

**The University of Iowa**  
**Department of Counselor Education**  
**College of Education**

**Counselor Education & Supervision Doctoral Handbook**  
**2023-2024 Academic Year**

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## **The Counselor Education & Supervision Doctoral Program Overview**

The Counselor Education & Supervision Doctoral program is housed in the Department of Counselor Education in the College of Education, at the University of Iowa. The College of Education has four departments: Teaching and Learning (T&L); Educational Policy and Leadership Studies (EPLS); Psychological and Quantitative Foundations (P&Q); and Counselor Education (CSED). CSED is the latest configuration of the department; it has undergone several title changes the most recent was the move from Rehabilitation and Counselor Education (RCE) to CSED.

The CSED department has four programs, 3 at the master's level, and one at the doctoral level. The three master's programs are: school counseling, clinical mental health counseling, and rehabilitation counseling. The Counselor Education & Supervision program is the sole doctoral program in the department.

### **CSED Department Values**

We believe in:

- Respect for individual dignity.
- Human diversity including persons, programs, and perspectives.
- Holistic approach to development over the life span.
- Academic programs which embody professional excellence.
- Blended curriculum of theory, reflection, research, and supervised practice.
- Professional ethical practice and personal integrity.
- Communication.
- Cooperative, constructive process within a (multidisciplinary) community of consumers, scholars, and practitioners.
- Systemic inquiry as a basis for teaching and practice.

### **CSED Department Professional Objectives**

- Acquire the awareness, knowledge, and skills of a professional counselor and/or counselor educator.
- Develop a life-long process that continuously self-evaluates ones' awareness, knowledge, and skills in relation to all aspects of diversity and multicultural counseling and education.
- Develop the basic counseling skills that will address problems in living from a developmental / life-span approach.
- Cultivate a commitment to ethical practices and behavior in counseling, counselor education, supervision, and research.
- Acquire an understanding of the social, vocational, educational, psychological needs of individuals served in schools, vocational, or counseling centers.

### **Counselor Education & Supervision Program Mission**

This CES program accepts as a primary obligation extending the knowledge base of the counseling profession in a climate of scholarly inquiry. This program prepares students to generate new knowledge for the counseling profession through research that results in dissertations that are appropriate to the field of counselor education and supervision. This extension of knowledge should take into account the societal changes of the 21st century and prepare graduates to be leaders and advocates for change. Students admitted to the doctoral program must have completed studies that meet CACREP entry-level standards and provide evidence of a knowledge base of a professional counselor.

The Ph.D. program in Counselor Education and Supervision prepares students with knowledge and skills basic to counseling and related behavioral studies. Students are prepared to be counselor educators, counselor supervisors, advanced counseling practitioners, researchers and/or evaluators and leaders in academic and clinical settings.

Counselor Education and Supervision Ph.D. graduates are trained counselors and supervisors who can provide a number of professional services such as:

- Supervising counselors.
- Designing, implementing, and evaluating counseling interventions with individuals and groups.
- Teaching in colleges or universities as experts in human relations skills and affective education in K-12 settings and community service settings.
- Providing consultation services.
- Assisting with program development in both educational and community service settings.
- Conducting program evaluations.
- Conducting research.

Graduates would qualify for faculty or clinical positions in programs with titles such as "Counselor Education," "Counselor Education & Supervision," "Counseling and Human Development," "Human Resources/Services," and related titles.

## ADMISSIONS

Admissions is a multi-staged process intended to determine if an applicant is a fit for the program mission and if the program can successfully support the student through graduation.

The first stage is a review of applicant information such as master's level program completion and GPA, GRE and (where applicable) TOEFL scores, personal statements, CVs/resumes, and letters of recommendation.

The second stage is the interview process. This day-long proceeding includes individual applicant meetings with faculty members, current students, resource officers, and additional activities.

The third stage is the review of all available information. At this stage the program faculty determines fit and potential success of the applicant in the program. No one piece of data is weighed more or less. We strive for a comprehensive understanding of our applicants as they will be our future students and then future counselor educators.

After the faculty has determined who will be admitted, the program coordinator works with the Departmental Executive Officer, and the Graduate College to generate appropriate paperwork and ascertain the availability of financial support. At this stage the program coordinator also works with other faculty to determine an initial advisor-advisee fit.

### Prerequisite Experience

*Relevant post-master's experience.* Because the program is designed for individuals who will assume responsibility in supervising or training counselors, experience provides the foundation for further professional development. A minimum of one year of professional counseling or related experiences is preferable upon admission.

*Related master's degree.* Applicants should possess a master's degree in counseling or a related field containing at least the following courses or their equivalents:

- Professional Identity
- Social and Cultural Diversity
- Human Growth and Development
- Career Development
- Helping Relationships
- Group Work
- Assessment
- Research and Program Evaluation
- Counseling experiences in the form of supervised practicum and internship.

**A deficiency in one or more of the above course content areas must be completed and may not be used to fulfill any of the doctoral degree requirements listed below.**

## ADVISING FAQ

### What does an advisor do?

Your advisor is there to ensure that you successfully graduate on time in a four-year program. Typically, this means discussing your plan of study, ensuring you are registered for classes, monitoring your academic progress, navigating financial support within the department, and ensuring you pass your comprehensive exams.

### How do I choose an advisor?

During the application and selection process, applicants will be able to designate their top three choices of potential advisors. Advisors and students will be matched based on several different criteria: a) applicant designation; b) research interest; c) master's and clinical background/expertise; d) the faculty's current advising load. Once an advisor has been assigned students will meet with them to determine transfer of credits, courses, and plans of study.

### What can I do?

Successful advising relationships are hallmarked by honest student/advisor discussion of needs and expectations including, but not limited to: a) what constitutes advising vs. Mentoring vs. support; b) frequency of meetings; c) if the advisor is also the faculty oversight for graduate assistantships and the difference between the two relationships; d) co-teaching experiences, e) expectations of comprehensive exam and/or dissertation chair. **Remember that someday you too will advise students. How do you want to start learning that process now?**

Discuss with your advisor both **your experiences with AND your expectations** of the following areas:

- Meeting times/frequency – once a month? Twice a month? Via zoom? Live? Office? Are they scheduled in advance? Will that change or adapt from 1<sup>st</sup> year to 4<sup>th</sup> year?
- How communication will work – is there a preference for email, phone calls, Zoom meetings or live meetings?
- Topics and agendas – are the advising meetings run on an agenda? If so, who sets it in advance? If your advisor has multiple roles with you (research internship, GA supervisor, and advisor) consider having multiple meetings so that sufficient time is given to each area.
- Faculty/student research – your advisor will always be able to talk about research with you, but they may not have current projects that need doctoral student help. **Your advisor may not have the direct expertise in your chosen topic of interest, but they DO have the expertise in the PROCESS of conducting research.**
- Feedback – your advisor is there to help you troubleshoot the program so you can graduate successfully. Part of that includes giving you feedback. Sometimes

feedback is hard to hear, but please understand it is with your end goal in mind. **We want you to successfully graduate AND become an effective, happy faculty member. Our feedback is to increase your competencies in teaching, research, and service and also help you realize what roles and responsibilities will be expected of you in the future.** You may want to discuss how feedback will be given.

- Be sure to communicate about your career goals openly and regularly with your advisor so they can help you stay on track throughout the program and better understand your expectations.

### **Can I change my advisor while I'm in the program?**

Students can change advisors. However, they should schedule a separate meeting with their current advisor to discuss the nature of the advising relationship and changes that could be made to enhance it. Please give your advisor the courtesy of being able to change or adapt on the basis of this discussion. It would be hoped that at the end of this conversation, the advisor and advisee can evolve together.

If you cannot resolve the problem or are uncomfortable talking directly to the faculty member you have a complaint about, talk to the **faculty member's Departmental Chairperson (sometimes called the DEO)**. That person's name and contact information is: Dr. Estrada-Hernández, N338B Lindquist Center, 319-335-6426 [noel-estradahernandez@uiowa.edu](mailto:noel-estradahernandez@uiowa.edu)

### **Any other pieces of advice for advisees?**

Everyone has different definitions of support, mentoring, and advising. Please talk to your advisor as concretely as possible about what these things look like to you. This enables them to determine if they can meet your expectations. Examples: what does "support" look like to you? What will happen if your advisor gives you feedback you don't like hearing? How will you know you "successfully advised"? What would that look like if someone was watching the two of you meet?

Your advisors are excellent at their jobs, but they are not mind readers. Don't wait for life to create chaos, or wait until there is a crisis. Let your advisor know if you are feeling overwhelmed, stressed, or confused. They will do what they can to help including providing you with information and/or resources. Set a plan so that you know how to tell your advisor when you may need more help than normal, OR if you foresee major changes in your life space and how that will influence your academic career.

Advisors can be mentors, and not every mentor is an advisor. **Remember NO ONE advisor can be everything and anything to any one advisee.** That's impossible. It is recommended students meet and talk with different faculty members in and outside of the department to create a network of mentors. Everyone has wisdom and experience to offer. Successful students often have multiple mentors as well as their advisors.

Students are expected to make appointments with their advisors prior to registration and other significant dates and activities. It is the student's responsibility to keep track of important dates and meet deadlines, acquire appropriate signatures, and follow regulations of the University, the College of Education, and the Graduate College.

## **CURRICULUM AND PLAN OF STUDY**

### **Overview**

The Ph.D. in counselor education and supervision requires 72 semester hours (s.h.) of graduate credits. Students complete required courses in counseling and in research tools and applications, an optional emphasis area, and a minor outside the department. They also take comprehensive examinations and complete a dissertation.

Most students complete their course work in three years and take a fourth year to complete the dissertation. Students who have not completed a master's degree program approved by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) may need to remedy deficiencies by taking appropriate master's-level course work.

Plans of study will include all master's level courses already completed as well as anticipated doctoral-level courses and expected dates of completion. Revisions to the curriculum plan may be made with advisor and faculty approval. If a CSED core requirement is to be waived, a Division Waiver form (available in N338) must be completed and signed by the advisor and Department Chair.

The CES curriculum includes learning experiences beyond the entry-level are required in all of the following content areas:

- theories pertaining to the principles and practice of counseling, career development, group work, systems, and consultation
- theories and practices of counselor supervision
- instructional theory and methods relevant to counselor education
- pedagogy relevant to current social and cultural issues, including social change theory and advocacy action planning
- design and implementation of quantitative research and methodology, including univariate, multivariate, and single-subject design
- design and implementation of qualitative research, including grounded theory, ethnographic, and phenomenological methodologies
- models and methods of assessment and use of data
- ethical and legal considerations in counselor education and supervision



- the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, local, regional, national, international perspective, and equity issues in counselor education programs.

Counselor Education Ph.D. students will have experiences that are designed to:

- develop an area of professional counseling expertise
- develop collaborative relationships with program faculty in teaching, supervision, research, professional writing, and service to the profession and the public
- foster participation in professional counseling organizations, including the Association for Counselor Education and Supervision (ACES) and the American Counseling Association (ACA)
- meet criteria for appropriate credentials\*
- promote scholarly counseling research
- enhance technical competence

Upon completion of an academic program in CSED, students will be evaluated and expected to have awareness, knowledge, and skills in the following areas:

- current definitions, professional standards, and appropriate professional practices regarding multiculturalism
- what it means to be a multiculturally competent helping professional
- integrated feedback into practice and professionalism in interpersonal interactions
- personal limitations and strengths (that could ultimately support or harm a client/student)
- a personal plan for future practice in the field regarding multicultural relationships.

The Graduate College will acknowledge an unlimited amount of credit hours from the master's degree toward the doctoral program, as long as the Counselor Education faculty believe the hours to be relevant.

*\* The purpose of the Counselor Education program in its entirety, is not to ensure students obtain their license (whether temporary or permanent) to practice clinically. Students who would like to pursue licensure should consult the Iowa licensure board about their own eligibility and independently follow those requirements, including securing an approved supervisor (for those pursuing temporary licensure); this type of supervision typically occurs outside of the CE program. **If you have questions, please see your advisor.***

## Required Courses

Coursework encompasses three primary strands: a) foundational knowledge of the roles and functions of a counselor education; b) research and scholarship; c) applied and clinical courses. Below is the list of required classes. Please note that most CSED courses are comprised of 2 cohorts; thus students' plan of study is based on their year of entry. Classes are usually three to four credit hours. About graduate level work: in a 3 semester-hour course, students should expect (on average) 6 additional hours of outside work per week or a total around 9 hours per course if classroom time is included. A student taking 5 courses (3 s.h. each) should expect to spend around 45 hours a week on academic work.

