

**School Counseling Program
Student Handbook
2017-18**



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THE PROFESSION

School counselors are licensed educators who hold a master's degree in School Counseling. Their primary work setting is the K-12 school system where their role is to address the academic, career, and social/emotional needs of students. They accomplish this goal by designing, implementing, evaluating, and enhancing an empirically-supported comprehensive counseling and guidance program that includes culturally relevant and strengths-based prevention, intervention, responsive services, and program management. Through leadership, advocacy, and collaboration, school counselors promote equity and access to rigorous educational experiences for all students. School counselors support a safe learning environment and work to safeguard the human rights of all members of the school community. School counselors uphold the ethical and professional standards of the American School Counselor Association (ASCA) and applicable state laws, rules, and regulations.

PROGRAM MISSION STATEMENT

The mission of the School Counseling Program is to prepare pre-service school counselors for work and leadership roles in K-12 educational settings. The course of study supports the acquisition of developmentally appropriate, competency based knowledge and skills necessary for professional practice as a transformative school counselor. Students are challenged to reflect on their own values, attitudes, and beliefs and apply multicultural sensitivity, responsiveness, knowledge, and understanding to all aspects of their work. Students learn how to design, implement, and evaluate evidence-based school counseling interventions that promote 1) optimal human development and functioning, and 2) access and equity to rigorous education for all, especially those from underrepresented and underserved groups. A major emphasis of the training is on clinical field experiences in partnership with local school districts. It is our hope that graduates will recognize and embrace their professional responsibility by becoming leaders in educational reform, agents of systemic change, and advocates for social justice in the communities they serve.

PROGRAM GOALS AND OBJECTIVES

The School Counseling Program emphasizes education in the science and practice of counseling and specifically in the specialization of school counseling. Our Program's training and education plan is based on five overarching goals:

Goal #1: Science. Produce graduates who understand and apply inquiry skills to issues that relate to the science of counseling and professional practice as a school counselor.

Objective 1A: Students will be able to discuss the importance of research in the counseling profession, particularly the need to inform administrators and policy makers of research to advocate for students, programs, and schools.

Objective 1B: Students will be able to effectively locate, read, and summarize research literature and interpret findings.

Objective 1C: Students will understand basic statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes of distributions, and correlations.

Objective 1D: Students will acquire knowledge of empirically-supported strategies and treatment techniques in counseling.

Objective 1E: Students will develop skills in selecting, administering, evaluating, and interpreting assessments and using test data to inform practice.

Objective 1F: Students will demonstrate an ability to gather, analyze, and present data to promote, develop, and support elements of counseling and guidance programs.

Goal #2: Practice. Produce graduates who have the requisite knowledge and skills for entry into the practice of school counseling.

Objective 2A: Students will acquire knowledge in the scientific, methodological, and theoretical foundations of counseling including areas such as individual differences in behavior, lifespan development, and human problems or distress in academic, social/emotional, and career functioning.

Objective 2B: Students will acquire knowledge in the scientific, methodological, and theoretical foundations of school counseling including comprehensive counseling and guidance program management and contextual dimensions of school counseling.

Objective 2C: Students will demonstrate the ability to provide competent professional services as a school counselor in a K-12 educational setting.

Goal #3: Individual and Cultural Diversity. Produce graduates who have the awareness, knowledge, and skills necessary to address issues of human diversity (defined broadly) and multiculturalism and who are capable of advocating for the needs and issues of underrepresented and underserved populations.

Objective 3A: Students will demonstrate awareness of cultural and diversity issues (defined broadly) that influence the professional practice of counseling.

Objective 3B: Students will demonstrate foundational knowledge in the areas of multicultural counseling and human diversity.

Objective 3C: Students will demonstrate applied skill in providing academic, social/emotional, and career interventions to students and parents from a diversity of backgrounds.

Goal #4: Professional Identity and Development. Produce graduates whose professional identity is that of a school counselor and who have developed the knowledge and skills that facilitate entry and a subsequent career in the profession.

Objective 4A: Students will join and maintain membership in the Utah School Counselor Association and the American School Counselor Association during their matriculation.

Objective 4B: Students will participate in one research, training, or professional development activity each year in the program.

Goal #5: Ethics, Professional Standards, and Legal Issues. Produce graduates who consistently apply the highest accepted standards of ethical and professional conduct to their work.

Objective 5A: Students will demonstrate knowledge, understanding, and application of ethical standards in the practice of school counseling in the State of Utah.

TRAINING PHILOSOPHY

It is our intent to prepare and mentor graduate students to become committed, collaborative, and competent professional school counselors who promote the optimal social/emotional, academic, and career development of ALL students with special attention to those who have been traditionally underrepresented and underserved in the educational system. We believe that pre-service training must constantly evolve to fit the needs of young people in this rapidly changing society and conform to the demands of school reform and accountability mandates. We encourage our pre-service school counselors to become agents of school reform and social change while working as leaders and advocates in schools to remove barriers to student success.

Focus of Training



The four components of our training model are discussed below:

Self-Awareness. Students are challenged to reflect on their own values, beliefs, and biases and open themselves to understanding and respecting the cultures of diverse populations they may serve.

Evidence Based. Students learn how to integrate scientific principles and knowledge and use data to more effectively address the needs of students, parents, families, groups, schools, and public policy issues.

