and Professional Goals

Students are expected to take an active role in evaluating their own development. At designated points throughout the Program, students complete structured self-assessments, identify areas of strength and continued growth, establish professional development goals, and reflect upon their progress.

During clinical training, this process includes the Internship Assessment Tool and Self-Care Compass, which allow students to evaluate their professional competencies and wellness at multiple points across the semester. Students are expected to use information from self-assessment, faculty feedback, supervision, mentoring, and clinical evaluation to establish meaningful goals for continued development.

Self-assessment is not intended to replace faculty or supervisor evaluation. Rather, it develops students' ability to critically examine their own professional practice, identify limitations, seek

appropriate feedback and consultation, and assume responsibility for lifelong professional development.

Annual Written Evaluation

At the conclusion of the spring semester, each student receives a formal written evaluation letter summarizing their progress during the academic year.

The annual evaluation letter communicates the faculty's overall assessment of the student's development and may include recognition of demonstrated strengths, progress toward Program learning objectives and professional competencies, areas for continued development, and specific evaluative feedback or recommendations for the following academic year.

Students are encouraged to thoughtfully review their annual evaluation, discuss questions or concerns with the Program Director or their professional mentor, and incorporate relevant recommendations into their professional development goals.

If the faculty identify concerns requiring formal action, the annual evaluation letter or a separate written notice will clearly describe the concern, expectations for improvement, and any required follow-up. Significant concerns that arise earlier in the academic year will be addressed when identified rather than delayed until the annual evaluation.

STUDENT RETENTION, REMEDIATION, AND DISMISSAL POLICY

The School Counseling Program is committed to supporting students' successful development and retention while also ensuring that graduates demonstrate the academic, clinical, ethical, interpersonal, and professional competencies necessary for safe and effective school counseling practice. Continued enrollment and progression in the Program therefore depend upon satisfactory performance across both academic and professional domains. Satisfactory academic performance alone does not ensure continued progression when significant concerns exist regarding clinical competence, ethical conduct, professional dispositions, interpersonal functioning, responsiveness to supervision, or other essential requirements of professional practice.

When concerns arise, the Program ordinarily seeks to address them through the developmental processes described below, which may include developmental feedback, a Professional Development Plan, formal remediation, or probation. When concerns remain unresolved, required competencies cannot be demonstrated, remediation requirements are not successfully completed, or serious professional, ethical, clinical, or safety concerns warrant more immediate action, dismissal from the Program may be considered in accordance with University policies and applicable due-process procedures.

Philosophy of Remediation

The School Counseling Program recognizes that becoming a professional counselor is a developmental process. Students enter the Program with different experiences, strengths, and areas for continued growth, and receiving constructive feedback is a normal and expected part of professional preparation.

The Program's goal when concerns arise is to address them early, clearly, fairly, and developmentally whenever circumstances permit. Faculty seek to provide students with meaningful feedback, appropriate support, reasonable opportunities to demonstrate improvement, and clear expectations regarding professional competence.

At the same time, the School Counseling Program has an ethical responsibility to the K–12 students and families served by counselors-in-training, to partnering schools and districts, to the University, and to the school counseling profession. The Program must therefore ensure that students demonstrate the academic knowledge, clinical competence, ethical judgment, professional dispositions, and interpersonal functioning necessary for safe and effective professional practice.

Remediation decisions are based on the nature, severity, persistence, and context of the concern. Not every concern follows every level described below. Minor developmental concerns may be resolved through routine feedback, while serious ethical, safety, or professional concerns may require immediate formal action consistent with University policy and due process requirements.

Areas That May Require Additional Support or Remediation

Concerns may arise in areas including, but not limited to:

- Academic performance;
- Counseling knowledge or clinical skills;
- Ethical or legal decision making;
- Professional conduct or dispositions;
- Cultural humility or responsiveness;
- Interpersonal functioning;
- Professional communication;
- Dependability, attendance, or time management;
- Maintenance of appropriate professional boundaries;
- Responsiveness to supervision or feedback;
- Accurate clinical documentation;
- Ability to recognize limitations and seek consultation;
- Practicum or internship performance;
- Progress toward Program requirements; or
- Behavior that may adversely affect the welfare of K–12 students or the student's ability to function effectively as a professional school counselor.

Faculty consider whether concerns represent an expected developmental need, a specific knowledge or skill deficit, a recurring pattern across settings, a significant professional or ethical concern, or an issue that may affect the student's ability to provide safe and competent professional services.

A Developmental Continuum of Support and Remediation

The Program generally conceptualizes student concerns along the following developmental continuum. Placement at a particular level depends upon the nature and severity of the concern and is determined by the Program rather than automatically progressing sequentially from one level to another.