In the appendices you can find a planning grid which is a visual representation of the coursework over a four-year time period. Advisors and students can use this as a working document.

Other appendices include the formal departmental plan of study form. Advisors and students will complete this prior to the students' first year review that happens in late April or May of their first year. This form is different from the Graduate College Plan of Study form which is required for comprehensive exam applications. The CSED plan acts as a contract between student and program faculty and is signed at the end of the student's first year review.

## Research and Scholarship Coursework

Students are expected to master research tools and applications beyond the minimum requirements in order to develop research skills consistent with their professional goals. CSED Doctoral Research Requirements.

PhD students in Counselor Education & Supervision should complete introductory courses in both quantitative and qualitative data analysis. Beyond each introductory course on these areas, students will also complete up **to 6 additional s.h. in any of these two research tracks**. These courses in addition to the CES-specific required research courses complete the PhD research requirements for the Counselor Education and Supervision PhD program. Students should consult with their advisor about their courses. Total research requirements will vary based on the student's preferred path.

### ***CES Required Research Courses (17 s.h.)***

- CSED:6394 - Internship in Research (ME/ER) (3 s.h.)

- CSED:7460 - Seminar: Research in Counseling (3 s.h.)
- CSED:7458 - Seminar: Issues and Trends in Counseling Research (4 s.h.)
- PSQF:6243 - Intermediate Statistical Methods (4 s.h.)
  - PSQF:4143 - Introduction to Statistical Methods or PSQF:6242 Selected Applications of Statistics (either of these courses can be *taken prior* to Intermediate Statistical Methods if needed)
  - PSQF:6243 is a prerequisite for any other classes in the Adv. Quantitative track. See below
- CSED:7338 - Essentials of Qualitative Inquiry or Collegiate Equivalent (3 s.h.)
  - CSED:7338 or Collegiate Equivalent is a prerequisite for any other classes taken in the Adv. Qualitative track. See below.
  - Collegiate Equivalent can include EPLS:7373 Qualitative Research Design and Methods, EDTL:7070 Qualitative Research Methods.

### ***Quantitative Research Track***

#### **Adv. Quantitative Track (Minimum of 6 s.h. from courses listed below)**

- PSQF: 6209 Survey Research and Design (also cross listed as EPLS:6209)
- EPLS:6370 Quantitative Methods for Policy Analysis
- PSQF:6220 Quantitative Educational Research Methodologies
- PSQF:6241 Quantitative Policy Analysis for Practitioners
- PSQF:6244 Correlation and Regression
- PSQF:6265 Program Evaluation\*\*
- PSQF:6246 Design of Experiments
- PSQF:6247 Nonparametric Statistical Methods
- PSQF:6248 Research Synthesis and Meta-Analysis (Prerequisites: PSQF:6246 or PSQF:6244)
- PSQF:6249 Factor Analysis and Structural Equation Models
- PSQF:6252 Introduction to Multivariate Statistical Methods
- PSQF:6254 Causal Inference and Observational Designs (Prerequisites: PSQF:6220 and PSQF:6244 and PSQF:6246)
- PSQF:6255 Construction and Use of Evaluation Instruments (Prerequisites: PSQF:4143 and PSQF:6257)
- PSQF:6258 Theory and Technique in Educational Measurement (Prerequisites: PSQF:6243 and PSQF:6257)
- PSQF:6259 Scaling Methods (Prerequisites: PSQF:6262. Corequisites: PSQF:6249 and PSQF:6252)
- PSQF:6262 Item Response Theory (Prerequisites: PSQF:6243 and PSQF:6257)
- PSQF:6270 Generalized Linear Models\*
- PSQF:6271 Longitudinal Multilevel Models\*
- PSQF:6272 Clustered Multilevel Models\*

- PSQF:7476 Research in Educational Measurement and Statistics (Prerequisites: PSQF:6243 and PSQF:6258 or PSQF:6262)
- EPLS:5253 Research, Assessment, and Evaluation in Higher Education

### ***Qualitative Research Track***

#### **Adv. Qual. Track (Minimum of 6 s.h. from courses listed below)**

- EPLS:5240 Topics in Education: Introduction to Historical Methodology
- PSQF:6265 Program Evaluation\*\*
- EDTL:6267 Seminar Current Issues in Art Education (Qualitative methods)
- EDTL:7071 Critical Discourse Analysis Ed Research
- EDTL:7072 Advanced Qualitative Data Analysis
- EDTL:7073 Ethnographic Methods, Theories, and Texts
- EDTL:7751 Advanced Qualitative Data Analysis (Prerequisites: EPLS:7373 or EDTL:7070 or PSQF:7331 or CSED:7338)
- EDTL:7953 Single Subject Design Research (also cross listed as: EPLS:7392)
- EDTL:7774 Qualitative Research with Computer-Aided Qualitative Data Analysis Software

*\* no prerequisites stated however, PSFQ department has the following statement: "Recommendations: PSQF:6243 and familiarity with general linear models for cross-sectional data (multiple linear regression, analysis of variance)."*

*\*\*PSQF:6265 Program Evaluation can count for either the Adv. Qual or Adv. Quant track and is also a CSED program requirement*

### ***Empirical Research (ER) Experience Project --Quantitative, Qualitative, or Mixed Methods***

Students must complete an empirical research (ER) experience project prior to applying for comprehensive examinations. **Students must produce a faculty approved, IRB approved, data-generated study that results in a manuscript for journal submission.** Traditionally, students have combined both their research internship and the research conducted on their own time to contribute to this project. ALL CES students must submit the result (manuscript) of this ER study to a journal prior to filing for comprehensive exams. An email from the journal noting their submission is required in the comprehensive exam portfolio.

*Experiential Research (ER) requirement must follow this process:*

- Research must be conducted, data gathered, and analyzed.
- An empirical (qualitative/quantitative/mixed methods) research report/article must be written.
- This article must be submitted for publication to a peer-refereed journal.
- Faculty mentors supervising the project will evaluate satisfactory/unsatisfactory participation and completion of these objectives. Progress associated with the experiential research project will be assessed by the CES Faculty at the PhD Annual Reviews.

This ER requirement may be met through the following options:

*Option 1:* Research Team participation under the direction of a Faculty Team Leader. (3 s.h.) While students may be engaged in multiple collaborative research teams over the course of their program, for the purposes of the ER, one team should be chosen and designated for the project. Faculty team leaders will be the director and first author on all research team projects. Research team member order of authorship will be determined depending on a written agreement made at the beginning of the research team relationship (CES Faculty will encourage random authorship for team members).

*Option 2:* Faculty/PhD Student Research Internship (3 s.h.) Students are encouraged to seek out a faculty research mentor to work on a particular research project leading to publication. Faculty mentors may be first or second authors depending on a written agreement made at the beginning of the research relationship.

*Option 3:* Publication of master's thesis. If students have a master thesis they wrote prior to entering the program, they have the option of working on the thesis and turning it into a publication in conjunction with the doctoral advisor and prior master's advisor. However, the thesis must have been IRB approved and resulted in data (qualitative and quantitative). Students can enroll in the Research Internship to complete this project.

Any doctoral student may, at faculty discretion and with due process, be removed from the research team or faculty/student research relationship due to a lack of performance, or inability to participate in the research project. The student may choose to join another research team. Faculty mentors may choose to invoke the CSED Review and Retention policy if necessary if students' work is unsatisfactory.

## CLINICAL COURSEWORK\*

The purpose of clinical coursework at the doctoral level is to enhance and refine student counseling skills including building client rapport, developing case conceptualizations, designing interventions, evaluating client outcomes, and increasing student ability to work professionally on a counseling site. Clinical courses include CSED:7360 Advanced Practicum and CSED:7465 Advanced Clinical Internship. **Only CSED:7360 Advanced Practicum is required for the program.** Students can opt to take Advanced Clinical Internship in the spring semester following the Adv. Practicum, but some provisos apply. Please see the section below.

The Advanced Practicum and Internship work similarly to what students may have experienced in their master's program. Each section outlines important information about the role of the clinical coordinator, steps towards securing a site, insurance, and the structure of the courses. The purpose of the Advanced Practicum, or the Counselor Education program in its entirety, is not to ensure student obtains their license (whether temporary or permanent) to practice clinically. Students who would like to pursue licensure should consult the Iowa licensure board about their own eligibility and independently follow those requirements, including securing an approved supervisor (for those pursuing temporary licensure); this type of supervision typically occurs outside of the CE program. However, adaptations to the Advanced Practicum can be made with prior approval from the advisor, clinical coordinator, and DEO.

### *The Role of the Clinical Coordinator*

Students who anticipate being enrolled in either the Adv. Practicum or the Internship in CES will meet with the CES Clinical Coordinator either as part of a course or individually. A basic overview of the placement process and the class experience will be given.

The clinical coordinator is administratively responsible for placing counseling students in their clinical experiences. The clinical coordinator handles matters such as selection and assignment of clinical sites, maintenance and memoranda of site agreements, providing information related to students' required criminal background checks, as well as maintaining contact with these sites for site development and clinical administration issues. Professional communication and maintenance of positive relationships between the clinical site and the University is an important role of the clinical coordinator. Therefore, students should not be contacting sites to attempt to set up their own field experiences without written permission from the clinical coordinator (please see Clinical Placement Process, VI in the Clinical Manual).

The clinical coordinator will take into consideration student preferences for site placements, but it is exceedingly important to note placement decisions are ultimately at the discretion of clinical coordinator. **Concerns about certain placements sites should be discussed with your clinical coordinator PRIOR to placement.** The clinical experiences are an important part of your education as a counselor in training. The clinical experience is an assignment within your practicum or internship class. The primary obligation of clinical training is promote your development as a counselor. As such it does require your personal dedication to make this a

priority in your education which means the minimum expectation is that you arrange your schedule to accommodate your clinical training.

While the clinical coordinator tries to obtain the appropriate fit between student and site, the purpose of clinical coursework is for students to refine their counseling skills or add new ones. However, the CES program share a finite community of sites with other helping profession programs at the university such as counseling psychology and social work. **Thus there is a likelihood that students will not be placed at the site they most want. Be prepared to accept this as a growing exercise and that the site has been vetted as being able to provide an optimum educational experience regardless of student desire.**

### Required Steps in Clinical Coordination and Site Placement

- *Clinical orientation.* The clinical coordinator will organize a clinical placement orientation meeting. This meeting will be held early in the semester before your first clinical placement. During this meeting you will be provided with information about the clinical placement process, application forms, criminal background check information, and details regarding clinical placements. Students are encouraged to ask questions at this meeting.
- *Paperwork.* Each student is expected to complete the clinical placement application form (see section below) The form asks you to provide general contact information, an updated resume, a statement of your learning objectives, and a copy of your criminal background check. All materials will be due at a specified date/time.
- *Criminal Background Check.* All counselors-in-training are required to complete a criminal record background check at their own expense each year. Counselors **MUST** obtain and provide a **HARD** copy to the Clinical Coordinator in order to participate in clinical courses. These checks must have a continuous, valid background check on file the semester **PRIOR** to placement at clinical sites. Criminal Background Checks are valid for one calendar year.
- *Advisor Meeting.* The application asks each student to provide their professional learning objectives and what they hope to gain from their clinical experiences. Students are encouraged to begin with the end in mind. You have probably heard this before, but the clearer idea you have of your learning objectives, the more likely you are to achieve them. To do this takes time, effort, and planning. Talk with your faculty advisor and/or the clinical coordinator. Your faculty advisor is one of your most useful resources during the pre-placement phase. Talk to her or him about your career interests and goals. This process will help you to clarify your practicum, internship, and career plans, as well as let your faculty advisor serve as a resource person for you. Students may also wish to discuss strategies for working with their fall schedules with regard to class times and GA/RA hours. Topics they should discuss with their advisor include the following:
  - goals for the advanced practicum/internship experience.

