THE UNIVERSITY OF SOUTH DAKOTA
COUNSELOR EDUCATION PROGRAM

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Welcome to the Counselor Education Program (also known as Counseling Program) at the University of South Dakota. The Counseling Program Faculty is delighted that you chose to begin or continue your education and training as a professional counselor with us. The Counseling Program is accredited by The Council for Accreditation of Counseling and Related Educational Programs (CACREP).

The purpose of this handbook is to facilitate communication between you and the Counseling Program Faculty of expectations, policies, and procedures. As such, you are responsible for its contents. Read this handbook carefully. All program requirements are your responsibility.

The handbook contains specific information about the program’s mission and objectives, endorsement policies, student retention policy and procedures, and academic appeal policies and procedures. As a future professional counselor, you will find the information about involving yourself in professional organizations such as the American Counseling Association (ACA) energizing.

You will also need to examine and follow the policies and procedures as described in the current Graduate Handbook, Graduate School Catalog (Available online on the MyUSD on the Academics tab in the Academic Policies & Forms channel), and the Student Handbook (Available online on the MyUSD on the Campus Life tab in the Student Policies channel). The Counselor Education Program web site (MyUSD) provides access to many other materials.

If you seek information that is unavailable from these resources, please do not hesitate to contact your counseling program faculty advisor or any other faculty member.

On behalf of the Counseling Program faculty, I welcome you to the challenges and joys of graduate training in counseling!

Cordially,

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COUNSELING PROGRAM MISSION, MODEL & OBJECTIVES

The mission of the Counselor Education Program at The University of South Dakota is to graduate competent and ethical professional counselors. Master’s and doctoral graduates serve diverse populations and the profession locally, nationally, and internationally as counselors, counselor educators, and clinical supervisors. The doctoral program prepares graduates to become the profession’s next generation of leaders. Located in the city of Vermillion, the Counselor Education Program is housed within the School of Education and maintains a special commitment to preparing professional counselors to work in rural settings.

The Counselor Education Program is designed to graduate counselors who see themselves first and foremost as professional counselors, regardless of chosen specialization or degree program. Thus, graduate students are expected to demonstrate a commitment to professional and personal development. Moreover, graduate students demonstrate leadership by advocating for the profession, embracing diversity, and offering service to others. Graduate students will be engaged learners who meet and aspire to exceed the CACREP-based professional competencies and performance standards.

As role models, Counseling Program faculty members dedicate themselves to excellence and ethical practice in teaching, research, scholarship, clinical practice, leadership, and service. The curriculum adheres to a reflective decision-making model of training. Professional and personal growth are interrelated and encouraged through experiences that promote awareness of self and one’s impact on others. The curriculum underscores the importance of supervised clinical experiences. To ensure excellence throughout the curriculum and our identity as professional counselors, the program maintains CACREP accreditation.

DOCTORAL PROGRAM MISSION

The mission of the Doctor of Philosophy (Ph.D.) program in Counselor Education and Supervision is to prepare graduates to become the profession’s next generation of leaders in counselor education, supervision, scholarship, and advanced counseling practice. The Ph.D. program in Counselor Education and Supervision is accredited (CACREP) under the 2009 standards through March 2024. However, the program is structured to meet the 2016 standards.

PEDAGOGICAL MODEL

Faculty members are committed to providing quality educational experiences to doctoral students from diverse backgrounds. As professional role models, the counseling program faculty recognizes and appreciates differences among people and how these differences contribute to the learning environment. The counseling program faculty represents a broad range of professional and scholarly interests, theoretical perspectives, and treatment modalities.

This professional diversity, the small number of students admitted each year, and the individual attention, concern, and support of the faculty allow doctoral students to shape the program of
study toward individual interests, needs, and career goals. This is done through cognate electives, independent studies, research, pursuit of licensure and certification, and through practica and internship experiences.

The counseling program faculty adheres to a practitioner/educator/investigator model of training. Consistent with this approach is the goal of graduating scholars and researchers who contribute to the knowledge base of the counseling profession. Doctoral students are expected to develop expert knowledge regarding counseling theory and practice, possess a high level of competency in providing professional services, demonstrate skills necessary to produce research relevant to the profession, and carry out program evaluation.

Counselor education and supervision theory and practice, advanced clinical training, and research methodology and scholarship frame the program’s main curricular structure. Faculty advisors assist students to define a program of study relevant to his or her unique professional aspirations, one that advances an individual's knowledge bases, professional competencies and skills, and personal development. Faculty members expect doctoral students to embrace their learning experience while enrolled in the graduate program in a manner that leads to maximum benefit from the learning experiences the program has to offer.

This pedagogical model assumes that the doctoral student is an active rather than passive learner. In this condition we expect receptivity to supervision; willingness to test one's assumptions and hypotheses; readiness to share insights and information with one's student colleagues; solicitation of feedback and critique; and willingness to consider and try out alternative behaviors.

A student’s progress in the program may be interrupted for failure to comply with academic standards or if a student’s interpersonal or emotional status interferes with education/training related requirements for self or others. These factors are evaluated based on one's academic performance and one's ability to convey warmth, genuineness, respect, and empathy in interactions with clients, classmates, staff, and faculty. Students should be able to demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility, and be able to express feelings appropriately.

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**DOCTORAL PROGRAM OBJECTIVES**

The mission of the Doctor of Philosophy (Ph.D.) program in Counselor Education and Supervision is to prepare graduates to become the profession’s next generation of leaders in counselor education, supervision, advanced counseling practice, and research. Consistent with this mission, the faculty identified four program objectives:

1. Prepare doctoral graduates to assume professional leadership roles through curricular and extracurricular experiences designed to promote a professional identity as a counselor and counselor educator;
2. Prepare doctoral graduates for positions as counselor educators and supervisors through curricular and extracurricular experiences designed to promote teaching and supervisory skills;
3. Prepare doctoral graduates for basic and advanced counseling licensure through clinical, curricular, and extracurricular experiences designed to develop clinical skills beyond those expected of the entry level professional counselor; and
4. Prepare doctoral graduates for positions as counselor educators and scholars through curricular and extracurricular experiences designed to promote research and scholarly writing skills.

The program objectives are consistent with the 2016 CACREP Standards and described in more detail in the following narrative. However, the program is accredited under the 2009 standards until March 2024.

PROFESSIONAL COUNSELING LEADERSHIP

As South Dakota’s only counselor education and supervision doctoral program, the primary focus of the Ph.D. program is to prepare students to assume leadership roles in the counseling profession. Membership and active participation in professional counseling associations at local, state, and national levels are encouraged and promoted. Students are provided with opportunities to collaborate with faculty on service to the profession and the public.

COUNSELOR EDUCATION AND SUPERVISION

The USD doctoral program provides advanced training in instructional theory and methods of counselor education and supervision. The doctoral program emphasizes a student-faculty collaboration that also serves as an ongoing mentoring process. Mentorship opportunities provide for practice and collaboration with faculty in counselor education and supervision. Under extensive professional supervision, doctoral students provide supervision to master’s level practicum and internship students, serve as teaching assistants for faculty, and deliver instruction and supervise small groups of students under faculty supervision. Through curricular and extracurricular experiences, doctoral students explore the major roles of counselor educators and supervisors and the needs of counselors in training. Students develop a philosophy and techniques for counselor education.

BASIC AND ADVANCED COUNSELING LICENSURE

All applicants are expected to possess the entry-level counseling knowledge and skills required of graduates of a CACREP-accredited entry-level program at the master’s and/or specialist level and meet academic requirements for licensure as a Licensed Professional Counselor (LPC) in South Dakota. If students have already completed the National Counselor Exam (NCE), students may file an application for a Plan of Supervision with the South Dakota Board of Counselor Examiners and begin accumulating hours toward the 2000 post master’s degree clinical experience hours required for LPC.

SCHOLARSHIP AND RESEARCH

The Counseling program faculty adhere to a practitioner/educator/investigator model of training. Consistent with this approach are the program goals of graduating scholars and researchers who contribute to the knowledge base of the counseling profession. Students are expected to develop expert knowledge regarding counseling theory and practice, possess a high level of competency in providing professional services, demonstrate skills necessary to evaluate research relevant to the profession, and recognize the need to evaluate their own clinical and programmatic interventions. Additionally, students are expected to present their research at regional, state, and national conferences.
ENDORSEMENT POLICY

In addition to the overarching Counseling Program mission, the mission of the Counselor Education Program at The University of South Dakota is to graduate competent and ethical professional counselors. The doctoral degree in Counselor Education and Supervision adheres to the 2009 standards set forth by our program’s accreditation body, CACREP.