Level 1: Developmental Feedback

Developmental feedback is a routine and expected component of counselor preparation. Students regularly receive feedback from instructors, supervisors, mentors, and faculty regarding areas in which continued development would strengthen their professional practice.

Examples may include refinement of counseling skills, documentation, professional communication, confidence, organization, classroom facilitation, case conceptualization, or other emerging competencies.

Developmental feedback is generally addressed within normal coursework, supervision, mentoring, or clinical instruction. A formal remediation plan is ordinarily not required. Students are expected to thoughtfully consider feedback and demonstrate appropriate effort to incorporate recommendations into subsequent performance.

Level 2: Professional Development Plan

When a concern is more persistent, occurs repeatedly, or requires more focused attention than routine feedback provides, the student may be asked to complete a Professional Development Plan.

Examples may include repeated lateness or missed responsibilities, difficulty integrating supervisory feedback, recurring professional communication concerns, interpersonal difficulties, or a specific clinical skill deficit.

The student typically meets with the Program Director and/or appropriate faculty member to clarify the concern and establish a written plan. The Professional Development Plan may identify:

- The concern or area requiring development;
- Expected professional behavior or level of competence;
- Specific goals for improvement;
- Actions the student will take;
- Resources or supports available to assist the student;
- Evidence that will demonstrate improvement;
- A time frame for completing the plan; and
- A date for follow-up review.

A Professional Development Plan is intended to provide additional structure and support and does not necessarily constitute formal probation.

Level 3: Formal Remediation

Formal remediation may be initiated when concerns are significant, recurring, affect clinical or professional competence, involve ethical or professional conduct, or have not been adequately addressed through previous developmental efforts.

Examples may include significant counseling skill deficits, repeated professionalism concerns, substantial difficulty integrating supervision, serious clinical performance concerns, or other behaviors that raise questions regarding readiness for professional practice.

The student will receive written notice of the concern and meet with the Program Director and, when appropriate, other faculty members to discuss the concern and remediation process.

A Formal Remediation Plan will ordinarily include:

- A clear description of the concern;
- The professional or Program expectation that has not been met;
- Specific behavioral or competency-based goals;
- Required activities or corrective actions;
- Supports, supervision, consultation, or educational resources available to the student;
- Objective or observable evidence that will be used to evaluate progress;
- Specific deadlines and review dates;
- Any temporary restrictions on coursework or clinical activities;
- The individuals responsible for evaluating progress; and
- Potential consequences if the remediation requirements are not successfully completed.

Remediation requirements will be tailored to the concern whenever possible. Examples may include additional supervision, repeated or supplemental coursework, additional clinical practice, additional field experience hours, targeted skill development, reflective assignments, structured consultation, or other appropriate developmental activities.

The student will have an opportunity to discuss the plan, ask questions, and provide relevant information. The Program will document progress and review the student's status at the time specified in the plan.

Level 4: Probation

Probation represents a formal determination that a student is not currently meeting one or more significant Program expectations and that continued enrollment or progression requires demonstrated improvement.

Probation is intended to provide a structured opportunity for the student to demonstrate improvement while allowing the Program to fulfill its responsibility to protect K–12 students, maintain professional standards, and ensure readiness for practice.

A student placed on probation will receive written notification describing:

- The basis for probation;
- The competencies or behaviors requiring remediation;
- The requirements for returning to satisfactory standing;
- The time frame for demonstrating improvement;
- The evidence that will be used to determine successful remediation;
- Any restrictions placed upon clinical training or Program progression;
- Scheduled dates for review; and
- Potential consequences if the requirements are not satisfied.

Depending upon the circumstances, a student on probation may be restricted from beginning or continuing practicum or internship, progressing to subsequent coursework, assuming particular clinical responsibilities, or completing other Program milestones until sufficient improvement has been demonstrated.

A student's status will be reviewed according to the timeline established in the remediation or probation documentation. When the student has successfully satisfied the required conditions, the Program will document the student's return to satisfactory standing.

Academic probation associated with GPA or other University academic-standing requirements is also subject to applicable Graduate School and University policies.

Level 5: Dismissal

Dismissal from the School Counseling Program may be considered when a student is unable or unwilling to demonstrate the competencies required for professional practice despite reasonable opportunities for remediation, when required remediation is not successfully completed, or when conduct is sufficiently serious that continued participation in the Program is inconsistent with professional, ethical, clinical, or University standards.

Circumstances that may warrant consideration of dismissal include, but are not limited to:

- Persistent failure to meet academic requirements;
- Failure to successfully complete a required remediation or probation plan;
- Inability to demonstrate minimum clinical competence;
- Serious or repeated violations of ethical or professional standards;
- Conduct that places K–12 students or others at risk;
- Falsification of clinical, academic, or professional records;
- Serious academic or professional misconduct; or
- Other circumstances demonstrating an inability to meet essential Program or professional requirements.