- and knowledge would you like to gain as a result of your clinical experiences
- Any special circumstances/ describe any unusual needs and/or special considerations.
- Prior/current contacts in the community that could lead to site placement.

The student is consulted about their preferences and any questions about placements are clarified by the clinical coordinator. These conversations may be via phone or in-person. These conversations may occur more than once as availability of training sites becomes known.

- *Time and coordination.* The clinical coordinator will contact the clinical training site. This step also involves the site determining *if* they would like to host a student. This conversation involves connecting with a training site and speaking with potential site supervisor. For new sites, this conversation may include determining the eligibility of site supervisors, appropriateness of tasks, articulation agreements with school districts, institutional agreements for clinical sites, and other questions. This step may take some time as the clinical coordinator will be liaising with one another to determine if any mental health, rehabilitation, or school sites are available depending on what is needed for master's level training sites. As a team we try to minimize double up on students at sites. **At points it has taken up to 6 to 8 weeks from initial contact to confirm a site. Please be patient. While every attempt will be made to match a student with a desired site, it is NOT a guarantee. Some sites may not be available. Please practice flexibility.**

After confirmation of site and site supervisor the clinical coordinator will contact the student with the placement information by email. This email instructs you on important contact information as well as any steps that you will need to take.

- *Interviews.* **Students are required to be interviewed by their proposed site supervisor and/or administrators at the site.** Sites maintain the ability to not accept students depending on need and fit. If a site does not work out, the clinical coordinator will attempt to try again with another site. Once this is completed, the clinical coordinator will check in with their sites and finalize the placement.
- *Student Expectations.* The primary consideration in clinical placement is the learning experience the student will receive. On or off campus work schedules cannot be a consideration in the selection of clinical placements, hours of placement, and start/end date. Students are expected to arrange outside activities to meet field experience site availability. **You are responsible for knowing and following practicum and internship guidelines and the course syllabus.** You risk complicating the practicum or internship process, which may affect your progression through the course sequence.



## WORKING ON SITES

**Students are expected to conduct themselves as professionals at all times when at their sites. They should familiarize themselves with the expectations of staff at their site and adhere to these expectations.** Students are expected to set their daily and semester schedule to coincide with the calendar of their host site, including daily work schedule, holidays, vacation days, etc. At all times, students are expected to maintain appropriate confidentiality regarding activities at the site and to adhere to the ethical guidelines set forth by the American Counseling Association, and where applicable, American School Counselor Association, or the American Rehabilitation Counseling Association.

Students should carry out the duties and responsibilities of their practicum or internship agreement to the best of their ability and meet with their supervisor to modify any aspect of their clinical training as necessary. Students are expected to keep their supervisor informed of their activities, needs, concerns, and accomplishments with regard to the practicum or internship. Students are held responsible for providing accurate information to their site supervisor and university supervisors about their work, hours, and activities.

Students are expected to inform both the site supervisor and university supervisor of any absences. All absences are expected to be made up and the day of work rescheduled and completed before the end of the semester. Frequent absences from a clinical site may have negative repercussions upon the student and could result in a site asking a student to terminate early. **Students who are asked to leave their site as a result of inconsistent attendance are not guaranteed continuation of their clinical experience during that same semester. In some cases, students may be required to participate in the remediation process.**

Supervision is a key component of both the practicum and internship. To support your professional development and learning during this time, you will receive at least two kinds of supervision: on-site supervision and university-based supervision. Students must meet weekly for on-campus individual and group clinical supervision with a faculty supervisor and weekly (or bi-weekly) for on-site individual clinical supervision with a site supervisor. During individual and group supervision, both on-campus and on-site, you will receive assistance with skill development and guidance on client-related and professional development matters. In addition, your university supervisor, who also leads the group supervision, can discuss and develop solutions with you for the complex problems that occasionally arise in a placement. The site supervisor must be a qualified professional. The counseling program defines a qualified site supervisor as a person holding a master's degree in a recognized helping profession, preferably counseling, for at least two years prior to being a supervisor. Related professions with counseling equivalent qualifications such as psychology or social work may qualify with prior approval from the clinical director.

All students are required to complete hours log of their clinical experiences. These student hours log ensure that each student has received the necessary substantive clinical experiences to prepare you for an entry level counseling position upon graduation. Hours that are logged

are categorized into either direct or indirect hours. Direct hours are the time spent providing individual or group counseling. School counselors may also count classroom guidance activities and consultation activities as direct hours. Indirect hours are the time spent in clinical supervision, group supervision (i.e., Class), and any preparation time for your work as a counselor. At times you may find that an activity is hard to categorize. You are encouraged to discuss these activities with the course instructor of your class. All students are expected to keep their logs up-to-date. Site supervisors will be asked to verify your hours at the end of the semester. Signed hours documentation is required for each student, each semester of clinical placement. **YOU MUST RETAIN A COPY OF THESE LOGS AND KEEP IN YOUR PROFESSIONAL RECORDS.**

**All counselors-in-training are required to purchase professional liability insurance prior to beginning work at your clinical site.** Proof of insurance is required for each student and is required for the entirety of your clinical experiences. Please provide a copy of your liability insurance to your course instructor the first day of class. Insurance can be purchased through the American Counseling Association (ACA), American School Counseling Association (ASCA) or the American Rehabilitation Counseling Association (ARCA) at student rates. Information is available through the Clinical Coordinator. Students must join either ACA, ASCA, or ARCA to receive liability insurance. It is recommended this be done as soon as possible. Forms are available through [ACA website](http://www.counseling.org) (www.counseling.org), [ASCA](http://www.schoolcounseling.org) (www.schoolcounseling.org) or [ARCA](http://www.arcaweb.org) (http://www.arcaweb.org).

During practicum you will receive ongoing feedback about the development of your professional readiness and skills from your university supervisor and your field supervisor. If your supervisors have any concerns, you will be made aware of these. Successful completion of practicum is necessary before proceeding to internship. Typically, you will receive a review at mid-term and if your supervisors have any concerns, you will be made aware of these. A development plan will be created for any concerns noted during your experience. A formal evaluation from the site supervisor will be conducted at the end of the semester. Final evaluations are based on tape recorded and live demonstrations of counseling services, written assignments, oral presentations, and evaluations from field supervisors, doctoral supervisors and your university supervisor. Your course faculty is responsible for providing the student with the grade for the course.

During the final week of the internship experience (the end of each semester), students will complete an evaluation of their internship site and an evaluation of their internship site supervisor. These evaluations will be kept confidential.

Students are expected to attend all group supervision sessions, individual supervision sessions, and complete all requirements as outlined in your practicum/internship syllabus. Failure to do so may result in a grade reduction or other potential consequences. A grade of a C or below will automatically trigger a meeting with the advisor, and course instructor. Further a full meeting with the CES program or a review meeting may follow to consider the student's training needs or plans for remediation.

## IMPORTANT INFORMATION & FAQ FOR CLINICAL COURSES

*Site Contact.* The clinical coordinator will make all contacts with a site. **Students are not allowed to solicit and independently contact sites without the written permission of coordinator or the DEO.** However, at times students may be in a position to learn about various clinical sites and asked about potential training. Students are encouraged to take these conversations as a compliment. **If you wish to work with an individual at a particular site, please discuss this with the coordinator before committing to working with anyone.** The primary consideration in clinical placement is the learning experience the student will receive. In order to be placed at a site, sites must have an identifiable site supervisor who will oversee student work.

*Travel.* Transportation to and from the site is the responsibility of the student. Restrictions of transportation cannot be considered when providing placements to students. Clinical placements are within a 70-mile radius from Iowa City, IA. Placements outside of this radius will need prior approval by the clinical coordinator. Clinical placements do require some travel. Placements are made within a 60 mile radius. While every effort is made to provide local sites it is not always possible. **Students should be prepared to travel for their placements.** **Transportation to and from the site is the responsibility of the student.** Restrictions of transportation cannot be considered when providing placements to students.

*Site vs. Student Request.* The coordinator will take into consideration student preferences for site placements, but it is exceedingly important to note placement decisions are ultimately at their discretion. Concerns about certain placements sites should be discussed with them PRIOR to placement. **Each student is required to speak with their advisor to assist with the planning of their advanced practicum and internship experiences.** This meeting can be done in conjunction with completion of the REQUEST FOR PRACTICUM/INTERNSHIP PLACEMENT form. Sites are often challenging to find given that the University of Iowa hosts counseling psychology, social work, couples/family, and several other programs that need clinical sites. This is why **no guarantees can be made.**

*Scheduling.* It is understood that students will make their practicum or internship experience a priority. On or off campus work schedules cannot be a consideration in the selection of clinical placements, hours of placement, and start/end date. To do so students may need to adjust their schedule to be on sites that do not conflict with their class schedule or their contracted GA/RA hours. Students are expected to complete a minimum of 140 hours for the semester with a minimum of 60 direct hours to students, faculty, and families. **Eight to ten hours at your placement site is expected each week for the duration of the Advanced Practicum or Internship course (1 day a week).** Students are subject to school district or agency policies regarding hours and notifications about illness, emergencies, bad weather, etc. If you are absent, arrive late or leave early you MUST notify your site supervisor and your university supervisor.

*Interviewing.* Depending on the site, students may be required to interview with the site supervisor. Regardless of possibility of an interview, students are asked to provide the site supervisor with a resume and/or cover letter outlining professional experiences, strengths, affiliations, and goals. Once the interview is conducted, your site supervisor will then confirm your placement. If they deny the placement the clinical coordinator will contact you and discuss other options.

*Hours, Payment, and Licenses.* It's not unusual for students to have already be providing clinical services to the community. Students may also be in transition to earning their full mental health licenses. In these cases the clinical coordinator will determine if the site can provide the educational experience necessary for class requirements. At the current time, the CES faculty have determined that hours accrued for the Adv. Practicum and Internship experiences can be paid and (if the site supervisor has the appropriate qualifications) count towards licensure. This is not usually true if a student is or has a pupil personnel license or has a site at a K-12 school.

It's natural that students will want to jump into accruing clinical hours ahead of semester's start. **However, direct client contact hours cannot be accrued towards class requirements before the first week of classes as students MUST be under university liability insurance which does not activate until the first week of classes.** Students can volunteer hours, shadow, and accrue some non-direct hours prior to semester start. If a student is in a paid counseling position, they can receive pay, and licensable hours **BUT these CANNOT count towards the class requirements.**

*Evaluations and Letters of Recommendation.* As a student you will want to be able to obtain a great experience and either a) a superior evaluation of your work on site that will be required for comprehensive exams or b) a letter of recommendation. These first letters of recommendations are crucial in establishing yourself within the profession. Many clinical sites and schools are looking for professionals with strong communication skills. Take time to present yourself in a professional manner and be professional in your correspondence to your site and site supervisor. This includes emails as well. Individuals writing letters of recommendation are routinely asked if an individual is responsible and has a positive work ethic. **Your work and academic histories are evidence of your willingness to take personal responsibility for your choices and your willingness to follow through.** Being able to take initiative and lend a hand with work at the site creates a favorable impression. In addition, your attitude toward learning and being accepting of clinical or constructive feedback is important. Meeting evaluations with defensiveness will not be looked upon favorably. Employers are looking for students who are flexible and open to new challenges. **One way to express flexibility and openness is to ask for challenging assignments (with appropriate supervision!).** This is the time to dive in and make a difference in the lives of your clients. Be open to new experiences and opportunities as they arise. Be OK with taking risks and figuring things out as you go. You are now in the position of developing your scope of practice . . . let yourself soar.

**What if I want to do a year-round placement?** There are several considerations regarding this. First, while Adv. Prac (fall) is required for all doctoral students, Adv. Clinical Internship (spring) is

not. If students are thinking of a year-round placement, **they need express permission of their advisor.** Second, Adv. Clinical Internship is not a formal class, it is treated as an independent study. Thus it falls to the advisor to provide supervision during that semester. Please ensure that your advisor is willing. Third, many sites are not available for a year-round experience, so there are no guarantees. Fourth, if the site is amenable, it may mean working with clients over winter break. If that is the case, students need to ensure that they a) are enrolled in a university course (for at least one credit hour) during the winter break thereby being under university liability insurance; b) have documented site supervision; c) have documented university supervision by their advisor or another faculty member.