Faculty members are willing to provide letters of recommendation as a service to students but do so on an individual basis. Such letters of recommendation are written at the faculty member’s discretion. The counseling faculty limits its endorsement to the student’s academic preparation, observed competencies, and awareness of South Dakota Statute.

COUNSELOR EDUCATION AND SUPERVISION ENDORSEMENT (CACREP ACCREDITED)*

CACREP description of doctoral degree is as follows:

Doctoral degree programs in Counselor Education and Supervision are intended to prepare graduates to work as counselor educators, supervisors, researchers, and practitioners in academic and clinical settings. The doctoral program standards are intended to accommodate the unique strengths of different programs. Doctoral programs for which accreditation is sought must encompass all the entry-level program standards. Therefore, when programs admit doctoral students who have not graduated from a CACREP entry-level program, the program must demonstrate that the student has completed curricular experiences the equivalent of (a) the CACREP entry-level standards, and (b) curricular requirements of a specific program area before beginning doctoral-level counselor education coursework.

The formal endorsement from CACREP in Counselor Education and Supervision asserts that the graduate is:

- Proficient CACREP defined learning outcomes in areas of supervision, teaching, research, scholarship, counseling practice, leadership, and advocacy.
- Able to demonstrate the master’s-level clinical competencies required in a clinical mental health/school counseling setting and that these competencies have been demonstrated, observed and supervised through practicum and internship. These clinical skills must then advance to high degrees of competence by the end of the doctoral program with further experiences in practica and internships.
- Eligible to sit for the licensure exam for Licensure as a Professional Counselor in the State of South Dakota

The student’s Program of Study and Practicum and Internship final evaluations serve as endorsements of the student’s counseling skill area. Upon completion of these requirements, evaluations will be placed in the student’s academic record to verify completion.

*The accreditation runs until March 2024.
OVERVIEW OF DOCTORAL STUDY

Students admitted to the doctoral program must show convincing evidence as the counseling profession’s future leaders, educators, researchers, and supervisors. Completion of the doctoral degree typically requires three to four years of study beyond the master’s degree in counseling.

PH.D. CLASS AVAILABILITY

<table>
<thead>
<tr>
<th>Core Ph.D. Courses</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
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<tbody>
<tr>
<td>COUN 831: Advanced Counseling Issues in Culture, Diversity, and Advocacy</td>
<td>Odd Years</td>
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<td>COUN 858: Theoretical Approaches to Counseling</td>
<td>Even Years</td>
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<tr>
<td>COUN 873: Teaching Counselor Education</td>
<td>Odd Years</td>
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<tr>
<td>COUN 890: Research in Counselor Education</td>
<td>Even Years</td>
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<tr>
<td>COUN 894D: Internship Ph.D.</td>
<td>X</td>
<td>X</td>
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<td>COUN 895: Practicum: Supervision I</td>
<td>X</td>
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<td>COUN 895: Practicum: Ph.D. Individual and Relational I</td>
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<td>COUN 895: Practicum: Supervision II</td>
<td>X</td>
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<td>COUN 895: Practicum: Ph.D. Individual and Relational II</td>
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<td>COUN 895: Practicum: Ph.D. Individual and Relational II</td>
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<tr>
<td>COUN 898D: Dissertation</td>
<td>X</td>
<td>X</td>
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<tr>
<td>EDER 763: Qualitative Methods of Educational Research</td>
<td>X</td>
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<tr>
<td>EDER 860: Advanced Statistics I</td>
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<tr>
<td>EDER 861: Advanced Statistics II</td>
<td>X</td>
<td></td>
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<tr>
<td>EPSY 741: Cognitive Approaches to Educational Psychology</td>
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TYPICAL FIRST YEAR

The first year of the program involves the beginning of the advanced topics sequence in counselor education theory and clinical practica that stress the development of advanced counseling competencies. Foundational courses in research and statistics are also cornerstones of the first year. One or more of the clinical courses (COUN 895: Practicum: Individual and Relational and COUN 895: Practicum: Group) typically launch the students’ clinical training. In addition, doctoral students prepare a Professional Prospectus (see Appendix D for more information) and complete a preliminary exam (only required if the student has not successfully passed the CPCE or the NCE), both of which focus on developing a professional identity as a counselor. It is expected that doctoral students submit presentations to regional, state, and national conferences to assist in developing a strong counselor professional identity.
DOCTORAL STUDENT ORIENTATION

The doctoral orientation is a first-year experience providing opportunities to (a) introduce students to the faculty, (b) review the program curricular and professional expectations, and (c) present professional identity and development issues. All faculty members participate in some capacity during the orientation. More specifically, students are informed of the following:

1. Program expectations such as maintenance of GPA standards;
2. Professional dispositions such as professional dress, attitude with course work, attendance, and professional demeanor toward faculty;
3. Program overview such as full admission sequence, progression toward graduation, course scheduling tracks, composition examination process, and prerequisites to courses;
4. Clinical operations such as policies of the clinic, client populations served in the clinic, and professional comportment in the clinic;
5. Internship and practica experiences such as client contact requirements, completion of forms, and sequence through the clinical courses;
6. Professional development such as progression toward state licensure, national examinations, and membership in professional organizations (ACA, SDCA, and Chi Sigma Iota honorary society); and
7. Dissertation process such as sequence, formulating ideas, and developing a committee to oversee the progress of the dissertation.

TYPICAL SECOND YEAR

The second year involves the continuation of practica (supervision courses) and the advanced topics sequence. An emphasis of the second year is the continued development of research skills for students. In addition to its solid preparation in quantitative research, the program emphasizes training in qualitative research, a rapidly growing component of counselor education research. During the second year, students participate with the faculty in all facets of counselor educators’ roles and complete requirements for their cognate areas. Students will develop a regular meeting schedule with their advisor in order to prepare for the comprehensive exams (see Appendix E for more information) and develop an appropriate research timetable and facilitate follow-through (e.g. meeting every two weeks to discuss progression of research and edits to prepare for the dissertation proposal).

Cognate courses are a total of 3 hours and can be spread out over program. Cognate courses are determined in conversations with advisor with the purpose of specializing and advancing the student’s training. It is recommended that cognates result in certifications or licensure. For example, a student already has a license in counseling but wants a substance abuse certification. The three credits could be used to take additional courses to meet that certification. It is required that the student take USD courses when available. However, there are times when this may not be possible. To ensure the highest quality, alternatives can be considered but only if there is a clear governing body that oversees the performance outcomes. For example, workshops could be rolled into Independent Study courses, but there would need to be a clear outcome measure (i.e. certification earned) governed by a reputable agency. For reference, 45 CEU’s equals a 3-credit hour graduate level course. It is the advisor’s discretion to determine level of quality for alternative cognate ideas.
TYPICAL THIRD YEAR

The concluding year of the program students participate in internship experiences (see Ph.D. Internship Resource Guide for more specific information). Students are required to complete 600 hours in one or more of the following internship areas: counseling practice, counselor education, research, leadership, and supervision. The counselor education and supervision components may involve “apprenticing” with a faculty member in a student’s cognate area. Cognate area, student interests, and work experiences are considered in consultation with the advisor to design an appropriate integration of the three areas.

The counseling practice internship is typically conducted off-site in a school or mental health agency. Doctoral students also propose and conduct dissertation research after completing their comprehensive exams (if applicable). As part of their comprehensive exam process, students work with their advisor in preparing to take the exam. The exams are a three day event with a specific topic area (counselor education/supervision; clinical practice; research) on each day. The exams are written essays to various prompts. Students are strongly encouraged to prepare diligently for these exams as faculty employ rigorous expectations for student writing in professional voice. Upon successful completion of the comprehensive exams, Ph.D. students move to candidacy status. If the student does not pass the exams, then the faculty will hold a meeting with the student to review the areas of deficiency. This meeting will determine the next steps for the student moving forward including, but not restricted to, prescriptions for improved writing, a second exam attempt, or even dismissal from the program. If the student is allowed to take the exam a second time and fails to deliver a successful score, the student will meet with the faculty and review dismissal procedures.

After successful completion of comprehensive exams, the doctoral student may begin to enroll in dissertation credits. Only 9 credits may be taken prior to successful proposal.

By the end of year 3, doctoral students should be involved in dissertation and completing any unmet course requirements. In some cases, students are ready to conduct job searches and participate in job interviews to prepare for the transition from the role of student to that of a faculty member. Review employment readiness with advisor as dissertation completion may complicate job searches and/or success in jobs.