Not every case requires progression through Levels 1–4 before dismissal may be considered.

Serious misconduct, significant ethical violations, or circumstances involving safety may require accelerated action consistent with applicable University policy.

Any decision involving suspension or dismissal will follow applicable University procedures and due process requirements. Students will receive written notice of decisions affecting their standing and information regarding applicable appeal rights.

Remediation Process at a Glance

Concern Identified



Discussion and Clarification with Student



Developmental Feedback



Professional Development Plan, if needed



Formal Remediation, if needed



Probation, when warranted



Return to Satisfactory Standing when Requirements Are Met

If concerns remain unresolved, required competencies cannot be demonstrated, or serious circumstances warrant further action



Consideration of Dismissal in Accordance with University Due Process Procedures

Student Participation in Remediation

Students are expected to participate actively and professionally in remediation processes. This includes attending required meetings, thoughtfully considering feedback, asking questions when expectations are unclear, completing required activities within established timelines, providing requested documentation, and demonstrating meaningful efforts toward improvement.

Responsiveness to remediation itself may be considered evidence of professional development. Conversely, persistent unwillingness to acknowledge concerns, participate in remediation, or integrate reasonable professional feedback may raise additional questions regarding readiness for professional practice.

Program Support During Remediation

Remediation is not intended to be punitive. When appropriate, the Program will identify resources and supports that may assist students in meeting professional expectations. These may include additional faculty consultation, mentoring, increased supervision, skill-building activities, academic resources, revised professional development goals, or referrals to appropriate University resources.

Students are encouraged to communicate openly with the Program Director regarding barriers affecting their ability to complete remediation requirements. When circumstances warrant and professional standards can still be maintained, reasonable adjustments to the remediation process may be considered.

Documentation and Confidentiality

Formal concerns, remediation plans, probation decisions, progress reviews, and outcomes will be documented in accordance with Program and University procedures.

Information regarding student evaluation and remediation will be shared only with individuals who have a legitimate educational or professional need to participate in the evaluation, supervision, decision-making, or support process, consistent with applicable University policy and student privacy requirements.

STUDENT APPEALS AND DUE PROCESS

Students have the right to fair treatment, timely notice of significant evaluative decisions, and applicable due process protections under University of Utah policies.

The School Counseling Program encourages students to seek clarification and attempt informal resolution of concerns when appropriate. Depending upon the nature of the concern, a student may begin by discussing the matter with the faculty member, instructor, clinical supervisor, or Program Director involved.

The Program recognizes, however, that differences in authority or evaluative responsibility may make direct resolution difficult in some circumstances. Students are not required to resolve

concerns informally when doing so would be inappropriate, create a conflict of interest, or involve allegations for which University policy establishes a different reporting process.

When a student disagrees with an academic action, evaluation, remediation decision, probation decision, or other Program action for which an appeal is permitted, the student should consult the applicable University of Utah Code of Student Rights and Responsibilities and current University appeals procedures.

Depending on the type of decision, review or appeal may involve the Program Director, Department Chair, College of Education, Graduate School, or other University office or committee with jurisdiction over the matter.

Students are responsible for following applicable University procedures and deadlines when submitting a formal appeal. Because procedures and timelines may change, the School Counseling Program does not reproduce the complete University appeals process in this handbook. Students should consult the current University policy and may contact the Program Director, Department Chair, Graduate School, or other appropriate University office for assistance identifying the applicable process.

Participation in an appeal or grievance process will not, by itself, adversely affect a student's standing in the School Counseling Program. The Program is committed to considering student concerns respectfully and in accordance with University policy, applicable due process protections, and professional standards.

PART V: STUDENT RESOURCES

FUNDING OPPORTUNITIES

University Scholarships

In addition to College of Education scholarships, graduate students may be eligible for University-wide scholarships, fellowships, and awards administered through the Office of Scholarships and Financial Aid, the Graduate School, academic departments, and other University offices.

Students are encouraged to create and maintain a current profile in the University's scholarship application system (ScholarshipU) and to review available opportunities throughout the academic year. ScholarshipU matches students with scholarship opportunities based upon information provided in their student profile and scholarship applications.

Link to General University of Utah Scholarships: [University Scholarships and Financial Aid](#)

College of Education Scholarships

The College of Education awards numerous scholarships to undergraduate and graduate students each year. Scholarship opportunities are supported through endowments, alumni gifts, and private donors and may recognize academic achievement, leadership, financial need, professional interests, community service, or other criteria.

Most College of Education scholarships require only one general scholarship application, after which students are automatically matched with scholarship opportunities for which they qualify. Students are strongly encouraged to complete the application annually, even if they have previously received a scholarship, as most awards are not automatically renewed.

The College of Education scholarship application typically opens during the spring semester for the following academic year, with a priority deadline of approximately March 1. Because scholarship deadlines and eligibility requirements may change from year to year, students should consult the College of Education scholarship website for current information.