Positive Psychology. Interventions taught within our program promote optimal human development and functioning.

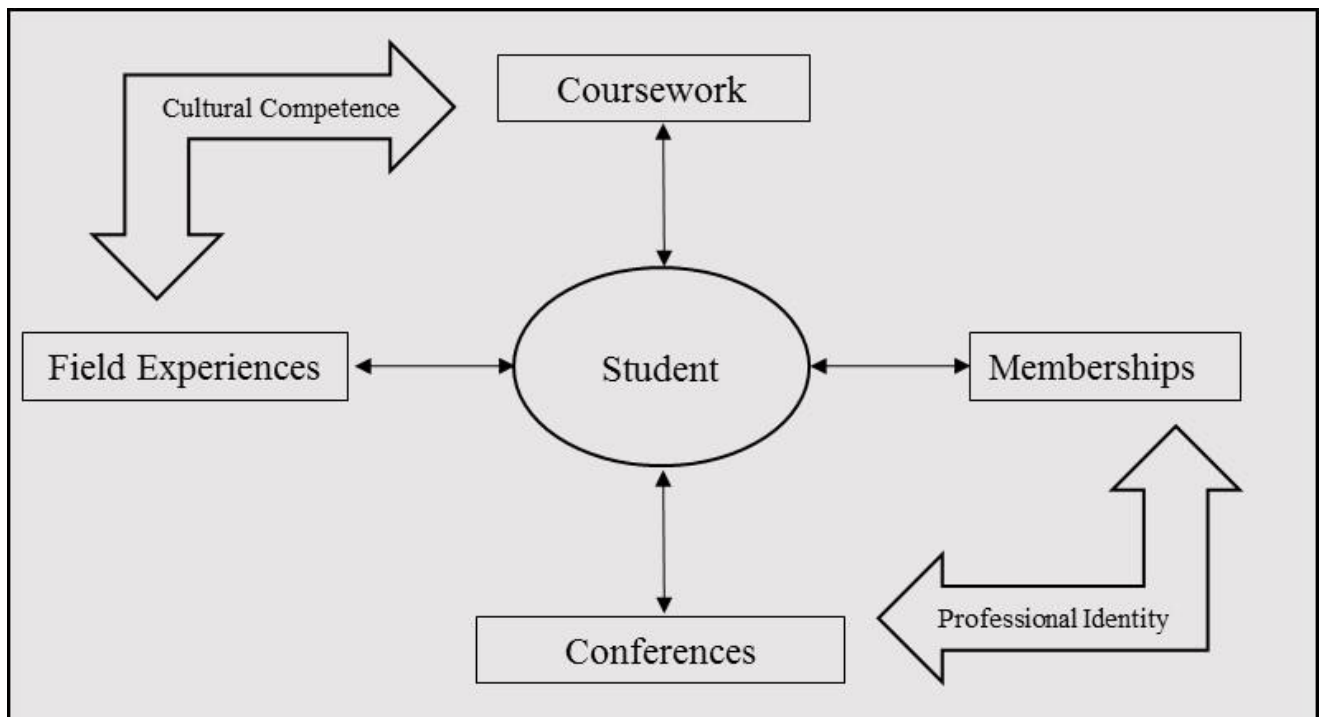
Social Justice. We encourage our pre-service school counselors to become agents of school reform and social change while working as leaders and advocates in schools to ensure oppressive systemic barriers to academic, career, and personal-social development are removed.

PROGRAM MODEL

The Master of Education (M.Ed.) in School Counseling is a two-year, 6-semester, 51-credit hour degree that leads to licensure in the State of Utah as a professional school counselor.

Through coursework and field experiences, students develop cultural competence. Cultural competence is the minimum level of self-awareness, knowledge, and skills required to effectively and ethically work with diverse populations. (We can never fully “reach” cultural competence; it is something we will strive for throughout our careers).

Through memberships in professional organizations and attendance at local and national conferences, students develop a professional identity as a school counselor.



COURSEWORK

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 MCAC professional domain.

Appendix B shows how our coursework is also in alignment with the Standards for Utah School Counselor Education Programs (2008).

Salt Lake City Program. Course sequencing for the Salt Lake City Program can be seen in Appendix C.

Six of the 18 required courses are taught exclusively to school counseling students:

- Comprehensive Guidance
- Career Counseling
- Professional Issues
- Practicum in School Counseling
- College & Career Readiness
- Internship in School Counseling (Fall)
- Internship in School Counseling (Spring)

Three of the 18 required courses are taught to both School Counseling and School Psychology students:

- Consultation in the Schools
- Child Psychopathology
- Interventions in the Schools

The remaining eight courses may include students from the following programs: Counseling Psychology, Clinical Mental Health Counseling, Genetic Counseling, School Psychology, and Learning Sciences. We believe this multidisciplinary training approach is advantageous and allows our students to have a broader perspective of the counseling field.

St. George Program. Course sequencing for the St. George Program can be seen in Appendix D. This sequence is slightly different from the sequence taken by Salt Lake City students. The reason is that we believe four courses (Counseling Skills, Career Counseling, Group Counseling, Multicultural Counseling) necessitate in-person interaction and supervision. Therefore, each summer, four CCP faculty travel to St. George to teach these courses in-person.