**Sites?** As a practicum or internship student, you are not an employee of the site or agency. Students work in a professional training capacity as part of their graduate problem. Many community sites provide transportation for clients or a variety of needs. Due to not being a site or agency employee, practicum and internship students are not covered by any type of insurance or administrative policies and procedures (through the University or the site). Therefore, **no** student will assume responsibility of transporting a client in their own vehicle or site vehicle without proper procedure and coverage provided by the site. In some cases, a student might need to be enrolled in a volunteer program, and all appropriate steps needs to be completed and documented **by the site** in order to provide the student with appropriate liability insurance coverage.

**\*parts of this section come directly from the Clinical Manual**

## INTERNSHIPS

Counselor Education Ph.D. students are **required to complete three doctoral-level clinical experiences an internship in supervision (200 clock hours), an internship in teaching (200 clock hours), and an internship in research, totaling a minimum of 600 clock hours across all internships.** Students are responsible for documenting their clinical experiences and internship hours.

Students will either enroll in CSED:7470 CES Doctoral Integrated Professional Internships or one of the independent study sections listed below. **If they are not enrolled in CSED:7470, then students MUST have the approval and supervision of their advisor for any and all internships.** Depending on the nature of the internship, and the agreed-upon goals of the student and advisor, student can elect to take these more than once or for variable credit units.

- CSED:7455 Internship in Supervision
- CSED:7380 - Internship in Teaching
- CSED:6394 - Internship in Research (ME/ER)
- CSED:7465 - Internship in Clinical Practice
- CSED:7466 - Leadership and Advocacy Internship

Specific arrangements of the internship (hours, duties, supervision) must be worked out between the student, the setting, and the student's advisor.

The **Internship in Teaching** consists of a minimum of 200 hours accumulated through teaching or co-teaching experiences. Hours spent as a teaching assistant will not count towards the internship in teaching. Hours can be accumulated for time spent teaching, preparing for lectures, grading assignments, meeting with students, and in supervision. The internship in teaching arrangements are made between the student, the potential faculty for the class, and the student's faculty advisor. Students should enroll in either CSED:7470 or CSED:7380. This internship can be taken any time AFTER having completed Teaching & Learning in Higher Education OR Seminar in College Teaching.

Talk with your advisor about which semester in your plan is best to schedule this. Then check with faculty to determine which master's level class instructors need/want a teaching intern for that semester. Normally micro skills classes, multicultural class, theories, assessment, research and group classes are in need of teaching interns. Doctoral students must ensure they can BE THERE for every class session AND attend teaching supervision sessions with their faculty oversight. Students co-teach/facilitate, practice grading and assessment, complete reflection documents.

The **Internship in Supervision** consists of a minimum of 200 hours accumulated through supervision experiences. These experiences can include conducting individual or group supervision sessions, reviewing tapes, and supervision of supervision. Students will work with their advisors, the clinical coordinator of the preferred master's program (school counseling,

mental health counseling, or rehabilitation counseling), and the course instructor to determine a) the time/day of the master's class; b) supervision responsibilities; c) supervision of supervision experience. Students should enroll in either CSED:7470 or CSED:7455. Doctoral students MUST attend group supervision classes, supervise 3-5 individual students (or done triadic), attend supervision of supervision meetings, create reflection documents.

Please note that setting up the program and sections for doctoral student involvement in the master's level practicum and internship courses takes time. Students and advisors must plan to liaise with either clinical coordinator to determine: a) logistics of which program is being worked with (school counseling, rehabilitation counseling, clinical mental health counseling); b) the sections of practicum and internship being offered that semester in each of these courses; c) agreement of the course instructor and the clinical coordinator to have a doctoral student part of the supervision experience including group supervision; d) ensuring the number of master's students to be individually supervised by the doctoral student; e) the logistics of supervision of supervision.

The **Internship in Research** consists of a minimum of 200 hours accumulated through research experiences. Students should plan to enroll in CSED:7470 or CSED:6394 Internship in Research and (with faculty agreement) designate a faculty member who will be overseeing the experience. The purpose of the internship is to complete the emerging research requirements. The internship IS designed to last a semester, but you can take it more than once pending your faculty oversight.

#### **Not Required Internships:**

The **Advanced Clinical Counseling Internship** is another experience to help students develop advanced clinical counseling skills on a site (school, agency, hospital, etc.). This internship normally is done in a spring semester after the Adv. Practicum experience IF the site is willing to host a student year-round AND if the advisor has agreed to provide university supervision if CSED7470 is not offered OR the instructor of CSED7470 is not able to provide supervision hours that count towards licensure. The clinical coordinator will be meeting with 1st year doc students to talk about placements in the spring for the fall experience.

The **Leadership and Advocacy internship** is designed to help students gain practical leadership and advocacy skills. Students are responsible for a) identifying the faculty who will oversee this experience; b) work on getting "site" that can provide the experiences of leadership and advocacy. If students are already in leadership positions in ACES or ACA or other national organizations this might be a possibility. However, finding sites that will allow students to work on these skills can often be challenging. Students must meet with faculty regularly and create multiple products demonstrating their growth in these areas.

All internships come with their own unique syllabi unless enrolled in CSED:7470.

## **MINORS, MASTERS', AND ADDITIONAL COURSEWORK**

### **Elective Minor Area**

Students may elect to take a series of courses (typically a minimum of three) in an area of study outside the Department of Counselor Education. They select course work in collaboration with their minor area advisor, a faculty member from the area, and with approval of the CES faculty.

### **Departmental Course Offerings**

Students can elect to take coursework in any of the CSED department's masters' programs such as school counseling, clinical mental health counseling, and rehabilitation counseling.

### **Additional Master's Degree**

Due to the number of required quantitative courses in the CES program, some students opt to pursue an additional master's degree in educational statistics. A full master's in this area may mean an additional 2-3 classes. Students are encouraged to a) discuss this option in length with their advisor; b) work with a faculty member in Psychological & Quantitative to review requirements. Students should be aware that a master's degree requires a separate comprehensive exam which may occur on a timeline different, with a different application process, from their CES comprehensive portfolio exam.



## FINANCIAL AID AND GRADUATE ASSISTANTSHIPS

Graduate Assistantships at the University of Iowa are designed to provide students with work experience and a means to finance their education while providing the University with the benefit of an innovative work force. Some assistantships are closely related to specific departments or fields, and all require specific skills or aptitudes. In addition to assistantships, students might be eligible to work for individual faculty members as research assistants if funds are available, or as teaching assistants in the Department of Counselor Education. 2<sup>nd</sup> through 4<sup>th</sup> year students may have an assistantship directly tied to teaching an undergraduate course live or online in the Helping Professions Minor or the ESHR major.

Each year, the Iowa Testing Programs award a limited number of fellowships to students with outstanding academic credentials in the College of Education. Students of color with strong credentials may be eligible for Graduate College Graduate Opportunity Fellowships. Most GOF awards cover tuition costs plus approximately \$15,490 for the first year of study. Second-year assistantships are encouraged. Other programs through the Committee on Institutional Cooperation offer valuable assistance from other University of Iowa sources.

The majority of graduate assistantships at the University of Iowa are in the bargaining unit of the graduate student union. Offices that have recently employed students include (but are not limited to): the Scanlan Center, Student Teaching Office, Belin-Blank Center for Gifted Education, Orientation Services, Office of Student Life, Career and Placement Centers, Admissions, Student Health Service, Honors Program, Student Disabilities Office, Cultural Centers.

An assistantship in any office on campus could provide valuable experience, open new career paths, and help finance your graduate education. In addition to a monthly salary, assistantships frequently provide a fee waiver for the out-of-state portion of tuition. Positions vary from quarter-time (10 hours per week, the minimum necessary for out-of-state tuition waiver) to half-time (20 hours per week) and may span nine or 12 months. It is our goal to ensure that doctoral students are funded with at least a quarter time assistantship each year **as long as they are making adequate academic progress on their plan of study and time to degree.**

Every semester, the faculty supervisor of the doctoral student will meet with the student to discuss their work performance in their roles of TA/GA/RA. There is a form (see Appendices) that the faculty member will complete and forward to the office assistant. This helps the department determine both eligibility for and identification of match with future assistantships. List of helpful links and resources regarding financial assistance:

[Graduate College information on funding and financial aid](#)

[UI Handshake Program \(matching for graduate assistantships\)](#)

[Internal Fellowships](#)

[External Fellowships and Grant Support](#)

[Tuition Information](#)

[Tuition Scholarship Information](#)

[Health Insurance Information](#)

[Policies Related to Graduate Assistantships](#)

[List of scholarships and awards is also kept by the Graduate College](#)

[Graduate Student Employment Committee](#)

## **GATEKEEPING AND EVALUATION, REVIEW AND RETENTION**

### **Review and Retention Policy of The Department of Counselor Education**

All students are required to sign the Departmental Review and Retention policy during the first two weeks of the semester when they enter.

The Department of Counselor Education (CSED), while preparing its students for different career ends, shares certain understandings about the preparation of practitioners in the counseling profession. We take a serious view of our professional obligations to our graduate students-in-training, as well as the clientele served by those students. To facilitate students' professional development and ultimate completion of their program, we will conduct ongoing reviews of students. The Department faculty have identified expected professional behaviors and are committed to assisting students in developing these behaviors, working through obstacles that may impede their development, and implementing plans for remediation when necessary. The ongoing review by the faculty may lead to student retention, remediation, or release from the program. All applicants and students entering graduate study in the Department are informed of this policy and of the Professional Development Review Form. After reviewing this policy and prior to beginning their studies, students are expected to complete the attached Review and Retention Policy Consent Form. A signed copy of this consent form will be kept in the student's file.

Students will be evaluated throughout their academic programs on the following three areas of functioning:

*ACADEMIC PERFORMANCE* -- As outlined by the Graduate College, each graduate student is expected to maintain at least a 3.0 cumulative grade point average.

*PROFESSIONAL BEHAVIORS* -- Each student is expected to demonstrate effective professional behaviors. These behaviors relate to the qualities of Professional Responsibility, Competency (including Multicultural Counseling Competency), Maturity, and Integrity, and are further specified in the attached Professional Development Review Form.

*ETHICAL BEHAVIORS* -- Each student is expected to demonstrate adherence to the ethical standards and code adopted by his or her academic program both in field experiences and in the classroom.

The attached Professional Development Review Form (see below) will be used by faculty as a guide in the review process.

We expect that all students admitted to graduate programs in the Department will be

successful. However, admission to a program does not guarantee continuation in the program. There are three possible outcomes of the review: (1) successful retention in the program; (2) remediation, as specified by the faculty and agreed to by the student; (3) dismissal from the program.

When the review indicates that student behavior does not meet acceptable criteria, the following process will be employed. Documentation of the process will be the responsibility of the faculty member involved. The student's advisor will be copied on all documentation. In all or most cases it is expected that the following process will be followed prior to action, However, the CES faculty member believes the situation warrants immediate action, the faculty member may take actions, including suspension from academic activities, to prevent harm to the student, to others, or to the educational mission of the University of Iowa.

1. At the first level of action, an individual faculty member will meet with the student in question, express the specific concern(s), and seek to establish a plan to resolve the situation before further action would be necessary. At that meeting (and any following meetings) the faculty and student will discuss the nature, severity, and possible consequences of the situation. Questions that may be posed may include:
  - What are the behaviors of concern? How are those behaviors related to the goals of the program?
  - How, in what settings, and with whom have these behaviors been displayed?
  - Who or what was affected by the behaviors (e.g., agency, clients, learning community, faculty,)? Did the behaviors cause harm, and if so, to what extent?
  - What was the frequency of the behaviors in question?
  - Has the student been made aware of these behaviors before now, and if so, what was his/her response? Has the student acknowledged responsibility for and/or the seriousness of the behaviors?
  - How serious are the behaviors, in terms of ethical and professional breaches of expectations?
  
2. As a second level of action, the concerned faculty member will discuss the question of a student's progress/behavior/competence with the student's advisor. The advisor may inform the student of other resources that may be of assistance in the matter (Student Disability Services, Office of Ombuds person, etc.) This can be an informal meeting that can include other affected faculty members. The goal would be to resolve the situation with the input of other faculty, if necessary, and to formulate a reasonable plan of action with the student. During this process faculty will adhere to principles of minimal disclosure. Should the Program Coordinator or DEO be the concerned faculty and /or the student's advisor, the student will have the choice to solicit guidance from one other member of the faculty as a retention advisor. The outcome of this meeting must be documented in

writing and the document sent to the student, concerned faculty, and the student's Program Coordinator. If necessary, the advisor and student will revise the student's plan of study to reflect the outcome.