Link to College of Education Scholarship Information: [College of Education Financial Aid and Scholarships](#)

School Counseling Program Leadership Opportunities

In addition to scholarships and financial aid, the School Counseling Program offers several paid leadership positions that allow students to contribute to the Program while developing leadership, communication, organization, collaboration, and professional service skills. These opportunities are typically announced annually, and interested students are invited to apply through a competitive selection process.

School Counseling Program Assistant

The School Counseling Program Assistant is a graduate student leadership position that works closely with the Program Director to support the day-to-day operations of the School Counseling Program. Responsibilities include assisting with program communication, monitoring the program email account, coordinating monthly prospective student question-and-answer sessions, supporting accreditation and assessment activities, participating in faculty meetings, communicating with student representatives, and assisting with other program initiatives throughout the academic year.

The position provides students with valuable leadership and administrative experience while offering opportunities to collaborate closely with faculty, gain insight into counselor education and program administration, and contribute to the continued growth and success of the School Counseling Program.

Compensation is \$22 an hour for up to 10 hours per week during the Fall and Spring semesters.

School Counseling Student Representatives

The School Counseling Program appoints two Student Representatives each academic year to serve as liaisons between students and faculty. Student Representatives communicate student perspectives, identify areas for program improvement, assist in planning program activities, welcome and support incoming students, and help foster a strong sense of community within the Program.

Student Representatives attend Counseling/Counseling Psychology faculty meetings and Program Town Hall meetings where they share student feedback, discuss program initiatives, and collaborate with faculty to strengthen the student experience. They also assist with student engagement activities, recruitment events, and other professional development opportunities as needed.

Serving as a Student Representative provides meaningful leadership experience while helping students develop advocacy, collaboration, communication, and organizational skills that are central to the professional role of school counselors.

Student Representatives receive a \$1,000 stipend for their service during the academic year.

GRADUATE WRITING CENTER

The Graduate Writing Center provides free writing support to University of Utah master's and doctoral students and postdoctoral scholars. Graduate writing consultants can assist students with course papers, literature reviews, research proposals, conference papers, grant applications, professional documents, and other academic writing.

Consultations are available both in person and online, and students may seek support at any stage of the writing process, including developing ideas, organizing arguments, improving clarity and flow, strengthening APA style, and revising written work. Graduate students also have access to Grammarly Premier through the University.

Students are encouraged to use the Graduate Writing Center throughout the Program, particularly when completing major written assignments, research-related projects, case conceptualizations, and professional materials.

Link to Graduate Writing Center: [Graduate Writing Center](#)

J. WILLARD MARRIOTT LIBRARY

The **J. Willard Marriott Library** provides extensive resources to support graduate education, research, and professional development. Students have access to books, journals, research databases, electronic resources, study spaces, technology, and research assistance.

Students may also schedule individual research consultations with a librarian, either in person or by Zoom. Librarians can assist students with developing research questions, identifying appropriate databases, conducting literature searches, locating scholarly sources, and using citation and research-management tools.

The Library maintains subject specialists in Education, including Educational Psychology, who can provide discipline-specific research assistance.

Link to Marriott Library: [J. Willard Marriott Library](#)

COMPUTERS AND TECHNOLOGY

Students have access to Mac and Windows computers in open-access computer labs across campus. Major computer lab locations include the Marriott Library Knowledge Commons, the A. Ray Olpin Student Union, and Benchmark Plaza.

The Marriott Library Knowledge Commons provides extensive technology support, including computers, software, printing and scanning, technology assistance, and equipment checkout.

University students also have access to a broad range of software for academic and professional use, including Microsoft Office 365 and other University-supported applications.

Students who need temporary access to technology may also check out equipment through the Marriott Library, including laptops, chargers, tablets, cameras, calculators, and other devices.

Link to Knowledge Commons: [Marriott Library Knowledge Commons](#)

PRINTING, COPYING, & SCANNING

Printing, copying, and scanning services are available through the Marriott Library and campus computer labs. Students may print from Library computers, campus computer labs, and supported personal devices.

The easiest way to pay for standard printing and copying is through a student's UCard account, although other payment options may be available at the Marriott Library Knowledge Commons. Both black-and-white and color printing are available. Scanning services are also available in campus computer labs and throughout the Marriott Library.

Because printing locations, procedures, and fees may change, students should consult the Marriott Library's current Copy, Print, and Scan information.

Link to Copy, Print, & Scan Resources: [Marriott Library Copy and Print Services](#)

STUDENT LIFE CENTER & CAMPUS RECREATION

The George S. Eccles Student Life Center provides students with opportunities to support physical wellness, recreation, and connection with the University community. Campus Recreation Services offers fitness facilities, exercise equipment, swimming, courts, group fitness, recreational programs, outdoor recreation opportunities, and other wellness activities.