Ten of the 18 required courses are taught exclusively to school counseling students:

- Comprehensive Guidance
- Career Counseling
- Professional Issues
- Counseling Skills
- Practicum in School Counseling
- College & Career Readiness
- Group Counseling
- Multicultural Counseling
- Internship in School Counseling (Fall)
- Internship in School Counseling (Spring)

Three of the 18 required courses are taught to both School Counseling and School Psychology students:

- Consultation in the Schools
- Child Psychopathology
- Interventions in the Schools

The remaining five courses may include students from the following programs: Counseling Psychology, Clinical Mental Health Counseling, Genetic Counseling, School Psychology, and Learning Sciences. We believe this multidisciplinary training approach is advantageous and allows our students to have a broader perspective of the counseling field.

Two vs. Three Year Program. The School Counseling Program offers little flexibility in the Program of Study. This is due to courses only being offered once a year and the importance of taking them in a developmentally appropriate sequence. At the same time, we do allow students to extend the length of their program from two to three years. This requires Program Director consultation and approval.

Recently Added Course. Our program recently added a course to the curriculum titled, “College & Career Readiness” which increased our required credit hours from 48 to 51. Although the Utah State Board of Education does not require this course for licensing, we felt this course responded to national trends and state legislation that emphasize college and career readiness for all students. Adding this course to our curriculum will also enhance the competitiveness of our graduates on the job market and their ability to respond to calls for social justice and reform in the educational system. Moreover, this course is one of the three required components of a new “College & Career Readiness” certificate offered to school counselors by the Utah State Board of Education.

CLINICAL FIELD PLACEMENTS

Clinical field placements allow students to translate theory, research, and content knowledge into practice and are a required component of Utah school counselor educator programs. Both clinical field experiences need to take place in a K-12 school and be supervised by an on-site, licensed, Level II School Counselor.

School Counseling Practicum. Practicum is a 100-hour field experience that occurs during the first year, second semester of a student’s program of study. This experience provides students with an opportunity to job shadow a school counselor at a local school and learn about the role and function of a school counselor.

Prerequisites for practicum include successful completion of ED PS 6821 Professional Issues in School Counseling, ED PS 6120 Comprehensive Guidance Models, ED PS 6200 Counseling Theories, and ED PS 6210 Counseling Skills.

In October, the Program Director will hold a meeting to discuss the procedure for securing a practicum site. At the meeting, students will be provided with the Practicum Information handout, Practicum Contract, Total Hours form, and the Supervisor Evaluation form.

School Counseling Internship. Internship is a 600-hour field experience that occurs during the final year of a student’s program of study across two academic semesters. This experience provides students with actual on-the-job exposure to the specific functions of school counselors within the Utah Comprehensive Counseling & Guidance Plan including individual planning, guidance curriculum, responsive services, and systems support. Out of the 600 required hours (400 required hours for licensed teachers with three years of full-time teaching experience), students need to accrue 240 hours of direct service to “clients,” consisting of classroom guidance, individual and group counseling, College & Career Readiness Plans (CCRs), and other student/parent meetings.

Prerequisites for internship include successful completion of: ED PS 6709 Practicum in School Counseling and ED PS 6360 Multicultural Counseling.

In January, the Program Director invites district coordinators to attend an “Internship Information Meeting” and discuss the procedures for applying for internships in their district. Prior to the meeting, students will be provided with the Internship Manual, Internship Contract, Total Hours form, and the Supervisor Evaluation form.

RESEARCH

The school counseling degree is a Master’s of Education degree and thus, a thesis is not required. Although our statistics course provides students with training in descriptive and inferential statistics as well as a survey of basic research design, we do not believe it is necessary for school counselors to have completed a formal thesis on their route to licensure. The school counseling program is a 6-semester program in which students may be taking up to four courses a semester in addition to conducting a field experience and possibly working. Adding a thesis requirement would slow their time-to-completion. Moreover, most of our graduates will not engage in research upon graduation. They may examine data to ensure program effectiveness, but mostly they will be consumers of research and use findings to implement empirically supported interventions and treatments. That being said, we encourage school counseling students to get involved in faculty research by joining research teams.

COMPREHENSIVE EXAM

For non-thesis programs, the Graduate School requires a comprehensive exam. Students in the School Counseling Program take the PRAXIS Professional School Counselor exam as their comprehensive exam which is also the licensing exam required by the State of Utah. This test measures whether entry-level school counselors have the standards-relevant knowledge, skills, and abilities believed necessary for competent professional practice. The School Counseling Program owns PRAXIS study materials and has them available for students to check out in Salt Lake City and St. George. Further, the School Counseling Program pays for each student to purchase online practice tests.

Students take the PRAXIS early in the Spring of their 2nd year. They must receive a score of 164 or higher to be considered a “pass.” This score is also used as the minimum score for licensure in the State of Utah. Thus, when our students graduate, they will have already passed the professional school counselor licensing exam. We submit their PRAXIS score to the Utah State Board of Education along with our recommendation paperwork.

When a student does not pass the exam on their first attempt, they are invited to meet with the Program Director to discuss their performance and create a study plan which is then supervised by the Program Director. The PRAXIS is an online exam offered on a regular basis at multiple testing centers throughout the State of Utah. Therefore, if a student doesn’t pass on their first attempt, they can retake the exam later in the semester and still graduate on time.