PROGRESSION THROUGH THE PROGRAM

Students may be fully admitted to the doctoral program but they are required to complete a trial term of course work and preliminary examination followed by an oral interview with members of the program faculty to continue full admission (see doctoral program retention policy). All students are reviewed by the faculty twice a year to determine academic and professional fit in the program. Typically, the student will receive “excellence” or “acceptable” scores indicating satisfactory progression through the program. When the student encounters difficulty, the faculty will first attempt to define the difficulties as developmental with prescriptions. If prescriptions are met and the student improves with no more difficulties, then they will be able to progress through the program. If the student encounters 2 consecutive reviews with developmental designations, then the faculty will call a meeting to review dismissal procedures. If the student encounters 3 or more total developmental reviews, then the faculty will call a meeting to review dismissal procedures or other significant interventions. It is important to note; however, that there might be circumstances or
behaviors that warrants a student's immediate dismissal. Graduate School policy regarding due process will be followed in all meetings and decisions.

It is important to note time limit and validation of credits regarding progression through the program. Students have a total of ten years to complete all requirements of program. This includes a five-year time limit from the date a student is admitted to candidacy. The ten-year limit is the important number to focus on, as the Graduate School requires graduate school credit to be no more than ten years old. It is also important to note that this “clock” does not stop. Students can take a leave of absence to eliminate the need to register (As per Graduate School policy, all students must enroll in courses each semester or be moved to inactive status), but this does not pause the clock. The faculty will NOT validate courses, so a student can continue on in the program past ten years. If a student reaches their ten-year time limit they will be moved to inactive status in the program, dismissed from the program, or recommend the student move to the EdS degree.

The Graduate School (current version) has the following policy on time limits for completing doctoral study.

The entire University of South Dakota coursework applicable to the current master’s, specialist in education, and clinical doctorate must be completed within a period of seven calendar years from the date of the first matriculation. For the doctor of education and doctor of philosophy, all requirements must be completed within ten calendar years from the date of first matriculation. The student, with support from the program, may petition the Graduate Dean to extend the time due to extenuating circumstances.

Graduate credits earned (for master’s, specialists, or clinical doctorate degrees) more than seven years prior to the date of intended graduation or ten years (for Doctor of Education or Doctor of Philosophy) must be validated. The method of validation is to be recommended by the student’s advisory committee and approved by the Graduate Dean. Normally, validation may include repeating of the course, satisfactorily completing a final examination for the course, demonstrating relevant professional experience, or successfully answering specific additional questions on the comprehensive examination.

**RETENTION SEQUENCE**

**PHASE I**

The retention sequence is defined as the first 12 hours of all non-cognate coursework within a counseling program of study. A rating of acceptable or higher on semester evaluations of student progress, including grades of B or higher in all course work (GPA 3.5 minimum), is required for retention in the program. Students who successfully complete the first 12 hours of their coursework (any transfer credits do not apply toward retention sequence) follow the Guidelines of the Annual Student Evaluation Process.

At the end of the first semester students complete a professional prospectus and discuss this prospectus with faculty (preliminary exam). The Professional Prospectus reflects each student’s career goals, professional aspirations include certification and licensure as a professional counselor, course work, preliminary exam schedule, residency plan, internship goals, multicultural competencies, leadership and advocacy initiatives, the doctoral plan of study, a description of a
cognate area, an intentional plan to engage in professional development opportunities throughout the doctoral program, research/dissertation agenda, and so on. The Professional Prospectus is discussed throughout either COUN 831 or 858 courses or via advisor and typically completed within the first 12 hours of the counseling program. Doctoral students are not allowed to engage in internship experiences until successful completion of retention courses and needed prerequisite courses (e.g. successful completion of COUN 895 Doctoral Supervision II before supervision internship experience).

PHASE II

Successful passage of the trial term course work, the preliminary examination process, and the maintenance of a grade point average of 3.5 (must maintain this GPA at all times in the program or receive a development review letter) or above allows students to continue full admission.

Ph. D. students must complete two academic years in residence or full-time registration. Residency includes a period of continuous full-time engagement on campus. In addition to course work, students actively participate with the faculty in teaching and research, and completion of internship requirements. Consistent and frequent meetings with the advisor are necessary for success.

Typically, when a doctoral student has completed most of their required coursework and has approval from their advisor, they will take comprehension exams. After successful completion of exams, a student can register for dissertation credits. However, proposal stage allows for up to 9 of the total 15 credits. Working closely with advisor will assist in navigating dissertation registration matters.

PHASE III

The proposal meeting (see Dissertation Handbook for further details) is a formal process that establishes the proposal as an accepted research project as well as a contract. Students meet with the committee for their oral defense of their dissertation. On a number of occasions, the doctoral committee has been called into service to approve exceptions to the program of study, changes in the dissertation problem, extensions to the time limit, and acceptance of internship modifications. Students must achieve final candidacy prior to defending the dissertation. School of Education regulations state that students may enroll in a total of nine (9) dissertation credit hours before their dissertation proposal.

A student will defend their proposal within 9 credit hours. Successful defense of proposal leads to further credit registration and conducting proposed study.

Student must complete their dissertation by the time they have completed 15 hours. Not doing so will result in a meeting with program faculty to determine status in the program. Students are strongly encouraged to meet with their dissertation chair frequently to ensure sensible and responsible credit registration.

Passing a final oral examination of the dissertation marks successful completion of the dissertation. The doctoral program committee’s duties are officially concluded upon the student’s successful completion of the dissertation defense.
Note that contracts with dissertation chair are required each semester to determine level of progress on dissertation. If more than 2 contracts are not successfully met, the student will need to meet with the faculty to determine progression in program.

**STUDENT RESPONSIBILITIES**

The Counselor Education Program is designed to graduate counselors who see themselves first and foremost as professional counselors, regardless of chosen specialization or degree program. Thus, graduate students are expected to demonstrate a commitment to professional and personal development. Moreover, graduate students demonstrate leadership by advocating for the profession, embracing diversity, and offering service to others. Graduate students will be engaged learners who meet and aspire to exceed the CACREP-based professional competencies and performance standards.

**PROFESSIONAL COMPORTMENT**

The counseling program expects students to adhere to the highest standards for professional comportment. To this end, those associated with the counseling program must display professional maturity, competence in their scope of practice, and personal and ethical integrity in every facet of the clinical and educational setting.

Students are required to practice diligence and discretion in client-counselor relationships as well as faculty-student relationships. Some attitudinal or behavioral patterns that may elicit concerns as to the student’s ability to continue in the counseling program may include, but are not limited to, breaching client/student confidentiality, becoming sexually involved with a client/supervisee, performing clinical skills outside of one’s scope of ability, academic dishonesty, revealing a lack of concern or compassion in practice, gossiping and/or talking negatively about others (e.g., clients, students, faculty, program) and showing disrespect for others (e.g., faculty, professional colleagues, and fellow students). Students should exemplify a manner befitting a professional at all times, including displaying professional maturity in their dress by adhering to the program’s dress code (see practicum handbook).

Doctoral students are often in positions of authority with Master's students (e.g. supervision, teaching assistant, program graduate assistantships, etc.). The program expects doctoral students to follow all related ACA Code of Ethics or FERPA regulations. In addition, Failure to do so will result in faculty meeting to discuss status in the program.

**ADVISING FOR STUDENT SUCCESS**

The Advising Program is developmental in nature and serves as an integral piece to the overall success of our students and vitality of the counseling program. The faculty is committed to assisting students in achieving their academic goals by creating an atmosphere that promotes student growth and encourages ownership by the student of their individual plan of study. Advising assists students to realize the maximum educational benefits available to them by helping them to better understand themselves and to learn to use the resources of an educational institution to meet their personal and educational needs and aspirations.
The Advising Program goals are to assist students to realize the maximum educational benefits available to them by:

1. Helping students to clarify their values and goals and to better understand themselves;
2. Helping students to understand the nature and the purpose of graduate education;
3. Providing accurate information about educational options, requirements, policies and procedures;
4. Creating a plan of study consistent with a student’s interests, abilities, and future work goals;
5. Assisting students in the continual monitoring and evaluation of their progress; and
6. Integrating the resources of the institution to meet the students’ educational needs and aspirations.

STUDENT ROLES AND RESPONSIBILITIES

The responsibility to meet requirements for graduation, both with respect to creating a plan of study and to completing all requirements of the program and university satisfactorily, ultimately rests with the student. Students are expected to become well acquainted with the following advising materials.

1. Graduate School Catalog
2. School of Education Graduate Handbook
3. Graduate School Website
4. Counseling Program Student Handbook (Doctoral Program)
6. The Counseling Program Website
7. Ph.D. Internship Resource Guide

Students have an important responsibility in the advising process and are encouraged to take the initiative to seek advisement and to develop a close relationship with their advisors. The degree to which the students initiate and participate in the advising program will be a component of the student’s annual evaluation process. Mutual respect between advisor and advisee is a goal of the USD Division of Counseling and Psychology in Education program.