Eligible enrolled students have access to Campus Recreation facilities according to current University membership policies. Students are encouraged to consider physical activity, recreation, and social connection as part of their broader professional wellness and self-care practices.

Link to General Campus Recreation Services: [Campus Recreation Services](#)

Link to Outdoor Adventures Equipment Rental: [Outdoor Adventures Equipment Rentals](#)

Rentals include:

- Water: rafts, kayaks, canoes, paddle boards, tubes, clothing, and accessories
- Snow: ski packages, snowshoes, clothing, and accessories
- Camping: backpacks, sleeping bags, tents, and equipment
- Bikes: mountain bikes, helmets,
- Climbing gear
- Games: cornhole, bocce ball, yard pong, spikeball

U CAREER SUCCESS

U Career Success provides career-development services to University students, including individual career coaching, résumé and cover-letter assistance, interview preparation, professional networking resources, career fairs, and job-search support.

Students can also access Handshake, the University's platform for job and internship listings and career events. Additional resources include free professional headshots, interview space, résumé reviews, and the Career Closet, which provides professional clothing for interviews and other career-related activities.

School Counseling students may find these services particularly useful as they prepare for internship searches, school counselor employment, résumé development, interviewing, and the transition from graduate training into professional practice.

Link to U Career Success: [U Career Success](#)

UNIVERSITY COUNSELING CENTER

The University Counseling Center provides confidential mental health and wellness services to eligible University of Utah students. Services include brief individual counseling, group counseling, couples counseling, workshops, psychiatric medication services, consultation, and other forms of support.

Many Counseling Center services are available at no cost to students. The School Counseling Program encourages students to seek appropriate support when personal, academic, or professional stressors interfere with their well-being. Seeking assistance is consistent with the Program's emphasis on self-awareness, professional wellness, and sustainable counseling practice.

Link to University Counseling Center: [University Counseling Center](#)

Link to Free Self-Help Apps: [University Counseling Center Free Mental Health Apps](#)

- Stress Management
- Mindfulness Meditation
- Mood Tracker
- Sleep Sounds

Link to Live, In-person, & Virtual Wellness Workshops: [University of Utah Skills Center](#)

BASIC NEEDS COLLECTIVE

The Basic Needs Collective, now administered in partnership with the Center for Campus Wellness, helps students connect with resources related to food, housing, financial stability, transportation, childcare, healthcare, clothing, technology, and other basic needs.

Students may meet with a Basic Needs Resource Coordinator for individualized assistance navigating University and community resources. The Basic Needs Collective also provides access to programs such as food assistance, basic-needs supplies, peer well-being navigation, and other student support services.

Students experiencing difficulty meeting basic needs are encouraged to seek assistance early. Accessing support is an appropriate and responsible use of University resources.

Link to Basic Needs Collective: [Basic Needs Collective](#)

RESOURCES FOR STUDENT PARENTS

The University of Utah recognizes that students who are also parents may have additional responsibilities related to childcare, finances, scheduling, housing, and family well-being. The Student Parent Support Center provides information, consultation, referrals, and programs designed specifically to support students with children.

The Center can assist student parents in locating childcare both on and off campus, evaluating child care options, identifying school-age and summer care resources, and exploring financial assistance for child care expenses. The University also operates several UKids child care programs, with some locations offering flexible or part-time scheduling designed to accommodate student class and work schedules.

Eligible student parents may qualify for financial assistance with childcare through programs such as the Child Care Access Means Parents In School (CCAMPIS) grant, which can cover a substantial portion of eligible childcare expenses, or the University's Middle-Income Child Care Subsidy for student families who do not meet CCAMPIS income guidelines.

Student parents may also access family-related resources through the University's Basic Needs Collective, including assistance related to food, housing, finances, transportation, childcare, and other essential needs.

Because childcare availability, eligibility requirements, subsidy amounts, and application procedures may change, students are encouraged to contact the Student Parent Support Center early and review current University information when planning for child care or other family needs.

Link to Student Parent Support Center: [Center for Child Care and Family Resources](#)

GRADUATE STUDENT PARENTAL LEAVE

The University of Utah provides a Graduate Student Parental Leave of Absence for eligible graduate students following the birth, adoption, or foster placement of a child. Eligible students may take up to eight consecutive weeks of parental leave from their graduate program.

To be eligible, a student must generally have been matriculated in a graduate degree program for at least one semester and be in good standing at the time the leave is taken. Students are encouraged to notify the School Counseling Program Director at least 90 days before an anticipated birth, or as soon as reasonably possible before an adoption or foster placement, so that arrangements can be made for coursework, clinical field experiences, and other Program responsibilities.