PROFESSIONAL SCHOOL COUNSELOR IDENTITY

Professional Memberships. The School Counseling Program believes so strongly in helping students develop a professional identity in the field that we pay for all matriculating students to

register for membership in the Utah School Counseling Association (USCA) and the American School Counselor Association (ASCA). Membership in these associations provides our students with access to professional journals and magazines in addition to other discounted publications, local workshops, webinars, and networking. Through the websites and listservs associated with these organizations, our students also learn about opportunities to attend state and national conferences.

- ASCA Membership \$69
- USCA Membership \$25

Professional Conferences. We also support student travel to professional conferences. Students have access to \$400 of travel funds each year.

Licensing Fees. The School Counseling Program also pays for the following expenses associated with school counselor licensing:

- Background Check/Fingerprinting \$89
- Intern License \$20
- Initial License \$40
- Study Materials for Licensing Exam \$20
- Licensing Exam \$120

LICENSURE

The School Counseling Program leads to licensure as a professional school counselor in the State of Utah. In fact, the University of Utah completes the licensure paperwork and forwards it to the Utah State Board of Education along with our “recommendation.” Once the paperwork has been processed and cleared, our graduates receive their license.

Our program may or may not meet the requirements for licensure in another state; we cannot and do not guarantee licensure outside the state of Utah. The reason for that is school counselors are licensed at the State level and each state board reserves the right to maintain or change their eligibility requirements. However, we will work with students to help them understand the licensing requirements for another state. Ultimately, it is the responsibility of the student to research other states’ requirements for licensure or ask for help doing so.

PROGRAM SETTING

The program is housed in the Department of Educational Psychology located in the College of Education at the University of Utah.

A small satellite program exists at the University of Utah’s Graduate Center in St. George (<https://continue.utah.edu/stgeorge>). The St. George Program mirrors the Salt Lake City Program in all aspects with the exception of size, delivery of courses, and summer training. The St. George Program is small (4-6 students are admitted each year) to ensure graduates will be able to find jobs in their community. Courses are delivered via broadcast during the Fall and Spring semesters. During the summer, faculty travel to St. George and conduct four courses in person (Counseling Skills, Career Counseling, Group Counseling, and Multicultural Counseling).

The College of Education is comprised of five departments: Education, Culture & Society (ECS); Educational Leadership & Policy (ELP); Educational Psychology (EDPS); Special Education (SPED); and the Urban Institute for Teacher Education (UITE). The mission of the College of Education is to create a learning environment that fosters discovery and dissemination of knowledge to promote learning, equitable access, and enhanced learning outcomes for all students. Through the integration of outstanding teaching, research, and community outreach, the College of Education investigates significant issues impacting education policy and practice, while preparing its students for leadership and excellence within a diverse and changing educational community.

The Department of Educational Psychology is characterized by an emphasis on the application of behavioral sciences to educational and psychological processes. Within the Department are four programs: Counseling and Counseling Psychology (CCP), School Psychology, Learning Sciences, and Reading and Literacy. The CCP Program offers a Ph.D. in Counseling Psychology (APA-accredited), a M.Ed. degree in Clinical Mental Health Counseling, and a M.Ed. degree in School Counseling. The School Psychology Program offers a Ph.D. (APA-accredited) and a Master's degree in School Psychology (NASP-accredited). The Learning Sciences Program offers a Ph.D. and M.S. in Learning and Cognition, as well as a M.Ed. with an emphasis in Instructional Design and Educational Technology (IDET) and an M.Stat. in Statistics. The Reading and Literacy Program offers a Ph.D. in Literacy Studies and an M.Ed.

Counseling/Counseling Psychology Program (CCP). The School Counseling Program also shares governance, space, faculty, staff, and financial resources with the Clinical Mental Health Program and the Counseling Psychology Program as the collective, Counseling/Counseling Psychology Program. To that end, the three directors and faculty meet on the 2nd and 4th Monday of each month from 12 Noon to 2 PM to share program updates, discuss program concerns and challenges, brainstorm solutions, and create new policies and procedures.

Student representatives from all three programs join these meetings and provide their own updates and input. Towards the end of the meeting, student representatives are excused and the directors and faculty discuss confidential student issues. In addition to regular faculty meetings, the directors and faculty of the Counseling/Counseling Psychology Program hold an all-day retreat at the beginning of each semester, a shared admissions decision meeting in January, and a student evaluation meeting at the end of each semester.

ACCREDITATION

The School Counseling Program is accredited by the National Council for Accreditation for Teacher Education (NCATE) in accordance with the Utah State Board of Education (USBE) rule and meets the Standards for Utah School Counselor Education Programs adopted by the USBE in January 2003 and revised in 2008.

We are currently applying for MPCAC Accreditation (<http://mpcacaccreditation.org/about-mpcac/>) and undertaking an extensive self-assessment to articulate a clear direction for our program and reflect on how we will accomplish our mission. Accreditation will promote credibility and accountability in our educational activities and outcomes.

PROGRAM SELF-EVALUATION & SELF-IMPROVEMENT

Our program engages in self-evaluation in multiple formats and across multiple levels.