ASSIGNMENT OF ADVISORS. Upon entering the program, the student will be assigned to an advisor. Requests for a change of advisor should be honored if a student believes it is in their best interest to work with a different faculty member. If a student’s advisor leaves the campus, or is on sabbatical, the student will be assigned a new advisor. The graduate school will notify the student of this change.
**Dissertation Committee Members.** Faculty members at USD have a strong counselor identity and want to assist you in your development as future counselor educators. To ensure that your dissertation follows the professional identity in the field of counselor education, your advisor and another member of the dissertation committee must be counselor education faculty members (see Dissertation Handbook for more information).

You and your advisor will work closely together to develop a research project for your dissertation. Your advisor will serve as a mentor that will assist you in advancing your research skills. This is a professional endeavor that requires the collaboration and dedication of doctoral students as well as the advisor. Creating a dissertation is the beginning of your professional role as a researcher. As this is a commitment to yourself and to the counselor education field, you will be expected to uphold professional and ethical standards. Advisor changes may not be done after the initial dissertation proposal is held unless your advisor leaves USD, dies, or is unable to continue serving in the advisor role.

**Confidentiality of Advisee Information.** The Family Educational Rights and Privacy Act (FERPA) is the law that established the parameters for the release of student academic records and information by the University. Any questions pertaining to the release of student information and what might be considered confidential should be directed to the USD registrar. The Counseling Program protects the confidentiality of student academic records, including advising files.

**Special Needs and Students with Disabilities**

To ensure their success in the academic and clinical aspects of the program, students with disabilities are advised to discuss their accommodations with their advisor and the director of disability services. Ideally, this should occur before registering for classes. Importantly, accommodations must not interfere with academic and clinical training and performance competences expected of professional counselors.

The Counseling Program follows the University’s policy and procedures for student seeking accommodations (see adjacent sidebar). This statement should appear on every University syllabus. Federal law prohibits discrimination on the basis of disability (Section 504 of the Rehabilitation Act of 1973 and Title II of the American with Disabilities Act). Section 504 obligates USD to provide equal access for all persons with disabilities.
EVALUATION OF STUDENT PROGRESS

Student success is aided by linking together advising milestones to corresponding student evaluation activities (see Appendix A). In the few cases where the following schedule does not yield an annual review for a student, one will be conducted. Additionally, all enrolled students’ grades are reviewed at the end of each semester to determine academic progress. Student performance will be also evaluated should the need arise.

The counseling faculty evaluates student performance and potential along academic, professional, personal, and interpersonal dimensions. Thus, evaluations extend beyond measures used in coursework.

1. Academic proficiency, including appropriate grades, test scores, and writing skills
2. Self-awareness and self-acceptance, including a realistic self-appraisal of one’s strengths and weaknesses and their likely impact on the experiential and academic realms of the program
3. Investment in personal wellness and development, including an understanding of current personal issues and stressors that may influence progress in the program or work with others
4. Commitment to the welfare of others, including displaying a positive, hopeful view of humankind in all its diversity
5. Interpersonal effectiveness, including ability to develop and maintain positive, cooperative interpersonal relationships around individual and shared goals
6. Communication skills, including expressive communication and attentive listening so that others may be understood
7. Commitment to the profession of counseling and successful development into a professional, including adhering to the highest standards for professional judgment and ethical conduct

These dimensions are assessed throughout the program as reflected in the various evaluation measures used by the faculty to assess student performance.

The review of students includes (a) a formal review of all students’ progress and (b) progress reports and reviews of students on an as needed basis. Formal reviews of all students are conducted at least annually and are used to determine satisfactory performance and progress through the program. Students identified as making inadequate progress may be required to complete a remediation plan, placed on academic probation, or dismissed from the program in accordance with program, School of Education, and graduate school policies and procedures. Faculty meetings offer regular opportunities for faculty members and advisors to bring student concerns and issues to the faculty as a whole for information, consideration, and possible action.

| UNSATISFACTORY PROGRESS |

From time to time, evaluations of student performance indicate a need for further action. In such cases, the student’s advisor assumes a central role. Students identified for assistance are required, at minimum, to work with a faculty advisor to address and remediate the academic, professional, and/or personal concerns. Intervention may include plans for developing writing skills, completing personal and/or career counseling, an evaluation for learning problems, enrolling in additional coursework, and retaking courses.
When an intervention is unsuccessful or contraindicated, the goal becomes to assist the student to move from the counseling program onto a more appropriate career path. This is done by offering to link the student to other campus resources such as the Career Development Center, Student Counseling Services, and other graduate programs. However, the counseling faculty reserves the right to dismiss or separate students from the program for unsatisfactory academic performance, professional or ethical misconduct, or evidence that one is unlikely to succeed as a professional counselor (see current version of Graduate Catalog).

ACADEMIC INTEGRITY POLICY

As stated in the Student Code of Conduct (USD Student Handbook. available online in the MyUSD. Portal on the Academics tab, the integrity of the University community is contingent upon fulfillment of a trust—that the members of the student body will engage in reasonable behaviors to promote and protect the educational environment. Note the current definitions for academic integrity (i.e. cheating, plagiarism) at the South Dakota Board of Regents website: (https://www.sdbor.edu/policy/Documents/2-33.pdf)

According to the student handbook, instructors may apply the following actions for students caught engaging in any form of academic dishonesty:

1. Give a zero for that assignment
2. Allow a rewrite and resubmit the assignment for credit
3. Assign a reduced grade for the course
4. Drop the student from the course
5. Fail the student in the course

The counseling program will follow the plans and decisions set forth by the University and the Board of Regents.

GRADUATE STUDENT ACADEMIC APPEAL PROCEDURE

A procedure has been established for impartial review and hearing of any academic grievance. The University’s graduate academic appeal procedures can be found in Appendix C of this document. A student pursuing an academic appeal should confer with the Graduate School before initiating the process. All other grievance proceedings should contact the Director of Student Rights & Responsibilities or the Affirmative Action Director.
PROFESSIONAL INVOLVEMENT

The counseling faculty expects students to become involved in professional activities and training opportunities outside the regular curriculum. Students involve themselves in an active professional life, including attendance at NCACES, SDCA, and ACA conferences. Students are actively involved in Chi Sigma Iota (CSI), the international counseling honor society.

USD counseling students share a strong tradition of involvement in the American Counseling Association (ACA), as well as local and state counseling associations. Student members of the South Dakota Counseling Association (SDCA) enjoy a number of benefits ranging from opportunities to present at the state conference to reduced registration rates to attend workshops and conferences.

Students also have a strong voice in the American Counseling Association, and it is growing every day as ACA seeks student input on products and services that will be in demand by these future professionals. Today’s students will be tomorrow’s volunteer leaders of ACA and SDCA. From involvement at the chapter level to active roles on committees, there are multiple ways for the needs and views of students to be heard.

Visit the following websites for more information about the various professional organizations:

- American Counseling Association (http://www.counseling.org/)
- South Dakota Counseling Association (http://www.sdcounseling.org/)

Source: http://www.counseling.org/Students/
PRESENTATIONS AND PUBLICATIONS

All active pre-dissertation doctoral counseling students are expected to submit conference proposals each year to a state or national annual conference (ex. South Dakota Counseling Association). This is an opportunity to develop and enhance your presentation skills, promote your specialty area, and add to your professional vitae. You may wish to take this opportunity to co-present with another doctoral student, professor, or master’s student.

In the current and upcoming job market, it is common for doctoral students to have a minimum of one publication. All doctoral students are encouraged to submit a publication to a refereed journal or book chapter submission during their tenure at USD. Doctoral students have a unique opportunity to work with a variety of professors. You are encouraged to work with a faculty member that shares your same research interests to develop your research and professional skills.

LICENSURE AND CERTIFICATION

As a counseling student, you are held responsible for researching and adhering to your licensure and certification requirements. Licensure and certification requirements are determined by the guidelines of the individual state you intend to practice in.

THE LICENSED PROFESSIONAL COUNSELOR

Almost all state governments have adopted requirements regulating those who wish to practice counseling within that state. Any professional intending to practice counseling must meet and adhere to the regulations of the state(s) in which he or she intends to practice.

SOUTH DAKOTA’S BOARD OF COUNSELOR EXAMINERS

Mission Statement. To protect the South Dakota consumers of counseling services by voluntary licensing of qualified counselor applicants, monitoring Continuing education and annual reporting requirements, as well as enforcement of updated statutes and rules promulgated to regulate the licensing and practice of professional counseling. For more information on licensing, contact:

South Dakota Board of Counselor Examiners
Address: PO Box 1822
Sioux Falls, SD 57101
Phone: (605) 331-2927
NATIONAL COUNSELOR CERTIFICATION (NCC)

National certification in counseling is a voluntary professional credential. It is not required for practice, but it attests to an individual’s commitment to the importance of a national credentialing standard developed for counselors by counselors. Currently, over 31,000 professionals hold the National Certified Counselor (NCC) credential. As a counseling student enrolled in a CACREP approved program, you are eligible for the National Certified Counselor (NCC) credential after graduating. NBCC waives the experience requirement for graduates of CACREP accredited programs. In addition to the credential, passing the certification exam satisfies the licensing exam requirement for a number of states.