3. If the informal approach developed at level two fails to accomplish the desired goal, a Retention Review Committee will review the student's progress. The Retention Review Committee will consist of the student's advisor (or retention advisor), and two other faculty named by the student's area of study Program Coordinator. This three-person committee, the majority of which will be faculty from the student's program, will determine if a more specific plan of remediation is necessary, or if the student should be retained in the program. Should the Program Coordinator or DEO be the concerned faculty and /or the student's advisor, the Review and Retention Committee will be formed by a Program Coordinator of a Program in which the student is not enrolled.

The Retention Review Committee will review the student's status in the program relative to the three areas of functioning stated above. The student will be provided the opportunity to present any appropriate information specific to the situation. The concerned faculty member will have an opportunity to elaborate on the nature of the concern, and the remediation process.

After the concerned faculty member and the student have been heard by the Committee, a decision will be made which may include one of the following:

- a. The concerns do not warrant further action, and the student will be allowed to continue in the program.
- b. Establishment of specific requirements for the remediation, the progress toward which will be monitored by the Retention Review Committee. The Committee will decide if and/or when the student has successfully completed the contract for remediation.
- c. The student may be terminated from the program and not allowed to enroll in further course work in the Department.

After determination of the Retention Review Committee, the Program Coordinator who formed the Committee will be informed through written communication of the recommendation. The Program Coordinator who formed the Committee will consider the recommendation and make a determination of the student's status. The Program Coordinator who formed the Committee will then inform the student in writing of the recommendation. The student retains all rights to and access to the UI grievance process as outlined in the College of Education Student Complaint Procedures outlined in the student handbook and available [here](#).

After reading this document, students must read and sign the attached **Review and Retention Policy Consent Form (see Appendices)**.

### Professional Development Review Form

Student \_\_\_\_\_ Semester/Year \_\_\_\_\_

Faculty \_\_\_\_\_ Supervisor \_\_\_\_\_

<b>Professional Responsibility</b>	Comments
1. The student relates to peers, professors, and others in an appropriate professional manner.	
2. The student is careful not to exploit or mislead other people during or after professional relationships.	
3. The student applies legal and ethical standards during the graduate program.	
<b>Competence</b>	
1. The student takes responsibility for compensating for her/his deficiencies.	
2. The student provides only those services and applies only those techniques for which he/she is qualified by education, training, experience, or supervision.	
3. The student demonstrates basic listening and attending skills and appropriate affect in response to clients.	
<b>Maturity</b>	
1. The student demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and clients.	
2. The student personally and professionally demonstrates honesty and fairness.	
3. The student is aware of her/his own belief systems, values, needs, and limitations and how these affect her/his professional work.	

4. The student demonstrates the ability to receive, integrate and use/apply feedback from peers, relates to peers, professors, and others in an appropriate professional manner.	
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<b>Integrity</b>	<b>Comments</b>
1. The student respects the fundamental rights, dignity, and worth of all people.	
2. The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination.	
3. The student respects cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, physical ability/disability, language, and socioeconomic status.	
4. The student behaves in accordance with the program's accepted code(s) of ethics/standards of practice.	

\*Adapted from work created by faculty in the Southwest Texas State University Counseling Program and Mississippi State University

Comments and/ or suggestions:

Faculty or Supervisor Signature: \_\_\_\_\_

Student Signature: \_\_

### ***Annual Review of Doctoral Students***

All doctoral students in the department are reviewed each year by their program faculty from year one through the comprehensive exams. Students who have successfully passed comprehensive exams are exempt from this process.

The first review occurs at the end of the spring semester. At this time students meet with the CES program faculty to reflect on the past academic year, discuss goals for the upcoming year, provide suggestions for the students' CVs, and explore opportunities in the areas of teaching, research, and service that faculty can help facilitate.

The second half of the review is conducted at the beginning of the fall semester when faculty review students' academic progress including their Professional Dispositions and performance on Key Performance Indicators (KPI). Examples of these are:

- Supervision Disposition: Ability to collaborate with master's student supervisees to design tasks that are congruent with the mutually agreed upon goal
- KPI: CSED: 7450 Adv Social Psych of Disability Classroom Teaching: Students will develop a 90-minute classroom power point experience in psycho-social aspects of disability

The results of the reviews:

- If the faculty determines students are making adequate academic progress, then the program coordinator will notify the student accordingly no later than the beginning of the academic year via email.
- If the faculty determines that the student is need of additional support or direction, the student's advisor will create a letter that letter will specify the student's needs and will request a follow-up meeting. These letters are to be given to the student the first full week of September.

Students who wish to appeal a review may request a meeting with the program faculty. The request is to be in writing to the major advisor with a copy sent to the Department Chair.

Requirements for maintaining good academic standing include:

- A 3.0 grade point average in Curriculum Plan course work must be maintained.
- Successfully complete the practicum, internship, or equivalent professional experiences.



- Students must maintain professional behavior consistent with the ACA Code of Ethics and/or any additional code of professional ethics outlined by any program or agency in which the student is completing a practicum or internship.
- A student must demonstrate progress toward the degree as demonstrated by successful completion of hours as specified in the curriculum plan. Progress toward the degree requires active registration each session. The advisor may approve exceptions.

### **Probation Status**

Any Ph.D. student who receives less than a 3.0 GPA overall will be placed on academic probation by the Graduate College. The student on probation, and his/her advisor, are notified in writing by the Dean of the Graduate College that they have 8 semester hours to improve their GPA to 3.0 or they will be denied permission to register. If the conditions of probation are not met, the student may be removed from his/her program.

### **Student Input**

Internal and external program evaluation of the Department of Counselor Education is an on-going process. Within the department, students always have the opportunity to provide informal feedback concerning curricula, grades, supervision and agency assignments. In addition, students provide formal feedback through the University of Iowa class evaluation instrument (referred to as ACE, Assessing the Classroom Environment). These forms are completed anonymously in every class on campus. The results are given to the individual faculty member for self-evaluation, and are used by the Department in making promotion and salary decisions. Also, faculty peer review processes are required in which colleagues are invited to review course materials and attend class, solicit comments from the students while the instructor is absent, and then provide feedback to the instructor concerning his/her performance and the content of the course. In addition to providing feedback to the faculty, this is an opportunity for student growth, i.e., learning to give intentional constructive feedback.

Thus, through student comment, ACE, and faculty peer review, the Department of Counselor Education obtains feedback and evaluation related to its faculty, curricula and policies. Qualitative as well as quantitative data is collected with the ACE data representing the most objective and consistent data bank. The accreditation processes and internal self-study also provide a valuable source of on-going evaluation and recommendations.

## COMPREHENSIVE EXAMS

Doctoral students in the Counselor Education & Supervision Program will be utilizing the portfolio as the method of comprehensive examination. The Counselor Education & Supervision doctoral e-portfolio evaluation process was designed to function as a final measure of student readiness prior to the development of a dissertation. It is to be completed during (or following) the final semester of regular courses. This portfolio will serve as doctoral student's final comprehensive examination. Students are expected to work closely with their advisors to identify appropriate artifacts for the required sections of the portfolio. The required sections explore competencies expected of today's counselor educators. These primary competency categories were selected by the faculty to track students' developmental progress throughout the program across several outcome domains.

The Counselor Education and Supervision doctoral portfolio project was designed to function as a final measure of student readiness prior to the development of a dissertation. This portfolio will serve as the student's comprehensive examination. Students are expected to work closely with their advisors to identify appropriate artifacts for the required sections of the portfolio. The required sections explore competencies expected of today's counselor educators. These primary competency categories were selected by the faculty to track students' developmental progress throughout the program across several outcome domains. When the advisor is satisfied that sufficient evidence has been provided for all of the required competency subsections, the student will select a committee of faculty portfolio reviewers.

Rules for the selection of committee members will be consistent with traditional comprehensive exam committee structures: at least three of the faculty members must be tenured on a tenure-track at the University of Iowa, at least two of the members must be from the home CSED department. Students can elect to have a clinical faculty member if they would like; comprehensive exam committees must have a tenured or tenure-track faculty as a co-chair if a clinical faculty member is also co-chairing. The committee's purpose will be to: a) meet and discuss the quality of the artifacts provided; b) discuss and ask questions regarding the content of the portfolio with the student; and c) to make a determination of the student's readiness to proceed to dissertation.

All students are required to **submit appropriate application forms required by the College of Education for the comprehensive exam and application for graduation (audit)** by the college deadlines and prior to the committee meeting. After these forms are successfully submitted, students will coordinate and arrange a meeting time for the committee. Committee members should be given **at least two weeks** to review the online portfolio materials before the review meeting is held. The portfolio will be constructed online using the e-portfolio system.

The portfolio will be constructed online (UI onedrive, google drive, etc.) or using a PDF or MS Word document with appropriate tags and tables of contents for easy navigation.

Students must demonstrate a product for those categories marked \* and provide documentation for each primary competency category (professional identity, teaching, research, service, advanced practitioner, and supervision). Entries for the final two categories (awards & supplemental) will be completed as necessary in consultation with the student's advisor.

Students should consider how the products of each year's course work and other activities can be integrated into the portfolio. That being said, at the time the portfolio is released for comprehensive examination, all products displayed must be in their final format. No working documents should be displayed. Students can consult with faculty at end-of-the-year reviews if they have questions.

### **Primary Competency Categories**

#### **I. Professional Identity**

a. Curriculum Vitae\*

b. Literature review in topic of expertise OR in minor area if a minor is elected: Students are required to write a brief position paper linking the relevance of their minor area of study to their future work as a counselor educator. Students are expected to reference literature from the minor area and the counseling profession (8 pages maximum including title, abstract and references).\*

c. Written Response: Write a thorough and supportive answer to the question below (10 pages maximum including title, abstract and references): It has been said that counselor educators' primary roles and responsibilities fall into three categories: research, teaching and service. Describe one current trend or issue in the literature that would serve to inform your teaching and service activities as a future counselor educator. Also illustrate how that trend/issue would impact your leadership and advocacy activities in the counseling/counselor education profession, community and future university life.

#### **II. Teaching**

a. Teaching philosophy\*

- b. List of courses taught including universities, title, level (undergrad or grad), and brief description of the course\*
- c. Evaluation or letter from faculty who supervised teaching practicum\*
- d. Course syllabi for any course taught
- e. Any ACE or student evaluation form information in quantitative summary format (ex: number of students in the class, average by item, overall average) and qualitative feedback (MS Word document with name of class and student comments)

### **III. Research & Scholarship**

- a. Research statement\*
- b. List of articles in APA format under the following headings\*
  - i. In print
  - ii. In press
  - iii. In review
  - iv. In development
- c. List of book chapters\*
- d. All manuscripts and book chapters in print, press, review & development in pdf form. Please combine multiple pdfs into one document and use bookmarks to delineate each manuscript in addition to designating their status (in print etc.)\*
- e. Copy of ER project with email confirming submission\*
- f. List of external or internal grants won or monies awarded g. Example of any grant written or developed (even if not submitted or awarded)\*
- h. List of national, regional, state, local and university presentations given (dated most recent to least recent)\*
- i. List of invited guest lectures or speeches (including class lectures)
- j. Selected sample of presentation material

### **IV. Service, Leadership & Advocacy**

- a. Service/leadership statement\*
- b. List of offices held (national, regional, state, local and university)\*

- c. Selected sample of service documents (certificates, documents developed etc.)
- d. List of editorial boards in which you have served as reviewer (including ad hoc positions)
- e. List of conferences in which you have served as reviewer of proposals (including ad hoc positions)
- f. List of grants or awards in which you have served as a reviewer or panel member (including ad hoc positions)
- g. List of book reviews completed
- h. Examples of community involvement and service\*
- i. Other relevant service, leadership or advocacy activity

#### **V. Advanced Practitioner**

- a. Counseling Statement\*
- b. Letter or evaluation of site or university supervisor from advanced practicum or internship course\*
- c. Selected documentation of advanced practice (curriculum developed, interventions planned etc.)
- d. Selected documentation of ethical considerations, diagnostics and systems consultation. Products may  
come from either course requirements or applied/integrated activities at practicum or internship sites.\*

#### **VI. Supervision**

- a. Supervision Statement\*
- b. Letter or evaluation of supervisor of supervision practicum\*

#### **VII. Awards and Honors**

- a. List of awards and honors in the following order:
  - i. National
  - ii. Regional
  - iii. State
  - iv. Local

v. University

### **VIII. Supplemental**

- a. List of activities and documentation for any GA/RA/TA positions held
- b. Any other information or documentation as needed

++Some elected minor areas (ex: Applied Statistics) may require a traditional 3 hour exam in lieu of the paper if the student is planning on obtaining an additional master's degree in this area. Students should consult with their CES advisor and minor advisor to ensure clarity for this assignment.