Course and Instructor Feedback. First, students are able to provide course and instructor feedback through end-of-semester course evaluations. Although the School Counseling Program Director does not receive a copy of the course evaluations, she asks instructors (especially those broadcasting to the St. George cohort) for feedback. In some cases, these instructors have shared student feedback and made suggestions for program improvement.

End of Semester Program Evaluations. Students are now able to provide feedback to the program director through end-of-semester program evaluations.

Town Hall Meetings. Students attend town hall meetings once a semester to gain program information and provide additional feedback.

Exit Survey. An exit survey allows those who are graduating to rate their perceived competence on each of our program goals and objectives and provide us with program feedback.

Alumni Feedback. Upon engaging in a self-study to apply for MPCAC accreditation, the School Counseling Program decided to create and implement an Alumni Survey that would allow our alumni to comment on the strengths and weaknesses of our program, rate their level of preparedness for entry into the profession, and gather employment information.

Stakeholder Feedback. Upon engaging in a self-study to apply for MPCAC accreditation, the School Counseling Program asked matriculating students and our faculty to review our mission statement and provide feedback. We also asked school district coordinators to review our program goals and objectives and provide feedback.

STUDENT SELF-EVALUATION & SELF-IMPROVEMENT

Students are evaluated in multiple formats and across multiple levels.

Grades. Students receive feedback on their course performance in the form of grades.

Students are expected to maintain an acceptable cumulative Grade Point Average (GPA), which, defined by the Graduate School, is a B or 3.0 average. The Graduate School requires the Department to place a student on probation if the student's cumulative GPA drops below 3.0. Following Graduate School policy, when a student's cumulative GPA is below 3.0 the student's academic record will be designated as "probationary status."

Probationary status requires that the student formally appeal to the CCP faculty to remove the probationary status designation. This requires rectifying a sub-standard GPA and involves a formal letter and petition that will be voted on for approval by the CCP faculty. The record of this appeal process will be placed in the student's permanent academic file.

The Counseling/Counseling Psychology (CCP) faculty has determined that all students must earn a minimum grade of B- or Credit (CR) in required courses. Any grade below B-, if there exists an active Incomplete designation on the student's transcript, or any No-credit (NC) report on the

transcript must be rectified or retaken as soon as possible (but within 12 calendar months) and, if not ameliorated with a grade of a B- or better or CR (for credit only coursework), may result in the student's dismissal from the program for failure to meet the academic standards of the program. If a required course that has received a sub-standard grade is not passed with a B- or better on a second attempt, a formal petition from the student to the CCP faculty is required for approval to re-take a course a third time. If a student does not pass (at a B- or better) any required course after a third attempt, the student may be dismissed from the program for failure to meet the minimum School Counseling academic standards.

Practicum Supervisor Evaluation. Students receive quantitative and qualitative feedback on their practicum performance through the supervisor evaluation form.

Readiness for Internship. A student is designated as "ready for internship" upon successful completion of their practicum experience and having accrued 30 credit hours with a cumulative GPA of 3.0 or above.

Student Self-Assessment. The Student Self-Assessment (SSA) evaluates student progress in the following areas: academic performance, clinical skill development, ethical behavior, professionalism, multicultural competence, and self-care. Further, students are asked to identify how they are developing skills in: leadership, collaboration, cultural competence, social justice, and the use of data-driven, empirically-supported interventions.

Annual Student Evaluation Meeting. At the end of each academic semester, the CCP faculty meet to review and evaluate student progress in their respective programs. If a student is identified as having difficulties (e.g., academic problems, feedback on counseling practice that is below the expected level of competency, personal or interpersonal difficulties, or failing to proceed through the program in a timely manner) those problems will be clearly specified in a feedback report, with expectations delineated along with a timeline for rectifying the problem or issue.

Depending on the issue, the student may be asked to meet with a faculty member or their Program Director to discuss the situation and possible solutions. The student may be given a specified time frame (e.g., one semester, one academic year, or until some other specific date) in which feedback must be attended to and problems resolved. In these instances, the student's program of study may be placed on probationary status and/or the student may be required to limit further coursework or other activities until the problem is resolved. The student will also be advised in writing if dismissal is pending based on non-completion of requirements or related difficulties. At each stage of the process, the student is urged to consult the Program Director for clarification, advice, and support.

Comprehensive Exam. As described above, the PRAXIS licensing exam serves as the comprehensive exam for our program. The PRAXIS measures whether entry-level school counselors have the standards-relevant knowledge, skills, and abilities believed necessary for competent professional practice. Students must receive a score of 164 or above to "pass."

Readiness for Graduation. A student is designated as "ready for graduation" upon successful completion of their internship experience and having accrued 51 credit hours with a cumulative GPA of 3.0 or above.

STUDENT BEHAVIOR

APPEAL PROCESS

In some cases, a student may disagree with the outcome of their annual evaluation, a course grade, or even a supervisor evaluation. In these cases, the following procedures have been identified to guide students in the process of appealing such decisions.