The student and Program Director will work together to develop a written plan addressing coursework completion, field experience requirements, timelines, and other academic

responsibilities affected by the leave. This agreement is submitted to the Graduate School as part of the parental leave request.

APPENDIX A: CURRICULUM MAP

School Counseling Curriculum Map				
Program Goal	Program Objective	Brief Description of Program Objective	MPCAC 2024 Professional Domain(s)	Related Required Courses
Goal 1: Science and Evidence-Based Practice	1A	Scientific inquiry, research methodology, and evidence-based practice in school counseling.	B.5.f Research Methods	Introduction to Statistics; Measurement & Assessment; Comprehensive Counseling & Guidance; Interventions in the Schools; Internship in School Counseling
	1B	Locate, critically evaluate, interpret, and apply research literature to practice and educational decision making.	B.5.f Research Methods	Introduction to Statistics; Counseling Theories; Measurement & Assessment; Interventions in the Schools; Growing from Traumatic Life Experiences; Internship in School Counseling
	1C	Basic statistics and appropriate use of quantitative and qualitative data in research and program evaluation.	B.5.f Research Methods	Introduction to Statistics; Measurement & Assessment; Career Development & Assessment; Comprehensive Counseling & Guidance; Interventions in the Schools; Internship in School Counseling
	1D	Empirically supported interventions and integration of current scientific evidence into counseling practice.	B.5.b Evidence-Based Theories & Practice; B.5.f Research Methods	Counseling Theories; Counseling Skills; Group Counseling; Substance Abuse Counseling; Interventions in the Schools; Crisis Prevention, Intervention, & Postvention; Growing from Traumatic Life Experiences; Internship in School Counseling
	1E	Select, administer, interpret, and communicate culturally/developmentally appropriate assessments and use data to guide intervention and progress monitoring.	B.5.e Methods of Evaluation of Individuals	Measurement & Assessment; Career Development & Assessment; Child Psychopathology; Counseling Skills; Practicum in School Counseling; Internship in School Counseling
	1F	Collect, analyze, interpret, and present student, school, and program data for improvement, evaluation, and advocacy.	B.5.f Research Methods; B.5.j Systems Basis of Behavior	Introduction to Statistics; Comprehensive Counseling & Guidance; Career Development & Assessment; College & Career Readiness; Interventions in the Schools; Internship in School Counseling
Goal 2: Professional Practice	2A	Biological, developmental, psychological, social, and systems foundations of behavior across the lifespan.	B.5.h Biological Basis; B.5.i Developmental Basis; B.5.j Systems Basis	Lifespan Development; Child Psychopathology; Substance Abuse Counseling; Counseling Theories; Interventions in the Schools; Growing from Traumatic Life Experiences; Internship in School Counseling
	2B	Individual/group counseling theories applied to case conceptualization, intervention planning, and prevention.	B.5.b Evidence-Based Theories & Practice	Counseling Theories; Counseling Skills; Group Counseling; Interventions in the Schools; Practicum in School Counseling; Internship in School Counseling
	2C	Child/adolescent psychopathology, developmental concerns, trauma, crisis response, and school-based behavioral interventions.	B.5.d Psychopathology & Classification; B.5.b(i)(2) Trauma; B.5.b(ii)(2)(d) Crisis Intervention	Child Psychopathology; Substance Abuse Counseling; Growing from Traumatic Life Experiences; Crisis Prevention, Intervention, & Postvention; Interventions in the Schools; Internship in School Counseling
	2D	Therapeutic relationships through communication, empathy, listening, interviewing, group facilitation, consultation, and collaboration.	B.5.b(ii)(1) Relationships	Counseling Skills; Group Counseling; Advanced Multicultural Counseling Lab; Consultation & Supervision in the Schools; Collaborative Classroom Instruction; Practicum in School Counseling; Internship in School Counseling
	2E	Design, implement, and evaluate prevention, intervention, and comprehensive school counseling programming.	B.5.b(ii)(2) Conceptualization & Intervention; B.5.f Research Methods; B.5.j Systems Basis	Comprehensive Counseling & Guidance; Interventions in the Schools; Collaborative Classroom Instruction; College & Career Readiness; Practicum in School Counseling; Internship in School Counseling
	2F	Career development and equitable college/career readiness interventions and programming across K–12.	B.5.g Career Development / Role of Work	Career Development & Assessment; College & Career Readiness; Comprehensive Counseling & Guidance; Internship in School Counseling
	2G	Crisis prevention, risk assessment, intervention, mandated reporting, referral, and postvention.	B.5.b(ii)(2)(d) Crisis Intervention; B.5.a(i) Ethical/Legal Standards	Crisis Prevention, Intervention, & Postvention; Ethics & Legal Issues in School Counseling; Child Psychopathology; Substance Abuse Counseling; Practicum in School Counseling; Internship in School Counseling
Goal 3: Equity, Diversity, Inclusion, and Advocacy	3A	Self-awareness regarding identities, values, experiences, biases, and their influence on professional practice.	B.5.c(i) Multicultural Knowledge & Self-Awareness	Foundations of School Counseling; Multicultural Counseling; Advanced Multicultural Counseling Lab; Counseling Skills; Practicum in School Counseling; Internship in School Counseling