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## DISSERTATION

The major research project culminating in the doctoral thesis may be on any topic related to counseling and counselor education. The thesis advisor and the examining committee approve the topic and procedures at a formal prospectus meeting. The final oral examination on the thesis is conducted by the examining committee. Students usually earn 10 s.h. for dissertation work, but in some instances, they may earn up to 15 s.h. When the Ph.D. candidate and committee chair have agreed upon the general area of dissertation research, committee membership will be reviewed and, if necessary, revised so that the most appropriate committee chair and committee members will be available to the student through the stages of designing and conducting the research, analyzing the data, and writing the dissertation. Required committee membership includes: at least three of the faculty members must be tenured on a tenure-track at the University of Iowa, at least two of the members must be from the home CSED department. Students can elect to have a clinical faculty member if they would like; dissertation committees must have a tenured or tenure-track faculty as a co-chair if a clinical faculty member is also co-chairing.

### Prospectus

When the student and committee chair have agreed upon a potential dissertation topic, the student must have a prospectus meeting to obtain the entire committees' approval before the research is carried out. The prospectus meeting should be scheduled by the student only after receiving approval to do so from the student's committee chair. The student is responsible for completing all Institutional Review Board forms for the research proposal and for arranging and scheduling the prospectus meeting so that all members of the committee can be present. The student-prepared written prospectus (consisting of cover page, table of contents, chapters 1-3, references, and appendices) should be given to the committee members **at least two weeks** before the meeting.

### Oral Defense

When the student has completed writing the dissertation and has made revisions to the satisfaction of the committee chair, the final oral defense of the dissertation should be scheduled. The student must also complete the appropriate forms to file for the final exam (dissertation) with the Graduate College and the College of Education. The student should expect to go through and revise several drafts of the dissertation with the committee chair. The committee chair is expected to ensure that the dissertation is in near final form before allowing the meeting to be scheduled. The student is responsible for arranging and scheduling a time (2 hours) so that all members of the committee can be present. The student must give each committee member a copy of the complete dissertation at least two weeks in advance of the meeting. Students should not expect this to be the final typed version for the Graduate College, as there are typically sufficient revisions after the final oral to necessitate some retyping.

**Final Copy of Dissertation.** After the final revisions are made, the dissertation must be typed according to the specific requirements of the Graduate College as outlined in the Thesis Manual.

- [General Information on Theses and Dissertations](#)
- [Preparation and Formatting](#)
- [Submission of Theses and Dissertations](#)

Your committee must also submit their agreements to your final copy via an e-form.

### **Embargo**

When the dissertation is submitted to the Graduate College, students have the option of embargoing the document. The University of Iowa grants a 2 year embargo so that students have a chance to create a journal article from their original dissertation material before the results are released to the public.

More information on the embargo is [here](#).

### **Other Information**

**May vs. August graduation.** Always consider that everything takes longer to do than we estimate. If you are planning on defending and walking/graduating in May, plan backwards. You will need to defend before late April (the specific date is determined by the Graduate College), and before that 2 weeks for your committee to read, and a week before that at least have your chair(s) agree that the copy of the dissertation is ready to go to the committee. If you defend after the April date, the date of conferral of your degree is automatically August. Please check with your advisor or chair with regard to if you will need to register for summer credit.

**Declaration of dates.** Students must declare when they are defending to both the Graduate College and the College of Education. The latter requires a 2-week additional declaration. Declarations allow the University to publish the date/time of your defense.

The Office of Student Services publishes a document for all doctoral students outlining important dates/times/policy:

[Graduate Exams](#)

[Theses and Dissertation Defenses](#)



## SUGGESTIONS ABOUT THE JOB HUNT

Below are some helpful hints and suggested resources about the job hunt.

**Cover letters and CVs.** You will be able to create your first drafts of cover letters and CVs (if not already developed) in CSED:7457 Orientation to Counselor Education. You may wish to discuss and edit your CV with your advisor. CVs are required for end-of-the-year review. More perspectives can give you different ideas of how you wish to present your information.

**Letters of recommendation.** Many universities require applicants to a) submit letters of recommendation; or b) list contact information for references which they will contact; or c) the applicant to give the email addresses of references and then the university sends a link to the reference for them to upload a letter. Please remember **to always ask permission** of those faculty you wish to have letters from and discuss what the faculty member can and cannot attest to with regard to your progress in the program. Allow 2-3 weeks for a letter. Also, please keep in contact with your recommenders so they know what is needed from them and when. Students often choose to create a shareable EXCL file or an MS Word table of universities they have applied to, dates of application, and where each is in terms of the application process.

If, when you graduate, decide to go on the job market later in your career, **do not assume** that your recommenders will either be willing or able to write or attest to your current role and function. Always ask your past recommenders whether or not they are willing to serve.

### Interviewing

*What to expect.* While every university is different, typically hiring committees engage in a 2-3 step process for hiring.

- First, they will announce the deadlines and requirements to apply for jobs. You can check CESNET, [Chronicle of Higher Education](#), and [Higher Ed.com](#) to see these announcements.
- Second, once applications have been consolidated, hiring committees screen these. Then, if applicants are selected, they are invited to participate in either a Zoom/Skype or phone interview with the committee.
- Third, after these preliminary interviews are completed, the hiring committee will select 1-4 candidates they believe will be a good fit with the program to be invited to an on-campus interview.
- On-campus interviews can last one day to three days. During this time you will meet with the hiring committee, the administration of the unit where the department is housed, departmental faculty, and other stakeholder groups. Typically interviews also include a “job talk” around the candidate’s research, and could require a teaching demonstration. Every university’s budget is different, thus you may be required to pay to get to the campus or they may pay for the entire trip.

*Opportunities.* Both regional ACES conferences and the national ACES conference hosts Career Connections booths. Typically, a few weeks before the conference start, the career connection host will send a blast email through the ACES list serv with directions as to how to submit materials to Career Connections. The Career Connections is a place where programs who are looking for faculty can browse your CV. ACES also has an [online connection website](#).

*Practice.* One suggestion may be to role play some interviews with program faculty.

*Resources:* [A peek at the interview process for doctoral students seeking counseling faculty positions](#)

### **Contacts and Negotiations**

Negotiating for your first faculty position can feel unfamiliar for many new graduates. It is likely your experience will be different than your peers or your mentors as each university/dean is unique or has different resources. However, it can be beneficial to get advice from your advisor or mentors about how to navigate the negotiation process. Salary is only one aspect of the offer- for example, course releases, start-up funds, and even research assistance can sometimes be part of the negotiation. Get clarification on the timeline for the offer and talk with those you trust.

*Resource:* [Academic job negotiation experiences, reflections, and biases in Counselor Education: A Descriptive Study](#)

### BEFORE YOU GO....

**Remember to file for graduating and to request, if needed, tickets or reserve spots in the graduation ceremony.**

- [Graduation Checklist](#)
- [Graduation Ceremony Information](#)

**Talk to your advisor, chair or committee chairs about who will be hooding you at the graduation ceremony.**

**Ensure you have closed all IRB projects.** If you do not complete this step it falls to the faculty member overseeing your research to close these forms after graduation. Once you leave and your UI email is closed, you will no longer be able to log into IRB to close your projects.

- [IRB's information on closing out studies](#)

## TIMELINE

**Curriculum Plan:** Must be completed by the end of the first year.

**Master's Equivalency Research Project:** Must be completed prior to comprehensive exams and within 24 months or 30 s.h., whichever benefits the student. Restrictions will be placed on continuing enrollment should a student fail to complete the ME within the designated time frame.

**Comprehensive Examinations:** It is to be completed during (or following) the final semester of regular courses. This portfolio will serve as doctoral student's final comprehensive examination.

**Dissertation Prospectus:** A prospectus meeting may only be scheduled after the successful completion of comprehensive exams.

**Annual Review of Ph.D. Students:** To be completed by Counselor Education faculty at the end of each spring semester.

Please see the Office of Student Services for specific documents that have timelines for doctoral students. See "[Graduate Student Resources](#)."

## UNIVERSITY POLICIES

### CLASS CONTENT

The University of Iowa requires that advanced warning be given if sexually explicit material will be presented. During this course, it is possible that class discussion may address material of a sexual nature. If you are uncomfortable with these discussions, please inform the instructor. It will be to your benefit, however, to participate in these discussions to the fullest extent possible given the uncertainty of topics that may arise with students with whom you may work in the future.

### SHARING OF CLASS RECORDINGS

Students may be enrolled in a class where some sessions will be recorded or live-streamed. Such recordings/streaming will only be available to students registered for the class. These recordings are the intellectual property of the faculty and they may not be shared or reproduced without the explicit, written consent of the faculty member. Further, students may not share these sessions with those not in the class or upload them to any other online environment. Doing so would be a breach of the Code of Student Conduct, and, in some cases, a violation of state and federal law, including the Federal Education Rights and Privacy Act (FERPA).

### FREE SPEECH AND EXPRESSION

The University of Iowa supports and upholds the First Amendment protection of freedom of speech and the principles of academic and artistic freedom. We are committed to open inquiry, vigorous debate, and creative expression inside and outside of the classroom. Visit the Free Speech at Iowa website for more information on the university's policies on free speech and academic freedom.

### NONDISCRIMINATION LANGUAGE

The University of Iowa prohibits discrimination in employment, educational programs, and activities on the basis of race, creed, color, religion, national origin, age, sex, pregnancy, disability, genetic information, status as a U.S. veteran, service in the U.S. military, sexual orientation, gender identity, associational preferences, or any other classification that deprives the person of consideration as an individual. The university also affirms its commitment to providing equal opportunities and equal access to university facilities. For additional information on nondiscrimination policies, contact the Director, Office of Institutional Equity, the University of Iowa, 202 Jessup Hall, Iowa City, IA 52242-1316, 319-335-0705, oie-ui@uiowa.edu. Students may share their pronouns and chosen/preferred names in MyUI, which is accessible to instructors and advisors.

## RESPECT FOR DIVERSITY

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexual orientation, disability, age, socioeconomic status, ethnicity, race, culture, perspective, and other background characteristics. Your suggestions about how to improve the value of diversity in this course are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups.

Religious history, religious diversity, and spiritual values have formed a part of The University of Iowa's curricular and extracurricular programs since the founding of the University. In order to advance religious diversity on campus, the University makes reasonable accommodations for students, staff, and faculty whose religious holy days coincide with their work schedules and classroom assignments. As a public institution, the University neither promotes any particular form of religion nor discriminates against students, staff, or faculty on the basis of their religious viewpoints.

### *Resources:*

- [Multicultural & International Student Support & Engagement](#)
- [Office of Diversity, Equity, and Inclusion](#)
- [LGBTQ+ resources](#)
- [Student Support](#)
- [Women's Resource and Action Network](#)

## ABSENCES

University regulations require that students be allowed to make up examinations which have been missed due to illness, religious holy days, military service obligations, including service-related medical appointments, jury duty, or other unavoidable circumstances or other University-sponsored activities. Students should work with faculty regarding making up other missed work, such as assignments, quizzes, and classroom attendance.

- **Absences for Religious Holy Days:** The University is prepared to make reasonable accommodations for students whose religious holy days coincide with their classroom assignments, test schedules, and classroom attendance expectations. Students must notify their instructors in writing of any such Religious Holy Day conflicts or absences within the first few days of the semester or session, and no later than the third week of the semester. If the conflict or absence will occur within the first three weeks of the semester, the student should notify the instructor as soon as possible. See [Operations Manual 8.2 Absences for Religious Holy Days](#) for additional information.