THE CERTIFIED SCHOOL COUNSELOR

Certification is the process of validating the preparation of teachers and other educational personnel in K-12 schools (i.e. school counselors) and authorizing them to serve in the capacities designated on their certificates. Initial certification requires verification from an accredited institution that the candidate has met the standards of an approved program and can be recommended for certification. Students are expected to check the requirements for the state in which they wish to seek certification.

Students seeking certification in South Dakota must sign a notarized citizenship statement and verification that they have not been convicted of any crime involving moral turpitude, including traffic in narcotics (SDCL 13-42-10). This is a usual requirement in most states. In addition, South Dakota state law requires that educators complete Human Relations and South Dakota Indian studies courses.

Rules set by the South Dakota Board of Education and applicable statutes provide the framework for issuing and renewing certificates. Authorizations, which appear on certificates, indicate the levels of teaching and/or administrative assignments the certificate holder is authorized for and the subjects/areas the certificate holder is qualified to teach. Some authorizations are issued after the educator completes the approved programs, generally at the major level, and others are issued after transcript analysis/praxis test verifies that the educator has met the minimum requirements for authorizations outside a major.

Visit the SD Department of Education website for additional information and application forms.

Through the accreditation process and professional development activities, ACES strives to continue to improve the education, credentialing, and supervision of counselors. Publications on current and relevant research, practices, ethical standards and related problems are available to members. Those professionals who are engaged in the professional preparation and supervision of counselors will find leadership through ACES. The purpose of the Association, in accordance with the purpose of the American Counseling Association (ACA), is to advance counselor education and supervision in order to improve guidance, counseling and student development services in all settings of society.

Source: http://www.acesonline.net/
NOTICE OF NONDISCRIMINATORY POLICY

In accordance with the South Dakota Board of Regents Policy 1:19, the institutions under the jurisdiction of the Board of Regents shall offer equal opportunities in employment and for access to and participation in educational, extension and other institutional services to all persons qualified by academic preparation, experience, and ability for the various levels of employment or academic program or other institutional service, without discrimination based on sex, race, color, creed, national origin, ancestry, citizenship, gender, gender identification, transgender, sexual orientation, religion, age, disability, genetic information or veteran status or any other status that may become protected under law against discrimination. The Board reaffirms its commitment to the objectives of affirmative action, equal opportunity and non-discrimination in accordance with state and federal law. Redress for alleged violations of those laws may be pursued at law or through the procedures established by the provisions of 1:18 of this policy. For additional information, please contact the Director, Equal Opportunity and Chief Title IX Coordinator, Laura McNaughton, 136 Slagle Hall, Vermillion, SD 57069 Phone: 605-658-5642. Laura.McNaughton@usd.edu

Admission decisions are made without regard to disabilities. All prospective students are expected to present academic credentials at or above the minimum standards for admission and meet any technical standards that may be required for admission to a specific program. If you are a prospective student with a disability and need assistance or accommodations during the admission/application process, please contact the Director of Disability Services, Karen Gerety, The Commons, Room 116, USD, Vermillion, SD 57069. Phone: 605-658-3745 Fax: 605-677-3172 E-Mail: disabilityservices@usd.edu

Federal Law prohibits discrimination on the basis of disability (Section 504 of the Rehabilitation Act of 1973, The Americans with Disabilities Act of 1990), and the Americans with Disabilities Act Amendment Act of 2009. The University has designated Ms. Roberta Ambur, Vice President of Administration & ITS, as the Coordinator to monitor compliance with these statutes. This obligates USD and Ms. Ambur to provide equal access for all persons with disabilities.
Counselor Education and Supervision PhD

Bi-Annual Student Evaluation

Student name: ___________________________  Evaluation period: _______________
Entry date: ___________________________  Evaluator: ___________________________

**Excellent (3):** The trainee performs as a doctoral level counselor educator-in-training. The required supervision is collegial and the trainee consults when appropriate. The trainee's demonstrates an advanced knowledge base, skill level, and conceptual framework for counseling. The trainee is able to teach others.

**Acceptable (2):** The trainee performs at an acceptable, expected developmental level. The trainee demonstrates a satisfactory knowledge base, skill level, and conceptual framework. The required supervision routinely addresses skill development and case management. The trainee can successfully complete advanced tasks given appropriate supervision.

**Developmental (1):** The trainee performs at the expected developmental levels in some areas, but performs below expectations in others. The trainee demonstrates a moderate deficiency in knowledge base, skill level, and conceptual framework. The required supervision is marked by the need for the supervisor to monitor activities. The trainee can work with the supervisor to identify areas of improvement, develop a plan for improvement, implement the plan, and evaluate its effectiveness on overall development.

**Unacceptable (0):** The trainee performs at an inadequate level for professional development as a counselor educator-in-training. The trainee demonstrates a profound deficiency in knowledge base, skill level, and conceptual framework. The required supervision is marked by close supervision for even the most basic tasks.

**Not Available (NA).** At the present time, there is no data.

### 1. Academic Proficiency

<table>
<thead>
<tr>
<th>The trainee is able to:</th>
<th>Evidence</th>
<th>Notes</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meet the requirements for Full Acceptance</td>
<td></td>
<td></td>
<td>3  2  1  0  NA</td>
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<tr>
<td></td>
<td></td>
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<td>[ ] [ ] [ ] [ ]</td>
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<tr>
<td>Maintain an appropriate GPA</td>
<td></td>
<td></td>
<td>2  1  0  NA</td>
</tr>
<tr>
<td>• Minimum 3.5</td>
<td></td>
<td></td>
<td>[ ] [ ] [ ] [ ]</td>
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<tr>
<td>Pass Preliminary Exam</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>• Prospectus</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>• Oral Examination</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Pass Comprehensive Exam</td>
<td>Theory</td>
<td>CES</td>
<td>Research</td>
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</tr>
</tbody>
</table>

**II. Professional Development**

<table>
<thead>
<tr>
<th>The trainee is able to:</th>
<th>Evidence</th>
<th>Notes</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand and act in accordance with the professional and ethical standards of the counseling profession. This includes, but not limited to actions in and outside of the classroom and interactions with clients.</td>
<td></td>
<td></td>
<td>3 2 1 0 NA</td>
</tr>
<tr>
<td>Assume responsibility for knowing and adhering to program policies and procedures</td>
<td></td>
<td></td>
<td>2 1 0 NA</td>
</tr>
<tr>
<td>Demonstrate personal responsibility for professional conduct, including reliability, good judgment, self-care, and professional comportment,</td>
<td></td>
<td></td>
<td>2 1 0 NA</td>
</tr>
<tr>
<td>Establish and maintain positive interpersonal and professional relationships, including peers, faculty, and supervisors</td>
<td></td>
<td></td>
<td>2 1 0 NA</td>
</tr>
<tr>
<td>Participate in service activities and contribute to the counseling profession</td>
<td></td>
<td></td>
<td>2 1 0 NA</td>
</tr>
</tbody>
</table>

Total Area Rating:

Comments/Recommendations:
### III. Knowledge

<table>
<thead>
<tr>
<th>The trainee is able to:</th>
<th>Evidence</th>
<th>Notes</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Counselor Education Supervision</strong></td>
<td>COUN 873 Grade:</td>
<td></td>
<td>3 2 1 0 NA</td>
</tr>
<tr>
<td></td>
<td>COUN 895 SUPI Grade:</td>
<td></td>
<td>□ □ □ □</td>
</tr>
<tr>
<td></td>
<td>COUN 895 SUPII Grade:</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Counseling Practice</strong></td>
<td>COUN 895 INDPRAC Grade:</td>
<td></td>
<td>: 2 1 0 NA</td>
</tr>
<tr>
<td></td>
<td>COUN 895 GRPPRAC Grade:</td>
<td></td>
<td>□ □ □ □</td>
</tr>
<tr>
<td><strong>Research Competencies</strong></td>
<td>COUN 890 Grade:</td>
<td></td>
<td>: 2 1 0 NA</td>
</tr>
<tr>
<td></td>
<td>EDER 763 Grade:</td>
<td></td>
<td>□ □ □ □</td>
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<tr>
<td></td>
<td>EDER 860 Grade:</td>
<td></td>
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<tr>
<td></td>
<td>EDER 861 Grade:</td>
<td></td>
<td></td>
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<tr>
<td><strong>Scholarly publications and/or presentations</strong></td>
<td>Report by advisor:</td>
<td></td>
<td>: 2 1 0 NA</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>□ □ □ □</td>
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<tr>
<td><strong>Develop collaborative relationships with program faculty in teaching, supervision, research, professional writing, and service to the profession and the public</strong></td>
<td>Report by advisor:</td>
<td></td>
<td>: 2 1 0 NA</td>
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<tr>
<td></td>
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<td>□ □ □ □</td>
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<tr>
<td><strong>Participate in appropriate professional counseling organizations</strong></td>
<td>Preliminary Portfolio:</td>
<td></td>
<td>: 2 1 0 NA</td>
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<tr>
<td></td>
<td></td>
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<td>□ □ □ □</td>
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<tr>
<td><strong>Contribute to and promote scholarly counseling research</strong></td>
<td>COUN 898D Grade:</td>
<td></td>
<td>: 2 1 0 NA</td>
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</tbody>
</table>