	3B	Multicultural counseling, diversity, social justice, and effects of systemic inequities on students and educational opportunity.	B.5.c Multiculturalism & Diversity; B.5.j Systems Basis	Multicultural Counseling; Advanced Multicultural Counseling Lab; Foundations of School Counseling; Comprehensive Counseling & Guidance; College & Career Readiness; Consultation & Supervision in the Schools; Internship in School Counseling
	3C	Culturally responsive counseling, consultation, assessment, and intervention with diverse students, families, educators, and communities.	B.5.c(ii) Multicultural Skills; B.5.e Methods of Evaluation	Multicultural Counseling; Advanced Multicultural Counseling Lab; Counseling Skills; Measurement & Assessment; Career Development & Assessment; Consultation & Supervision in the Schools; Practicum in School Counseling; Internship in School Counseling
	3D	Identify and address systemic barriers affecting student access, achievement, opportunity, and well-being.	B.5.c Multiculturalism & Diversity; B.5.j Systems Basis	Multicultural Counseling; Comprehensive Counseling & Guidance; College & Career Readiness; Collaborative Classroom Instruction; Interventions in the Schools; Internship in School Counseling
Goal 4: Professional Identity and Lifelong Development	4A	Maintain active ASCA and USCA membership throughout enrollment.	B.5.a(ii) Professional Values & Attitudes	Foundations of School Counseling; Practicum in School Counseling; Internship in School Counseling
	4B	Attend and actively participate in at least one USCA annual conference.	B.5.a(ii) Professional Values & Attitudes	Foundations of School Counseling; Practicum in School Counseling; Internship in School Counseling
	4C	Develop, implement, evaluate, and annually revise a professional development plan.	B.5.a(ii) Professional Values & Attitudes; B.5.a(iii) Supervision/Reflective Practice	Foundations of School Counseling; Practicum in School Counseling; Internship in School Counseling
	4D	Reflective practice, self-awareness, professional judgment, and responsiveness to supervision and feedback.	B.5.a(iii) Understanding and Use of Supervision	Counseling Skills; Advanced Multicultural Counseling Lab; Practicum in School Counseling; Consultation & Supervision in the Schools; Internship in School Counseling
	4E	Develop, implement, and evaluate a self-care and professional wellness plan.	B.5.a(iii) Understanding and Use of Supervision / Self-Care	Foundations of School Counseling; Practicum in School Counseling; Growing from Traumatic Life Experiences; Crisis Prevention, Intervention, & Postvention; Internship in School Counseling
Goal 5: Ethical, Legal, and Professional Practice	5A	Apply ASCA/ACA ethics, relevant federal/state laws, and Utah administrative rules governing school counseling.	B.5.a(i) Ethical/Legal Standards, Policy & Practice	Ethics & Legal Issues in School Counseling; Foundations of School Counseling; Counseling Skills; Crisis Prevention, Intervention, & Postvention; Practicum in School Counseling; Internship in School Counseling
	5B	Apply a professional ethical decision-making model to school-based ethical dilemmas.	B.5.a(i) Ethical/Legal Standards, Policy & Practice	Ethics & Legal Issues in School Counseling; Practicum in School Counseling; Internship in School Counseling
	5C	Professional conduct, communication, accountability, boundaries, organization, collaboration, and responsible use of supervision.	B.5.a(ii) Professional Values & Attitudes; B.5.b(ii)(1) Relationships	Foundations of School Counseling; Counseling Skills; Consultation & Supervision in the Schools; Practicum in School Counseling; Internship in School Counseling
	5D	Understand supervision/consultation and integrate supervisory feedback into development and practice.	B.5.a(iii) Understanding and Use of Supervision; B.5.b(ii)(1) Relationships	Counseling Skills; Consultation & Supervision in the Schools; Practicum in School Counseling; Internship in School Counseling
Goal 6: Leadership, Systems Change, and Program Improvement	6A	Effective consultation and collaboration with families, educators, administrators, agencies, and interdisciplinary professionals.	B.5.b(ii)(1) Relationships; B.5.c Multiculturalism & Diversity; B.5.j Systems Basis	Consultation & Supervision in the Schools; Collaborative Classroom Instruction; Comprehensive Counseling & Guidance; Advanced Multicultural Counseling Lab; Practicum in School Counseling; Internship in School Counseling
	6B	Design, implement, evaluate, and improve comprehensive school counseling components using needs assessment, outcome data, and evidence-based practice.	B.5.f Research Methods; B.5.j Systems Basis; B.5.b(ii)(2) Conceptualization & Intervention	Comprehensive Counseling & Guidance; Interventions in the Schools; Collaborative Classroom Instruction; College & Career Readiness; Introduction to Statistics; Internship in School Counseling
	6C	Develop and present advocacy plans addressing systemic barriers to achievement, well-being, and opportunity.	B.5.c Multiculturalism & Diversity; B.5.j Systems Basis	Comprehensive Counseling & Guidance; Multicultural Counseling; College & Career Readiness; Collaborative Classroom Instruction; Internship in School Counseling
	6D	Use data, research, and collaboration to lead program improvement and promote positive educational outcomes.	B.5.f Research Methods; B.5.j Systems Basis; B.5.b(ii)(1) Relationships	Comprehensive Counseling & Guidance; Introduction to Statistics; College & Career Readiness; Interventions in the Schools; Consultation & Supervision in the Schools; Internship in School Counseling