- **Absences for Military Service Obligations:** Students absent from class or class-related requirements due to U.S. veteran or U.S. military service obligations (including military service–related medical appointments, military orders, and National Guard Service obligations) shall be excused without any grading adjustment or other penalty. Instructors shall make reasonable accommodations to allow students to make up, without penalty, tests and assignments they missed because of veteran or military service obligations. Reasonable accommodations may include making up missed work following the service obligation; completing work in advance; completing an equivalent assignment; or waiver of the assignment without penalty. In all instances, students bear the responsibility to communicate with their instructors about such veteran or military service obligations, to meet course expectations and requirements.

## **THE UNIVERSITY OF IOWA ACKNOWLEDGEMENT OF LAND AND SOVEREIGNTY**

The University of Iowa is located on the homelands of the Ojibwe/Anishinaabe (Chippewa), Báxoje (Iowa), Kiikaapoi (Kickapoo), Omāēqnomēwak (Menominee), Myaamiaki (Miami), Nutachi (Missouri), Umo<sup>n</sup>ho<sup>n</sup> (Omaha), Wahzhazhe (Osage), Jiwere (Otoe), Odawaa (Ottawa), Pó<sup>n</sup>ka (Ponca), Bodéwadmi/Neshnabé (Potawatomi), Meskwaki/Nemahahaki/Sakiwaki (Sac and Fox), Dakota/Lakota/Nakoda (Sioux), Sahnish/Nuxbaaga/Nuweta (Three Affiliated Tribes) and Ho-Chunk (Winnebago) Nations. The following tribal nations, Umo<sup>n</sup>ho<sup>n</sup> (Omaha Tribe of Nebraska and Iowa), Pó<sup>n</sup>ka (Ponca Tribe of Nebraska), Meskwaki (Sac and Fox of the Mississippi in Iowa), and Ho-Chunk (Winnebago Tribe of Nebraska) Nations continue to thrive in the State of Iowa and we continue to acknowledge them. As an academic institution, it is our responsibility to acknowledge the sovereignty and the traditional territories of these tribal nations, and the treaties that were used to remove these tribal nations, and the histories of dispossession that have allowed for the growth of this institution since 1847. Consistent with the University's commitment to Diversity, Equity and Inclusion, understanding the historical and current experiences of Native peoples will help inform the work we do; collectively as a university to engage in building relationships through academic scholarship, collaborative partnerships, community service, enrollment and retention efforts acknowledging our past, our present and future Native Nations.

### **ADMINISTRATIVE HOME**

The Graduate College is the administrative home of this course and governs matters such as the add/drop deadlines, the second-grade-only option, and other related issues. Different colleges may have different policies. Questions may be addressed to 120 Schaeffer Hall, or see the Graduate College.

### **ELECTRONIC COMMUNICATION**

University policy specifies that students are responsible for all official correspondences sent to their University of Iowa e-mail address (@uiowa.edu). Faculty and students should use this account for correspondences (Operations Manual, III.15.2, k.11).

### **ACCOMMODATIONS FOR DISABILITIES**

The University is committed to providing an educational experience that is accessible to all. If a student has a diagnosed disability or other disabling condition that may impact the student's ability to complete the course requirements as stated in the syllabus, the student may seek accommodations through [Student Disability Services \(SDS\)](#). SDS is responsible for making Letters of Accommodation (LOA) available. The student must provide a LOA to the instructor as early in the semester as possible, but requests not made at least two weeks prior to the scheduled activity for which an accommodation is sought may not be accommodated. The LOA will specify what reasonable course accommodations the student is eligible for and those the instructor should provide. Additional information can be found on the SDS website.

### **ACADEMIC HONESTY AND POLICY ON ACADEMIC MISCONDUCT**

Academic misconduct may result in grade reduction and/or other serious penalties.

Examples of academic misconduct include, but are not limited to:

- presenting someone else's written or spoken words or ideas as your own;
- using direct quotes with no quotation marks;
- paraphrasing without crediting the source or in some other way suggesting someone else's work is yours;
- copying all or part of someone else's exam, homework, etc.;
- knowingly allowing another student to copy your work or to submit your work as their own;
- misrepresenting your contribution in a group project;
- referring to notes, texts, etc. during a closed book exam;
- collaborating with others on a take-home exam when directed not to do so.

Faculty in the College of Education who detect academic misconduct should report the action to their departmental chair with a statement of necessary facts. The department and the instructor concerned may also submit recommendations in each case for appropriate disciplinary action. If disciplinary action is going to be taken, it should be done in consultation with the appropriate Associate Dean in the College of Education.

- For graduate students, contact the Associate Dean for Faculty and Academic Affairs (N201 LC, 335-5261).
- For undergraduates, contact the Associate Dean for Teacher Education and Student Services in the College of Education (N201 LC, 335-5437).

Disciplinary action may take the form of a reduction of points on the work involved, lowering a course grade, or more serious action, up to and including expulsion from the university. The



student should be given notice of concerns and an opportunity to respond prior to disciplinary action being imposed.

In the case of graduate students, faculty should consult the section on “Plagiarism by Graduate Students” in the [Manual of Rules and Regulations of the Graduate College](#) (Part 1, Section IV. F.). Written notification of the offense and any pending action must be submitted to the Associate Dean of Academic Affairs and Graduate Student Development of the Graduate College by the Associate Dean for Faculty and Academic Affairs of the College of Education.

### **MAKING A SUGGESTION OR A COMPLAINT/ STUDENT GRIEVANCES**

If a student has a complaint regarding a faculty action, these are the [recommended procedures](#) for that student in the College of Education:

1. **Document your concerns**; if possible, include dates, locations, context, and as much detailed information as you can remember. Keep copies of all correspondence and document all contacts. Reporting concerns or complaints can be difficult, and you may benefit from **additional support** during this time. Talking with someone often helps to lessen isolation and may help you to develop productive strategies and make decisions. Please see the “Additional Resources for Student Complaints or Concerns” section below; you are always welcome to seek assistance from other campus offices listed there, whether or not you follow these College of Education procedures.
2. If possible, speak or write **directly to the faculty member** against whom you have a complaint. Be prepared to clearly articulate your concerns and the resolution you are seeking.
3. If you cannot resolve the problem or are uncomfortable talking directly to the faculty member you have a complaint about, talk to the **faculty member’s Departmental Chairperson (sometimes called the DEO)**. That person’s name and contact information is:  

Dr. Estrada-Hernandez, N338B Lindquist Center, 319-335-6426  
[noel-estradahernandez@uiowa.edu](mailto:noel-estradahernandez@uiowa.edu)
4. If the problem remains unresolved, meet with an **Associate Dean in the College of Education**. Undergraduates and Masters level students in the teacher education program should contact the [Associate Dean for Teacher Education and Student Services](#), N201 LC, 335-5591. Other undergraduate students and graduate students should contact the [Associate Dean for Faculty and Academic Affairs](#), N201 LC, 335-5261.
5. If there is still no resolution, file a written statement with the [Dean of the College of Education](#), N201 LC, 335-6111.
6. If you are dissatisfied with the outcome of an academic complaint against a faculty member by the Dean of the College of Education, you may ask the [Office of the Provost](#), 111 Jessup Hall, 335-3565, to review the matter.

7. If your complaint concerning a faculty member's action cannot be resolved through the mechanisms described above, you may file a **formal complaint of violation** [of the Statement on Professional Ethics and Academic Responsibility as described in the University Operations Manual](#).

## **UNDERSTANDING SEXUAL HARASSMENT/SEXUAL MISCONDUCT AND SUPPORTIVE MEASURES**

The University of Iowa prohibits all forms of sexual harassment, sexual misconduct, and related retaliation. The Policy on Sexual Harassment and Sexual Misconduct governs actions by students, faculty, staff and visitors. Incidents of sexual harassment or sexual misconduct can be reported to the Title IX and Gender Equity Office or to the Department of Public Safety. Students impacted by sexual harassment or sexual misconduct may be eligible for academic supportive measures and can learn more by contacting the Title IX and Gender Equity Office. Information about confidential resources can be found [here](#). Watch the video for an explanation of these resources.

## RESOURCES

### MENTAL HEALTH

Students are encouraged to be mindful of their mental health and seek help as a preventive measure or if feeling overwhelmed and/or struggling to meet course expectations. Students are encouraged to talk to their instructor for assistance with specific class-related concerns. For additional support and counseling, students are encouraged to contact [University Counseling Service \(UCS\)](#). Information about UCS, including resources and how to schedule an appointment, can be found at [counseling.uiowa.edu](http://counseling.uiowa.edu). Find out more about UI mental health services [here](#).

### BASIC NEEDS AND SUPPORT FOR STUDENTS

Student Care & Assistance provides assistance to University of Iowa students experiencing a variety of crisis and emergency situations, including but not limited to medical issues, family emergencies, unexpected challenges, and sourcing basic needs such as food and shelter. More information on the resources related to basic needs can be found [here](#).

Students are encouraged to contact Student Care & Assistance in the Office of the Dean of Students (Room 135 IMU, [dos-assistance@uiowa.edu](mailto:dos-assistance@uiowa.edu), or 319-335-1162) for support and assistance with resources.

### PERSONAL WELLNESS

Your personal wellness is a vital factor in being an effective counselor. As you go through the Graduate program, you may encounter medical issues, emotional issue, or family issues that impact your ability to be positive and effective. The University of Iowa and Iowa City Community have many resources at a variety of costs to assist you and your family. In addition to everyday stress, the stress of graduate school, working with clients who have significant issues, and financial concerns can lead to a sense of becoming overwhelmed. The first step in moving forward is to talk with a faculty member you trust and consult about an academic plan that will work for you in the moment and that will not compound your difficulties. Talking with friends and family and other trusted individuals can be helpful but as a counselor, you run the risk of breaking confidentiality and privacy of others in talking to lay persons. In addition, such a practice tends to lead to burnout of relationships. It is preferable to meet with one of the confidential resources across campus and the community who can listen to you and offer assistance.

#### Additional Resources:

- [Virtual tour of campus](#)
- [Office of the Registrar](#) –University billing, enrollment, medical leaves of absence, withdraws
- [University of Iowa Graduate College](#)

- [College of Education, Office of Student Services](#)
- [The Office of Student Financial Aid](#) –assistantships, loans, financial literacy services
- [University Counseling Service](#) –Individual and family short term counseling,
- [Student Disability Services](#) –Disability related issues and accommodation
- [Student Health and Wellness](#) physical health care
- [Rape Victim Advocacy Program](#)
- [International Student and Scholar Services](#) –acculturation difficulties, visa and immigration issues, wellness support
- [Recreation](#)
- [Parking and Transportation Department](#) –bus passes, parking problems, tickets
- [Grateful Hawks](#)
- [Coping Resources](#)
- [Association for Counselor Education & Supervision](#)
- [American Counseling Association](#)
- [CACREP](#)
- [Chi Sigma Iota](#)

## **Guidelines/Tips on How to Approach Faculty about Writing**

### **John Wadsworth PhD, Department of Counselor Education**

The purpose of this guideline is to assist Graduate students of the Rehabilitation & Counselor Education Department at the University of Iowa. Many graduate students do not want to become like Carl – unpublished. So they seek mentorship and co-authorship from faculty. The following guidance is designed to help you better understand the responsibilities of authorship and provide you with successful strategies in approaching faculty to co-author a publication.

#### **Responsibilities of Publication**

“Authorship credit should be the individual's contribution to the study. An author is considered anyone involved with initial research design, data collection and analysis, manuscript drafting, and final approval. However, the following do not necessarily qualify for authorship: providing funding or resources, mentorship, or contributing research but not helping with the publication itself. The primary author assumes responsibility for the publication, making sure that the data is accurate, that all deserving authors have been credited, that all authors have given their approval to the final draft, and handles responses to inquiries after the manuscript is published.” (APA, 2014 <http://www.apa.org/research/responsible/publication/> )

#### **Resources:**

APA Science Student Council (2006). [A graduate student's guide to determining authorship credit and authorship order](#). American Psychological Association.