**Total Area Rating:**

**Comments/Recommendations:**
### IV. Clinical Development

<table>
<thead>
<tr>
<th>The trainee is able to:</th>
<th>Evidence</th>
<th>Notes</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintain an appropriate GPA in clinical course work</td>
<td></td>
<td></td>
<td>3 2 1 0 NA</td>
</tr>
<tr>
<td>• 3.0 Minimum</td>
<td></td>
<td></td>
<td>□ □ □ □</td>
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<tr>
<td>• 3.5 or higher</td>
<td></td>
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<td>□ □ □ □</td>
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<tr>
<td>Practicum</td>
<td>Ind Prac Final Tape Grade:</td>
<td></td>
<td></td>
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<tr>
<td>Group Final Evaluation Grade:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internship</td>
<td>Clinical Final Eval Score:</td>
<td></td>
<td></td>
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<tr>
<td>(Please note: Not all areas will be applicable. Please provide information for 6 hours student completed).</td>
<td>Teaching Final Eval Score:</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Supervision Final Eval Score:</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Research Final Eval Score:</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Leadership Final Eval Score:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Area Rating:**

Comments/Recommendations:

### V. Counselor Education and Supervision Foundations

<table>
<thead>
<tr>
<th>The trainee is able to:</th>
<th>Evidence</th>
<th>Notes</th>
<th>Rating</th>
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</thead>
<tbody>
<tr>
<td>A.1, A.3, B.1</td>
<td>COUN 895SUP1 Eval:</td>
<td></td>
<td>3 2 1 0 NA</td>
</tr>
<tr>
<td>A.2, A.3, A.4, B.1, B.2, D.3, H.2, H.3</td>
<td>COUN 895SUP2II Eval:</td>
<td></td>
<td>□ □ □ □</td>
</tr>
<tr>
<td>C.1, C.2, D.2</td>
<td>COUN 873 Portfolio Grade:</td>
<td></td>
<td>□ □ □ □</td>
</tr>
<tr>
<td>C.3</td>
<td>COUN 831 Final Exam Grade:</td>
<td></td>
<td>□ □ □ □</td>
</tr>
<tr>
<td></td>
<td>COUN 890: Presentation Grade:</td>
<td></td>
<td>□ □ □ □</td>
</tr>
<tr>
<td>D.1.</td>
<td>COUN 873 Presentation Grade:</td>
<td></td>
<td>□ □ □ □</td>
</tr>
<tr>
<td>E.1, E.2, E.3, F.1, F.2, F.3, F.4, F.5.</td>
<td>COUN 890 Research Proposal Grade:</td>
<td></td>
<td>□ □ □ □</td>
</tr>
<tr>
<td>Code</td>
<td>Course Details</td>
<td>Grade</td>
<td></td>
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<td>------</td>
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<td></td>
</tr>
<tr>
<td>E.4, F.6</td>
<td>COUN 895INDPRAC Program Development Assignment</td>
<td>2 1 0 NA</td>
<td></td>
</tr>
<tr>
<td>G.1, G.3, G.4, H.1, H.2, I.4</td>
<td>COUN 858 Presentation Grade</td>
<td>2 1 0 NA</td>
<td></td>
</tr>
<tr>
<td>H.1, J.1, J.2</td>
<td>COUN 895SUPI Prospectus</td>
<td>2 1 0 NA</td>
<td></td>
</tr>
<tr>
<td>I.1</td>
<td>COUN 895SUPI Prospectus</td>
<td>2 1 0 NA</td>
<td></td>
</tr>
<tr>
<td>I.2, I.3, I.5</td>
<td>COUN 831 Presentation Grade</td>
<td>2 1 0 NA</td>
<td></td>
</tr>
</tbody>
</table>

Total Area Rating:
Comments/Recommendations:

Evaluation period: _________________

What are the trainee's greatest strengths as a professional in training?

What are suggestions for areas of further professional development?

Prescriptions:

**ADVISING SESSION:**

**Major advisor:**

I reviewed this evaluation with the student.
Student:

I have reviewed and received a copy of these comments and ratings from my advisor. I understand that I have the right to respond to these comments and ratings in writing. (Written comments must be provided within two weeks of having received the evaluation feedback and will be appended to the evaluation document.) I also understand that if I would like to challenge all or part of this evaluation, I may follow the procedures outlined in the Grievance and Complaint section of the Graduate Catalog.

Student’s signature

Please Note:

1. Student reviews are conducted during December and May each academic year.
2. Student evaluations are only completed if the trainee is performing at levels in any one or more of the listed categories within this document besides “acceptable”.
3. Advisor creates the letter indicating performance concerns. This letter is then submitted to program coordinator for final approval and mailing.
4. Advisors need to follow key advising and evaluation schedules outlined in the Counseling Student Handbook. Elements of this outline include: monthly meetings, documentation of scheduling conversations, addressing any developmental plans, establishing directives to meet, and obtaining student signatures when applicable.
5. As part of the retention sequence, students must achieve a 3.5 GPA or higher grade in all courses during their first 12 credit hours.
1. Purpose and Scope of Policy

A. This policy governs academic disputes involving students. Such disputes most commonly arise as a result of student dissatisfaction with assigned grades, but students may also invoke the standards and procedures provided under this policy to challenge academic responses to instances involving alleged student academic misconduct or to challenge other decisions, justified on academic grounds, that affect their participation in or completion of university academic programs.

1) Students who wish to challenge disciplinary actions taken after findings of academic misconduct must proceed under Board Policy No. 3:4.

B. The evaluation of students involves the exercise of professional judgment informed by prolonged and specialized training in an academic subject matter and by experience in presenting those techniques and knowledge to persons who may be unfamiliar with them. Deference should be given to judgments that reflect the academic standards accepted by the university as appropriate to the discipline involved in the dispute and for instruction in that discipline. No deference should be given to actions that do not embody accepted academic standards, particularly if the motive for such actions is unrelated to academic concerns.

C. When a complaint presents facts that would suggest that the challenged action stemmed from conduct violating Board Policy No. 1:18 or 1:19, which prohibit sexual harassment and other forms of discrimination, the matter will be referred under Board Policy No. 1:18 to the institutional Title IX/EEO coordinator for investigation and resolution under those policies. No further action will be taken under Board Policy No. 2:9 pending the completion of proceedings under Board Policy No. 1:18.

1) If the Board Policy No. 1:18 proceedings result in findings that the academic action stemmed from prohibited discrimination, review under Board Policy No. 2:9 will resume to determine what remedial action is proper.

2) If the Board Policy No. 1:18 proceedings do not result in findings that the academic action stemmed from prohibited discrimination, the proceedings under Board Policy No. 2:9 shall be dismissed, unless there are other factors that may have independently been subject to challenge under this policy.
2. Timing and Substantive Conditions on Appeals

A. Academic appeals may be brought only by students who were registered during the term in which the disputed action was taken.

B. Academic appeals may be brought only from final course grades or other actions that have similar finality, such as, without limitation, denial of admission to an undergraduate major or refusal to permit the continuation of an academic program.

C. Academic appeals must be brought within thirty calendar days from the date that the student received notification of the action. If this action occurs within fifteen calendar days before the end of the term, the student must bring an appeal within fifteen calendar days after the beginning of the academic term (fall, spring, or summer) following the term in which the challenged action was taken. A student may petition the president or president’s designee for an extension of this timeline if circumstances prevented a timely appeal.

D. Academic appeals may be brought to challenge a grade or academic decision typically on one or more of three grounds:

1) if an academic decision resulted from administrative error or from misapprehension of some material fact or circumstance, e.g., evaluation reflected an error in the examination or question itself or misread the student’s written response;

2) if an academic decision departs substantially from accepted academic standards for the discipline and the university; or

3) if circumstances suggest that an academic decision reflected the prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards, of student status protected under Board policy, state or federal civil rights law or of other considerations that are inconsistent with the bona fide exercise of academic judgment.