- The first course of action is for the student to meet with the person involved (faculty member or site supervisor). In the interest of collegiality and in keeping with ethical behavior, as well as to empower students to handle conflicts in a productive and forthright manner, we encourage students to first attempt to resolve issues directly with whom they have a perceived conflict or grievance. However, we also acknowledge that the power differential inherent in the faculty-student relationship, along with student concerns about evaluation, may make it difficult or unwise to proceed in this direct manner. When this is the case, the student may want to contact the Program Director or another faculty member who may act as a consultant in the matter. If doing so would present a conflict of interest, the student may take their concern directly to the Department Chairperson.
- If the student meets with the person involved and the concern is not dealt with to the student's satisfaction, the student may present his/her concern orally or in writing to the Program Director.
- The Program Director will then approach the individual to discuss a satisfactory resolution of the concern. Please note that it is a university policy that representatives of the university report instances of alleged discrimination or sexual harassment to OEO/AA.
- If the results of this interaction are unsatisfactory from the student's perspective, the student may communicate, verbally or in writing, to the Chair of the Department. If those results are unsatisfactory from the student's perspective, they can then communicate verbally or in writing to the Dean of the College of Education.
- If the Chair or Dean fails to respond, or if the student disagrees with the decision, or if the Program disagrees with the decision, a formal appeal may be submitted to the Academic Appeals Committee of the College of Education within 15 days of the Chair or Dean's failure to respond. Detailed information about the Academic Appeals Committee, along with specific steps to follow in an appeal, is contained in the University of Utah Student Code found at <http://regulations.utah.edu/academics/6-400.php>

The CCP faculty is committed to student progress and success in the Program. Students are strongly urged to maintain contact with their Program Director throughout the Program. If unforeseen circumstances prevent the timely and successful progression through the Program, students are urged to consult as early as possible with Program Director to explore possible solutions. Students may request one-year extensions of time deadlines for exceptional circumstances. The faculty will review each request on an individual basis, considering such factors as whether the student is continuing to make acceptable progress, the student's success in other areas of the Program besides the one in question, and the student's demonstration of a responsible and coherent plan to remedy the identified problem.

ADDRESSING CONFLICT, HARASSMENT, OR HOSTILE CLIMATE

In addition, students will want to be aware of the following guidelines if they experience conflict, harassment, or a hostile climate that negatively affects their experience in the program. Due process for appealing or resolving such grievances is based on the University of Utah Code

of Student Rights and Responsibilities (Student Code) on line at <http://www.admin.utah.edu/ppmanual/8/8-10.html>

Note that grievance procedures associated with the annual review of student performance or other academic evaluations in the program are discussed in detail above.

Students in the School Counseling Program have the right to be treated with respect, and the faculty desire to create an environment in which individual and cultural differences are valued and faculty and students work together with a sense of collaboration and mutual consideration. Despite the best efforts of both students and faculty, however, occasionally circumstances may occur in which the imbalance of power or other factors negatively affect student welfare or put students at risk. In such cases, for example, a student may invoke grievance procedures.

The University of Utah's nondiscrimination statement, to which the School Counseling Program and Department of Educational Psychology adhere, prohibits discrimination on the basis of "race, color, national origin, sex, age, status as a person with a disability, religion, sexual orientation, and status as a veteran or disabled veteran." Specific questions related to discrimination may also be addressed by contacting the University's Office of Equal Opportunity/Affirmative Action (OEO/AA), which can be found on the Web at <http://www.oeo.utah.edu>. It is the responsibility of faculty and other representatives of the university to report instances of sexual harassment or discrimination to OEO/AA.

In addition, the Center for Disability Services provides direct assistance to students with disabilities to encourage and enhance their independence, ongoing cooperative efforts to develop and maintain an accessible physical environment, and educational efforts to create a supportive psychological environment so students can achieve their educational objectives. The Center for Disability Services may be contacted at <http://disability.utah.edu>, 162 Union Bldg, 200 South Central Campus Drive, Room #162, Salt Lake City, Utah 84112-9107. Voice/TDD: (801) 581-5020 - Fax: (801) 581-5487 - Operator: (801) 581-7200.

PERSONAL/INTERPERSONAL FUNCTIONING

Occasionally, a student may experience personal or interpersonal difficulties that lead the faculty to question the student's ability to function as a professional. However, if, in the collective judgment of the faculty, a student is experiencing such difficulties, the student may first be informally advised by the Program Director to seek appropriate professional or other help to remediate and resolve the difficulty. As a result of the annual student evaluation, the faculty may also require that the student seek therapy or consider psychological assessment for the difficulty.

Problems that would meet the definition of a personal/interpersonal difficulty are those that are likely, in the professional judgment of the faculty, to interfere with the student's ability to function competently and safely in providing psychological services to students/clients and/or function credibly as a student member of a professional mental health service team. Some characteristics of personal/interpersonal difficulties include but are not limited to: (a) the student does not acknowledge, understand, or address the problem when it is identified; (b) the problem is not merely a reflection of a knowledge or skill deficit that can be remedied by additional standard training; (c) the quality of services delivered by the student is sufficiently negatively affected by the problem as to raise concern in the judgment of a supervisor about the welfare and best interest of a student's client; (d) the problem is not restricted to one area of academic/professional functioning; (e) a

disproportionate amount of attention by faculty or supervisors is required and the problem continues to persist; (f) the student's behavior does not change as a function of feedback, remedial efforts, and/or other faculty interventions to ameliorate the problem; (g) the problematic behavior has ethical or legal ramifications for the program and its continuing accreditation status; and/or (h) the student's behavior negatively affects the public's view of the program or an agency in which the student practices or the program has an ongoing professional relationship.