APPENDIX B: COURSE TO OBJECTIVE CURRICULUM MATRIX

Course-to-Program Objective Curriculum Matrix																																
Required Course	Credits	1A	1B	1C	1D	1E	1F	2A	2B	2C	2D	2E	2F	2G	3A	3B	3C	3D	4A	4B	4C	4D	4E	5A	5B	5C	5D	6A	6B	6C	6D	
Foundations of School Counseling	2														D	D			I	I	I		I	D		I						
Introduction to Statistics	3	I	I	I			I																						D		D	
Lifespan Development	3							I																								
Multicultural Counseling	2														I	I	I	I														
Advanced Multicultural Counseling Lab	1										D				D	D	D					D						D			D	
Career Development & Assessment	3			D		D	D						I				D															
Substance Abuse Counseling	3				D			D		D					D		D															
Counseling Theories	3		D		I			D	I																							
Child Psychopathology	3					D		D		I					D																	
Comprehensive Counseling & Guidance	2	D		D			D					I	D			D		D										D	I	I	I	
Ethics & Legal Issues in School Counseling	2														D									I	I							
Consultation & Supervision in the Schools	3										D					D	D					D				D	I	I			D	
Group Counseling	3				D						D																					
Crisis Prevention, Intervention, & Postvention	2				D					D				I								D	D									
Collaborative Classroom Instruction	2										D	D						D										D	D	D		
Counseling Skills	3				D	D			D		I				D		D					I		D		D	D					
College & Career Readiness	3						D						D	D		D		D											D	D	D	
Interventions in the Schools	3	D	D	D	D		D	D	D	D		D						D											D		D	
Measurement & Assessment	3	D	D	D		I											D															
Growing from Traumatic Life Experiences	3		D		D			D		D													D									
Practicum in School Counseling	2					D			D		D	D			D	D		D	D	D	D	D	D	D	D	D	D	D	D			
Internship in School Counseling	6	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	
LEGEND																																
I = Introduced																																
D = Developed/Reinforced																																
A = Applied/Advanced/Culminating																																

APPENDIX C: 2-YEAR PROGRAM OF STUDY

YEAR 1

SUMMER

Career Development & Assessment
Growing from Trauma
Foundations in School Counseling

FALL

Substance Abuse Counseling
Lifespan Development
Child Psychopathology
Counseling Skills

SPRING

Practicum in School Counseling
Multicultural Counseling & Advanced MC Lab
Ethics & Legal Issues in School Counseling (1st Half)
Comprehensive School Counseling Programs (2nd Half)
Consultation & Supervision in the Schools

YEAR 2

SUMMER

Group Counseling
Crisis Prevention, Intervention, & Postvention
Collaborative Classroom Instruction

FALL

Internship in School Counseling
Introduction to Statistics
Counseling Theories
College & Career Readiness

SPRING

Internship in School Counseling
Interventions in the Schools
Measurement & Assessment

APPENDIX D: 3-YEAR PROGRAM OF STUDY

YEAR 1

SUMMER

Career Development & Assessment
Foundations in School Counseling

FALL

Substance Abuse Counseling
Lifespan Development
Counseling Skills

SPRING

Multicultural Counseling & Advanced MC Lab
Ethics & Legal Issues in School Counseling (1st Half)
Comprehensive School Counseling Programs (2nd Half)
Consultation & Supervision in the Schools

YEAR 2

SUMMER

Group Counseling
Growing from Trauma

FALL

Introduction to Statistics
Counseling Theories
College & Career Readiness

SPRING

Practicum in School Counseling
Measurement & Assessment

YEAR 3

SUMMER

Crisis Prevention, Intervention, & Postvention
Collaborative Classroom Instruction

FALL

Internship in School Counseling
Child Psychopathology

SPRING

Internship in School Counseling
Interventions in the Schools