3. Appeals Procedure

A. University presidents shall be responsible for establishing appeals procedures for their campuses.

B. Appeals procedures shall provide that:

1) A student who wishes to complain about a grade or academic decision shall discuss the matter first with the course instructor or the person(s) responsible for the decision.

   a. The instructor or academic decision-maker(s) shall listen to the student’s concerns, shall provide explanation, and shall change the grade or reconsider the decision if the student provides convincing argument for doing so.
2) If, after the discussion with the instructor or academic decision-maker, the student’s concerns remain unresolved, the student may appeal the matter to the appropriate immediate administrative superior. That person, if he or she believes that the complaint may have merit, shall discuss the matter with the instructor or decision-maker. If the matter still remains unresolved, the dispute shall be referred to the president or the president’s designee.

3) The president or the president’s designee shall make a final decision, which may include an administrative change in grade or academic status.

   a. If resolution of the dispute requires the resolution of a question involving academic standards, the president or the president’s designee may obtain expert recommendations concerning those standards, whether by convening a panel of faculty or by obtaining recommendations from experts from outside the university.

**SOURCE:** BOR, April 2007; BOR June 2008.
ACADEMIC APPEALS BY
GRADUATE STUDENTS

This form shall be used by graduate students wishing to appeal an academic decision involving such matters as final course grades and dismissal from a program. The form should be used only if informal discussion with the academic decision-maker does not produce a satisfactory resolution and the student wishes to pursue the matter to the next level. Additional pages may be attached if more space is needed. Before pursuing an appeal, students should consult Board of Regents Policy 2:9

Appeals must be initiated by the student through discussion with the individual responsible for the decision (i.e., the academic decision-maker). The student must have this discussion within 30 calendar days of being notified of the decision that is being appealed. If notification occurs within 15 calendar days of the end of a term, the discussion must occur at the latest within 15 calendar days of the start of the next term.

<table>
<thead>
<tr>
<th>STEP 1: To be completed by the student.</th>
</tr>
</thead>
<tbody>
<tr>
<td>If you wish to pursue the appeal following the discussion with the academic decision-maker, you should complete the section immediately below and submit within 5 working days of the meeting a signed copy to the decision-maker and the decision-maker’s immediate administrative supervisor. The supervisor will then consult with you and the decision-maker in an attempt to resolve the matter. In cases related to course grades, the immediate supervisor will most likely be the chair of the department offering the course. In the case of program admissions or dismissals, the supervisor will be the Dean of Graduate and Continuing Education.</td>
</tr>
<tr>
<td>Name (please print)</td>
</tr>
<tr>
<td>Decision being appealed:</td>
</tr>
<tr>
<td>Date notified of decision:</td>
</tr>
<tr>
<td>Outcome of the discussion:</td>
</tr>
</tbody>
</table>

| Student’s Signature | Date |
**STEP 2: To be completed by the academic decision-maker.**

Response from the Academic Decision-maker: Describe below from your perspective the outcome of the discussion with the student. Provide a signed copy of the completed form to the student and your immediate administrative supervisor within 10 working days of receipt of the form from the student.

______________________________
Name (please print)

______________________________
Signature

______________________________
Date

**STEP 3: To be completed by the immediate administrative supervisor.**

Within 10 working days of receipt of this form from the academic decision-maker, the immediate supervisor must initiate discussion with the decision-maker and the student.

Outcome of mediation: Describe below the attempt to reach resolution and the outcome, and provide a copy of this completed form to the student and the decision-maker within 10 working days of the discussion among the parties.

______________________________
Name of Immediate Supervisor (please print)

______________________________
Signature

______________________________
Date

**STEP 4: Final Appeal**

If the matter is unresolved after mediation, the student may appeal to the president’s designee within 10 working days of receipt of this form from the supervisor. The appeal at this stage must be submitted in writing, laying out the basis for the appeal and providing any supporting documentation. This form (completed and with all required signatures) must accompany the written appeal. The president's designee will review the appeal and provide a decision to all parties within 15 working days of its receipt. In most cases related to course grades, the designee will be the dean of the college or school in which the course is offered. For matters related to program admission or dismissal, the provost will be the president's designee.
APPENDIX D

PROFESSIONAL PROSPECTUS/PORTFOLIO (Ph.D.)

Curricular experiences are designed to mirror the practice and values of successful counselor educators with specialized areas of expertise. Two areas of this preliminary period will need to be addressed by the student.

First, doctoral students must show evidence of CPCE or NCE completion. These exams provide the necessary proof of a student’s master’s level competence in the counseling profession. The student’s advisor can assist in determining which exam would be most beneficial to take if neither has been completed. Completion of one of these exams will need to be done by the end of the student’s first semester. Both exams are typically administered later in the semester during the School of Education’s comprehension exam time period. It is the student’s responsibility to ensure this portion of preliminary exams is completed. Otherwise, the student’s progression through the program will be delayed.

Second, the doctoral student, in consultation with their advisor, creates a Professional Prospectus prior to the end of the first semester. The Professional Prospectus reflects each student’s intentional plan to engage in professional development opportunities throughout the doctoral program. Professional aspirations such as certification and licensure as a professional counselor, course work, leadership and advocacy initiatives, the doctoral plan of study, a description of cognate area, an intentional plan to engage in professional development opportunities throughout the doctoral program, residency plan, internship goals, research agenda, multicultural & technical competencies, and so on. When completed and after advisor approval, this document is submitted to faculty for review. Once reviewed, the faculty will call a meeting with the student to discuss the prospectus. The prospectus review will be held at the end of the first semester or early in the following semester.

The prospectus review will include an introduction to all faculty, the student sharing their future goals with the degree, and why they chose to pursue a doctoral degree. Faculty will then ask questions related to the prospectus or anything else that might come up during the meeting. This experience is designed to be a conversation for the faculty to gain a better understanding of how to be helpful in achieving student goals.

Prospectus Introductory Narrative
- At this point in professional identity the doctoral student is expected to have an understanding of theory or combination of theories that guide their counseling practice. Describe that theory briefly and indicate how it is used in particular practice setting of doctoral student. Include assumption about human behavior, how change occurs, and a minimum of techniques are skills associated with theory.
- Provide a review of counseling settings worked and desired counseling setting to work. Why this setting? What will you need to be successful in this setting? What will be your greatest challenge in your work?

Professional Aspirations
- Statement of Purpose (professional goals)
- License(s)/certification(s) sought
- National Counselor Exam; Nationally Certified Counselor
• SDBCE Plan of Supervision
• Professional organization affiliation; Leadership
• Conference Attendance and Presentations
• Scholarly/Research Activity
• Service to Program

Program of Study (include credit hours, grade, and term taken or proposed term):
• required for Ph. D. in Counselor Education
• courses required to meet M.A. counseling competencies (those w/o a counseling masters)
• transfer courses (transcripts required)
• cognate area (9 credit hours)
• other (include courses not covered elsewhere for license(s)/certification(s) sought)

Residency Plan
• tentative three year plan (minimum 2 year residency)
• dates of full-time enrollment

Professional Development & Competencies
• Core Course Requirements
• Apprenticeship Opportunities
• Cognate Area
• Competencies: Clinical, multicultural, technological
• Continuing Education

Internship
• tentative dates & potential setting
• desired internship experiences (clinical practice, supervision, teaching, research, leadership)

Professional Portfolio
• supporting materials/documentation (e.g., teaching evaluations, syllabi, continuing education certificates, student achievement, presentation acceptance letters, competencies, counselor effectiveness, etc.)

Comprehensive Exams
• tentative date
• candidacy status

Dissertation
• tentative dates
• committee selection
• proposal defense
• dissertation defense

Job Search
• Resume/Vita
• Cover Letter
• Interviews

Graduation
• tentative date
# Doctoral Preliminary Exam (Prospectus Review) Rubric

<table>
<thead>
<tr>
<th>Student's Name: ___________________________</th>
<th>Evaluator's Name: ___________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review Date: ____________</td>
<td></td>
</tr>
</tbody>
</table>

**Excellence** = Competency level is likely to enhance development as counselor educator and professional counselor and inspire others.

**Acceptable** = Competency level is likely to sustain development as a counselor educator and professional counselor (**may include required development activities**).