If a student has been identified with problems that affect her or his personal/interpersonal functioning to the extent that questions of student competency are raised by the CCP faculty or practicum/internship supervisor, the student's program of study will be designated as on probationary status. In this instance, probationary status requires that a remediation plan is established in consultation with the student (where possible) and the CCP faculty (directed by the program director) to ameliorate the problem. Both the student and the Program Director will establish a remediation contract that must be satisfied before the student can appeal to have the probationary designation removed from the student's program of study.

The student must, upon satisfactorily rectifying the personal/interpersonal problem through the successful fulfillment of the terms of the remediation contract initiate a letter that is approved and countersigned by the Program Director petitioning the CCP program to remove the probationary status designation from the student's program of study. If the student is not successful in removing a probationary designation for a personal/interpersonal problem within one academic year, the student will be dismissed from the School Counseling Program for failure to meet minimum academic standards of the program.

ETHICAL STANDARDS & PROFESSIONAL GUIDELINES

The continued development of school counseling as a profession is dependent upon those in the field consistently implementing ethical standards of conduct in their professional work. The School Counseling Program endorses the *ASCA Ethical Standards for School Counselors* (ASCA, 2014). Students in the Program must adhere to these standards and principles in all of their work as counselors-in-training. Students must familiarize themselves with the Code of Ethics during their first semester in residence in the program. Students who are suspected of violating any of the standards or principles will be subject to program sanctions including, but not limited to, remediation or program dismissal. Although students will have the right to due process as described below, suspected egregious violations of certain ethical standards or principles (e.g., falsification of data, sexual misconduct, or violations of confidentiality) may result in immediate suspension or dismissal.

The privilege of attending the University of Utah and becoming a part of the Counseling/Counseling Psychology community both at Utah and in the broader profession of psychology is accompanied by the responsibility to adhere to the highest ethical standards and standards of academic integrity without which our university, program, and profession could not function. A key component of academic integrity is honesty. All students are expected to adhere to the University of Utah's student code of conduct and to the highest levels of academic integrity.

Examples of breaches of academic integrity, or academic misconduct, include falsifying research data, cheating, and plagiarism. According to the University of Utah Student Code, plagiarism is "the intentional unacknowledged use or incorporation of any other person's work in, or as a basis for, one's own work offered for academic consideration or credit or for public presentation. Plagiarism

includes, but is not limited to, cheating, misrepresenting one's work, inappropriately collaborating, plagiarism, and fabrication or falsification of information. . . . It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of misconduct.”

Our program has zero tolerance for academic misconduct, considered a breach of both professional ethics and academic integrity; and such breaches will be treated seriously. Consequences for academic and behavioral sanctions are defined in the Student Code (Sections B.3. and B.6) (<http://regulations.utah.edu/academics/6-400.php>) and may include (but are not limited to) redoing an assignment, receiving a lowered grade, failing a course, or dismissal from the program.

POLICIES & PROCEDURES

GRADUATE SCHOOL

Students can consult the University of Utah Graduate Student Policies on line at <http://gradschool.utah.edu> for information concerning graduate registration, graduate admissions, international admissions, credit and grading policies, degree requirements, dissertation regulations and deadlines, graduate records, and master's examinations.

Continuous Enrollment. Students must be registered for a minimum of three credits per semester (with the exception of summer term) to maintain active status as a graduate student at the University of Utah.

Transfer Credits. The Graduate School allows six (6) semester hours of transfer work from other institutions OR Nine (9) semester hours of graduate credit earned in a nonmatriculated status at the University of Utah to be applied towards a degree at the discretion of the faculty. All transfer credit and credit earned in a nonmatriculated status must be approved by the CCP faculty and by the Graduate School of the University of Utah.

DEPARTMENT

Background Check & Fingerprinting. By the end of the first week of Fall classes, students must have completed a background check through the Utah State Office of Education (www.utah.gov/teachers). This expense will be paid for by the Department. Please use the preimbursement form to have this expense paid for in advance so you do not have to worry about reimbursement at a later date.

Time to Completion. Students must complete all requirements for the degree within a four year time limit.

FUNDING OPPORTUNITIES

Program Assistantships

The School Counseling Program provides two 10-hour program assistantships, one to help with the day-to-day operations in Salt Lake City, and the other to help with the program in St. George. See Program Director for eligibility, funding, description of duties, application instructions, selection procedure, performance review, and term of contract.

JEX Scholarship.

The Phyllis Allen Jex Memorial Scholarship Fund was set up by a donor who wanted to support the School Counseling Program. Multiple awards are given each year at approximately \$500 each. See Program Director for additional information including application instructions.

College of Education Scholarships.

The College of Education provides multiple undergraduate and graduate scholarships. Recently, the College has streamlined the application process by developing a Scholarship Application Rules and Regulations document and creating an online submission portal (<http://scholarship.ed.utah.edu/>). The College advertises these scholarships widely and even hosted a workshop to give students tips on how to apply.

Graduate School Travel Funds.

The School Counseling students are able to apply for \$400 of travel funds each year and if they are presenting, can request matching funds from the Graduate School. See Program Director for eligibility, application instructions, reimbursement process, and reimbursement details.