**Unacceptable** = Competency level is likely to impede development as a counselor educator and professional counselor.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Excellence (2)</th>
<th>Acceptable (1)</th>
<th>Unacceptable (0)</th>
<th>Notes</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization &amp; Readability</strong></td>
<td>Well organized, understandable clearly presented, concise, and grammatically correct. The writer or speaker exhibits a distinctive professional voice.</td>
<td>Reasonably organized, understandable and presented, concise, and few grammar corrections. Appropriate language for audience. <strong>May require developmental activities.</strong></td>
<td>Inadequately organized, not easily understood, hard to follow, either too wordy or sparse, and many grammatical errors. Errors inhibit understanding.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Thoroughness</strong></td>
<td>Attention is paid to all aspects of the prompt and brings in relevant additions.</td>
<td>Attention is paid to nearly all aspects of the prompt. Only minor oversights evident. <strong>May require developmental activities.</strong></td>
<td>Little attention paid to the required aspects of the prompt. Many major oversights evident.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Thoughtfulness</strong></td>
<td>Shows a high degree of thoughtfulness about the topic evidenced by novel thinking. Implications and multiple perspectives are considered. Work is marked by “surprisingness.”</td>
<td>Shows adequate evidence of thoughtfulness about the topic. Expected implications and/or perspectives are considered. <strong>May require developmental activities.</strong></td>
<td>Shows sparse evidence of thoughtfulness about the topic. Little evidence of critical thinking about implications and/or multiple perspectives.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

|                           | **Total**                                                                 | **Total**                                                                 | **Total**                                                                 |       |       |
|                           | Excellence: scores total 5-6 | Acceptable: scores total 3-4 | Unacceptable: scores total 0-2 |       |       |
APPENDIX E

COMPREHENSIVE EXAM (Ph.D.)

The comprehensive exam is intended to cover all material presented during the doctoral program. Comprehensive exams are opportunities for students to exhibit expertise in the counselor education field and an area of specialization.

Comprehensive exams are scheduled for a period of three days. Questions are intended to address the eight CACREP core areas and may be integrative in nature. The CACREP core areas include: professional orientation and ethical practice; social and cultural diversity; human growth and development; career development; helping relationships; group work; assessment; and research and program evaluation. Specifically, the questions will address 3 broad areas: counseling theory/clinical application; teaching/supervision; and research. A minimum of 20 professional citations are required in the response for each question area.

The questions are generated by the student's advisor and general review with the student is provided. Question responses are a reflection of the student's ability to integrate learning during the program and forward thinking/creativity to convey their expertise.

The comprehensive exam is graded by members of the student’s dissertation committee or available counseling faculty. Results of the comprehensive exam are given to the student by the program coordinator.

Upon successful completion of the exam, students may then move to working on their dissertation. As noted earlier in this document, the student may be required to retake some or all of the exam 1 additional time. If the student continues to be unsuccessful, a meeting with the faculty is needed to determine status in the program.
# Doctoral Comprehensive Exam Rubric

**Topic Area** (Circle One):  
(a) **Counseling Theory & Practice**  
(b) **Supervision & Counselor Education**  
(c) **Research Design & Data Analysis**

<table>
<thead>
<tr>
<th>Student’s Code: ______________________</th>
<th>Evaluator’s Name: ______________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review Date: ____________</td>
<td></td>
</tr>
</tbody>
</table>

- **Excellence** = Competency level is likely to enhance development as counselor educator and professional counselor and inspire others.
- **Acceptable** = Competency level is likely to sustain development as a counselor educator and professional counselor (*may include required development activities*).
- **Unacceptable** = Competency level is likely to impede development as a counselor educator and professional counselor.

<table>
<thead>
<tr>
<th>Standard</th>
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<th>Unacceptable (0)</th>
<th>Notes</th>
<th>Score</th>
</tr>
</thead>
<tbody>
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<td>Reasonably organized, understandable and</td>
<td>Inadequately organized, not easily understood, hard to</td>
<td>Errors inhibit understanding.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>concise, and grammatically correct. The writer or</td>
<td>presented, concise, and few grammar corrections.</td>
<td>follow, either too wordy or sparse, and many grammatical</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>speaker exhibits a distinctive professional voice.</td>
<td>Appropriate language for audience. <strong>May require</strong></td>
<td>errors.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>developmental activities.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thoroughness</td>
<td>Attention is paid to all aspects of the prompt and</td>
<td>Attention is paid to nearly all aspects of the prompt.</td>
<td>Little attention paid to the required aspects of the</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>brings in relevant additions.</td>
<td>Only minor oversights evident. <strong>May require</strong></td>
<td>prompt. More than one element missing from prompts. Many</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>developmental activities.</strong></td>
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<td>Little evidence of critical thinking about implications</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>multiple perspectives are considered. Work is marked</td>
<td><strong>May require development activities.</strong></td>
<td>and/or multiple perspectives.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>by “surprisingness.”</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total**

*Excellence: scores total 5-6  
Acceptable: scores total 3-4  
Unacceptable: scores total 0-2*
APPENDIX F

BRIEF OVERVIEW OF DOCTORAL PROGRAM REQUIREMENTS

Within the first 12 hours of enrollment students are required to complete the Prospectus, Written and Oral Preliminary Exam.

➢ The Prospectus and Oral Preliminary Exams are individualized for each student while the Written Preliminary Exam is a standardized question that pertains to counselor education issues.
➢ Students must enroll in courses each semester or be moved to inactive status by the Graduate School.

After the second year of full-time enrollment and upon successful completion of core and cognate hours, students are required to complete Comprehensive Exams

➢ Unsuccessful completion of Comprehensive Exams results in meeting with faculty to determine progression in program.

Students earn Candidacy Status when above requirements are successfully fulfilled

Dissertation Committee is selected and Dissertation Proposal is scheduled

➢ Students are only allowed to enroll in 9 credit hours until a successful proposal defense is held.
➢ Contracts are made each semester between student and dissertation chair. Contracts determine satisfactory progress. 2 failed contracts result in a meeting with faculty to determine progression in the program.
I understand that I am responsible for the information provided in the Doctor of Philosophy (Ph.D.) Handbook.

I have received a copy of the handbook during orientation at the beginning of my first semester as a doctoral student. Although an overview of the handbook was presented during the doctoral orientation, I understand that I am responsible for reviewing the materials in detail.

If I have any questions, I will ask for clarification from my advisor or another faculty member.

__________________________
Printed Name

__________________________
Signature

__________________________
Date

Please return one copy to the Counselor Education Department to be placed in your file.
<table>
<thead>
<tr>
<th>Semester</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ph.D. Counselor Education &amp; Supervision</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advising/Worksheet</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Student:**

**Advisor:**
Student Learning Outcomes, Use of Findings, and Implementation Counselor Education and Supervision (PhD) 2019-2020

Professional Identity
• Student Bi-Annual Review Sections I, II, III
• CPCE and NCE Exam
• Current Student and Alumni Surveys
• Site Supervisor and Employer Survey

Professional Practice
• Student Bi-Annual Review Sections I, III, IV
• Current Student and Alumni Surveys
• Site Supervisor and Employer Survey

Program Area Standards
• Student Bi-Annual Review Sections I, III, V
• Speciality Comprehensive Essay Exams
• Current aStudent and Alumni Surveys
• Site Supervisor and Employer Survey

Use of Findings
• Bi-annually, faculty analyzes themes & trends from above outcomes and determinations are made where program can be strengthened.
• Program coordinator implements changes or requests administration for implementation.
• Program coordinator keeps written documentation of analyzes, recommendations, and, when appropriate, administration’s response. All data collection points are then provided in an implementation review.

Implementation for 2016/2017
• Based upon the above procedures the following program changes are noted below:
1. Student bi-annual reviews were conducted in December 2016 and May 2017. Based on the rubric's first year in use, no changes were made for the upcoming academic year.

2. Doctoral comprehensive written exams are used to assess CACREP specialization standards.
   a. *Unacceptable*=student scored below 3 on the appropriate scoring rubric.
   b. *Acceptable*=student scored between 4-5 on the appropriate scoring rubric.
   c. *Excellent*=student scored 6 on the appropriate scoring rubric.

   The program expects that 90% of the students will score in the category of *Acceptable* or above for this student learning objective. For 2016-2017, 4 students were evaluated and 75% scored *Acceptable*. While the final result was not desired, the program decided no changes were needed at the time given the small sample size.

3. Alumni surveys are conducted every three or four years to reduce the amount of repeated information. The program expects to have evaluated areas with mean scores above 3.0 on a five-point rating scale. Since an alumni survey was conducted in 2013 and too few respondents, no current survey information is available at this time.

4. Feedback from internship site supervisors on the program started in the fall 2016 semester. No information to report at this time.

5. Employer/Supervisor surveys for 2015 yielded the following results:
   a. No employers/supervisors for doctoral graduates completed the survey.
   b. Based on this information, the program was not able infuse specific changes during this evaluation cycle.
   c. Survey will be added to closing summary of internship experiences to improve response rates.