THE INSTITUTION

Founded in 1850, the University of Utah combines academic excellence and a commitment to research in an atmosphere conducive to graduate study. Over five decades have passed since the first Ph.D. degree was earned, and there are now doctoral and master's degree programs in over 90 areas. The University consistently ranks among the top United States colleges and universities in funded research and has a Carnegie Classification of R-1: Doctoral Universities – Highest Research Activity. Although it is the oldest state university west of the Missouri River, more than half of the University's buildings have been constructed since 1960. As the flagship of Utah's higher education system, the University plays a leading role in fostering the development and preservation of the state's human and natural resources. The University of Utah is accredited by the Northwest Association of Schools and Colleges.

The University of Utah serves 23,789 undergraduate students and 8,071 graduate students for a total headcount of 31,860 in 2016. The student body represents all 50 states and over 100 countries. Of the undergraduate students, 54% are male, 69% are White, 72% are full-time, and 86% are residents of the State of Utah. With respect to graduate students, 54% are male, 64% are White, 77% are full-time, and 66% are residents of the State of Utah. The University of Utah's official 6-year graduation rate is 65%. From Fall 2015 to Fall 2016 the official retention rate was 90%.

A regular faculty of approximately 2,900 provides the stimulus for learning and achievement and is supplemented by a like number of clinical, adjunct, research, and visiting faculty. The collective faculty published 8,600 peer reviewed journal articles between 2012-2015 and were cited more than 137,000 times from 2011-2015. In 2016, \$279,578,691 was awarded to University of Utah faculty in the form of federal grants.

LIBRARIES

The Department is supported by the University of Utah's J. Willard Marriott Library and the Spencer S. Eccles Health Sciences Library, as well as numerous smaller, specialized libraries (e.g., the S. J. Quinney Law Library and the McKay Music Library). Library collections include over 3.2 million volumes and 73,000 journals (approximately 1,100 in print and approximately

72,000 online). Most relevant journal articles are available electronically from faculty members' computers and in the libraries. The University of Utah's Marriott Library also has a robust interlibrary loan system that handles over 50,000 requests (over 29,000 as lender and over 21,000 as recipient). These library facilities support faculty research and student theses and dissertations. For the last several years, the Department has maintained a faculty library liaison, who can help to ensure that faculty's library holdings needs are met. The Department and College also work closely with the designated support librarian for the College to facilitate student and faculty use of library resources.

COMPUTERS

As described above, the College provides each full-time faculty member with a desktop computer (either Windows [the vast majority] or Mac OS) with the ability to access the following software: (1) IBM SPSS, (2) AMOS, (3) Atlas.ti, (4) HyperRESEARCH, (5) SAS, (6) Microsoft Lync, (7) Skype, (8) Box, and (9) Adobe Creative Cloud Suite. The College is part of the University's network, which provides one GBPS connectivity to the Internet. The University library system can be accessed from faculty desktop computers, and faculty have email and cloud storage (i.e., Box) support. Most faculty also have laptop and/or tablet computers used in classrooms to provide instruction (e.g., PowerPoint presentation and access to the University's Canvas instructional support system). The Department allocates a portion of the annual budget to faculty computer upgrades and technical support.

All campus buildings are equipped with free Wi-Fi. Students may also use any of the three campus computer labs on campus (<http://lib.utah.edu/services/labs/>) which have both MAC and Windows computers with over 300 software programs for web and graphic design, media editing, and statistical analyses.

TECHNOLOGY

The College has an Office of Technology Services and Support that consists of four individuals: Jim Logue (Director), Dustin Fehr, Clay Williams, and Noni Rice. Jim Logue and Dustin Fehr handle network updates and troubleshooting equipment failures. Dustin Fehr is an expert on Mac support. Clay Williams handles help desk requests from faculty and staff. Noni Rice maintains the College's website. In addition to the College's IT staff, the Department and College have access to the University's IT support system, which is typically necessary for issues that go beyond the infrastructure of the College, such as University email issues or failures of the University's internet portal.

WRITING CENTER

The University Writing Center sponsors a graduate student writing program available for all graduate students; our students have found this resource to be invaluable for improving their general and academic writing skills.

STATS TUTOR

The Department has a stats lab staffed by two tutors who are available for statistical consultation free of charge. The stats tutors can help with the Statistics course, the Measurement & Assessment course, or individual or group projects associated with other courses. The stats tutors are available for in-person meetings or broadcast tutor sessions.

PEOPLE

The Department staff comprises four individuals:

- **Linda Bredin** – is the Administrative Assistant who handles Department retention, promotion, and tenure procedures, hiring procedures for faculty and staff, student payroll, student tuition benefits, and processing career-line faculty appointments.
- **Daryl Dowdell** – is the Accounting Specialist who handles the Department budget, accounts payable, accounts receivable, travel reimbursements, differential tuition budgets, and payroll.
- **JoLynn Yates** – is the Academic Coordinator who oversees the Department’s academic programs, student records, and general faculty support. She maintains student records that include graduate applications, current student records, programs of study, qualifying exams, theses and dissertations, and meeting graduation requirements. She also handles inquiries from prospective students and the public and assists with coordination of Department and program events.
- **Bailey Caldwell** – is the Office Assistant who supports the Positive Psychology Undergraduate Certificate program, as well as general faculty requests. She also aids JoLynn Yates in maintenance of student records.

CONTACT INFORMATION

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