#### **How to Approach a Faculty Member**

If you'd like to get involved with research activities with a faculty member, it's as simple as contacting them! Consider that most faculty members don't advertise widely (or at all) for research opportunities. In fact, they all get more student requests than they can handle, so focus on those faculty members whom you are truly interested in working with.

Two questions should guide you through the process of selecting an appropriate faculty mentor. First, what do you want to research? When you think about your research focus, do so in a very specific way. You will find that the more specific you can be about what your research is, the more confident you will feel about approaching potential faculty mentors. Remember, at some point during your conversation with a potential mentor, faculty will ask you to define your research focus and explain to them why you have the interests that you do. This is not the faculty's way of testing you, but it is a way for them to gauge how serious you are about research and how much independent homework you've done on your own prior to meeting with them. It's also a way for them to engage in some meaningful conversation with you.

The second question to ask yourself is if you have a faculty member(s) in mind that would make an excellent mentor. Maybe you've gone out of your way to develop a relationship with a professor in your field whom you admire and trust. This person would be an obvious option for

a mentor professor. If you aren't in this position, take some time to think about the courses in your major or minor that you've taken and really enjoyed. Who taught these courses? Why did you enjoy them? There is a good chance that the reasons you enjoyed these courses were because the professor went above and beyond what you expected and presented materials in interesting and dynamic ways. He or she may have had a great sense of humor and made even the hardest material fun to learn. Perhaps you appreciated how organized and logical they presented material. What are the qualities you not only admire but absolutely need in a mentor?

Locating faculty

Once you have decided on a research topic or focus the hard work begins. Solidifying what you want to research is a great first step, but this is only one part of your goal. Now it is time to actively seek out a mentor. If you haven't already secured a mentor, or have potential mentors in mind, begin by researching the faculty members listed on your department's web site. All departments on campus have a web site listing all faculty members and instructors. Along with names, most department web sites also list what areas of research they specialize in. This is where having narrowed down your research focus is invaluable. The more you know about your research the easier it will be to narrow down potential faculty mentors.

### **Making contact: E-mail approach**

Once you've compiled a list of potential mentors you will next want to make contact with each and set up an appointment to discuss your research.

### **Making contact: In person approach**

E-mail has become an accepted and standard way to contact people. It can be particularly helpful in contacting faculty if you cannot make their office hours or getting to campus is difficult. However, it is not the most comfortable way for everyone to communicate. Initiating a first contact through a face-to-face meeting has some definite advantages over e-mail. First, there is less of an opportunity for your e-mail to go unanswered. Like all of us, professors receive countless e-mails every day. Some messages are important, many are not, and some get overlooked in sheer volume of messages. If being overlooked is a concern, find out the office hours of the professor you would like to interview and make it a point to be there when office hours begin. The second advantage of taking the face-to-face approach is that you know that you will have the opportunity to have a more thorough discussion about your research and why you've come to meet with your chosen professor.

### **[How to Approach a Faculty Member \(Owens\)](#)**

Ashley Owens, Ohio State University

We've all heard it a million times: "It's not about what you said, it's about how you said it!" When it comes to contacting faculty members about your desire to get started on a research project, this statement couldn't be truer. Sometimes, the "etiquette" for

contacting an expert in your field can be mystifying... and sometimes, the whole prospect is downright intimidating. Here are some to ease the pressure *and* increase the chances that you get the kind of response you're hoping for.

### **The Do's and Don'ts of Contacting Professors About Research**

#### **DO...**

**Identify yourself!** Don't write a generic message and then sign it with a first name only. Tell them who you are! Include your major and year in school. If you took a class with this person, mention that. If you were referred to this person by someone else, mention that, too.

**Address the individual you're emailing.** Don't just say "Hi" or "Dear Professor;" this can appear as if you sent out a mass email message, which in turn indicates that you haven't thought carefully about what kind of research you want to do and who would be an appropriate faculty mentor for your project. It's also a little casual in tone: addressing the recipient by name instantly sounds more serious.

**Sell yourself!** You are, in a sense, trying to advertise yourself a little bit in the initial email to a faculty member you might like to work with. Without going overboard or writing an excessively long message, identifying what sparked your interest in doing research is a good way to personalize your message and give them a reason from the outset to believe that your interest is genuine.

**...Your homework!** This is probably the most important piece of advice we can offer to students are sending out that first email to a professor. We really encourage students who seek our advice on getting started in research to spend some time looking over what a faculty member's current research interests are. You may know what field he or she is working in, but knowing whether he or she is specifically focusing on "X" instead of "Y" says that you are already committed enough to the idea of beginning research do some reading on your own. It also suggests that you have a better sense yourself of what kind of research would keep you genuinely interested, and that you aren't necessarily willing to do anything that comes along. You can find a list of what a professor has recently published by accessing his or her *curriculum vitae* (basically, an academic resume), which should be accessible the faculty member's profile on any departmental webpage. Find out what this person focuses on, how long he or she has been investigating that subject, or even what classes he or she has recently taught that relate to the research. Then, go to the library and find one of the recent listed publications, and check it out!

But... the research that faculty members publish is difficult to understand, right? Sure it is! Do you have to understand everything you read? Definitely not! But you CAN look for some of the key terms of the study that would catch someone's attention in that initial

email. Make a list of questions as you read... professors will be impressed by your curiosity and the time you've taken to investigate their work, as much as they would be impressed by your comprehension.

**Make it easy to set up a meeting.** We suggest that you close your email by saying "I am available on such---and---such days of the week at such---and---such times." Then, this professor has to do is check his or her own schedule and say, "Ok, meet me at THIS time." It reduces the number of email exchanges that are required to get to that face---to---face conversation.

### **DON'T...**

**Send generic emails.** You may be reaching out to more than one professor at one time, as you begin searching for a faculty mentor... and, if there are lots of faculty members doing research in the field that interests you, or if your interests are diverse, that's a perfectly appropriate strategy to help you find the ideal opportunity! It can become a problem, though, when your email messages look like form letters. Here's a great rule of thumb, or litmus test of sorts, that you can use as you begin this process of making contact with professors. Ask yourself this question: "Could I change the name of the addressee in the salutation of my message and just as easily send it to several people?" If the answer is "Yes," then you haven't done it right! You want to *personalize* your emails (especially using the suggestion above about doing your homework!) and raise questions around which you can build a more in---depth conversation. These initial conversations should all be uniquely framed for the person to whom you are writing.

**Neglect proofreading.** Silly grammar errors? Just don't make them.

**Give up!** Finding the *right* faculty mentor for your graduate research project may take some time. Professors are busy... but they also have enough experience to know when they are perhaps not the best person to sponsor and direct your work. Sometimes, it's not about you or your credentials— it may just be about the "fit." You may not get a positive response the first or second or fifth time you send an email. Keep trying! Also, don't be afraid to get back in touch with professors who turned you down and ask them if they have suggestions about other people you should contact; even if they aren't able to help you with a research project personally, they might be willing to help you do some networking.

When approaching a faculty member, send them an email introducing yourself. Let them know:

- What specific aspects of their research interest you. Ensure you have reviewed their online CV or website to brush up on their past and current research projects; to find this information, start on their Department homepage and see if they have a profile or website link. Try googling them. Use the U of I libraries to read their published journal articles online. One of the best ways to impress a faculty member is being able to



discuss their specific research projects and why they interest you, even if you don't understand all of the content or process.

- Any previous experience or skills you can offer. This may include research methodology courses, lab experience or just plain enthusiasm. Include incomplete courses that you are currently taking.
- What you are asking for. Are you requesting part-time or full-time research experience, paid or volunteer opportunities, supervision by this particular faculty member or are you open to working with any colleagues or graduate students in the field?

After emailing, be sure to also approach the faculty member during their office hours:

- Remind them of your previously-sent email and the points you included. Don't assume they'll remember what you wrote.
- Be prepared to answer questions about your grades, courses taken, what you can offer and why you're interested in getting involved.
- Ensure they know how to contact you about any possible opportunities.
- Always be professional and courteous.

While this handout does not encompass the countless experiences you might encounter when looking for a faculty mentor, it does help create a broad guideline for you to follow that makes the process accessible. Again, the more you know about your research, the easier it will be for you to have a meaningful conversation with potential faculty mentors. Knowing what kind of research you want to do allows you to ask the important questions that will lead you to the right mentor.

### Resources

- Cott, D. (2005) [A graduate students guide to publishing scholarly journal articles](#). PSONline
- Reis, R (2000) [Getting published as a graduate Student in the Sciences](#). The Chronicle of Higher Education.
- Kendall-Tackett, K. (n.d.). [Writing for publication](#): An essential skill for graduate students with disabilities. American Psychological Association.

## APPENDICES

**Review and Retention Policy Consent Form**

(once signed, to be kept in student department file)

I, \_\_\_\_\_ (student's name, printed), have read and understand the Department of Counselor Education's Student Review and Retention Policy and the Professional Development Review Form. I agree that the faculty has the right to monitor my academic, professional, and ethical behavior as long as I am a student in the Department. I understand my rights and responsibilities under this policy and I accept and agree to abide by its conditions.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Adopted by the Department of Counselor Education Faculty,  
(November, 2004; Revised 2008, 2010 and 2022)

## PROFESSIONAL DEVELOPMENT REVIEW FORM

Student \_\_\_\_\_ Semester/Year \_\_\_\_\_

Faculty \_\_\_\_\_ Supervisor \_\_\_\_\_

<b>Professional Responsibility</b>	Comments
1. The student relates to peers, professors, and others in an appropriate professional manner.	
2. The student is careful not to exploit or mislead other people during or after professional relationships.	
3. The student applies legal and ethical standards during the graduate program.	
<b>Competence</b>	
1. The student takes responsibility for compensating for her/his deficiencies.	
2. The student provides only those services and applies only those techniques for which he/she is qualified by education, training, experience, or supervision.	
3. The student demonstrates basic listening and attending skills and appropriate affect in response to clients.	
<b>Maturity</b>	
1. The student demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and clients.	
2. The student personally and professionally demonstrates honesty and fairness.	
3. The student is aware of her/his own belief systems, values, needs, and limitations and how these affect her/his professional work.	

4. The student demonstrates the ability to receive, integrate and use/apply feedback from peers, relates to peers, professors, and others in an appropriate professional manner.	
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-- continued on next page --

<b>Integrity</b>	<b>Comments</b>
1. The student respects the fundamental rights, dignity, and worth of all people.	
2. The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination.	
3. The student respects cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, physical ability/disability, language, and socioeconomic status.	
4. The student behaves in accordance with the program's accepted code(s) of ethics/standards of practice.	

\*Adapted from work created by faculty in the Southwest Texas State University Counseling Program and Mississippi State University

Comments and/ or suggestions:

Faculty or Supervisor Signature: \_\_\_\_\_

Student Signature: \_\_



COLLEGE OF EDUCATION  
DEPARTMENT OF COUNSELOR EDUCATION

**CES COURSE SEQUENCE - EVEN ADMIT YEARS : 2020, 2022, 2024, 2026, 2028**

**FALL – 1 (14 s.h.)**

<b>Course Number and Title</b>	<b>s.h.</b>
CSED:7255 Advanced Career Development and Counseling	3s.h.
CSED:7457 Professional Orientation to CES Leadership & Advocacy	4s.h.
CSED:7385 Teaching and Learning in Higher Education OR	
PSQF:6217 Seminar in College Teaching	3s.h.
PSQF:6243 Intermediate Statistical Methods ** OR	
PSQF:6242 Selected Applications of Statistics (if 6243 not taken*)	4s.h.

**NOTE:** The College of Education has endorsed PSQF:6243\*\* as required course for PhD students wanting to pursue more advanced statistical courses. Students who opt to enroll in PSQF:6242\* while meet the basic quantitative requirements set for PhD studies in CoE, typically will pursue advanced studies in qualitative data analysis.

**SPRING – 1 (9-12 s.h.)**

<b>Course Number and Title</b>	<b>s.h.</b>
CSED:7451 Advanced Multiculturalism	3s.h.
CSED:7400 Professional Seminar & Ethics in Counselor Education	3s.h.
CSED:7338 Essentials of Qualitative Inquiry	3s.h.
CSED:7385 Teaching and Learning in Higher Education OR	
PSQF:6217 Seminar in College Teaching	3s.h.
Advanced Quantitative Course (If applicable)	3-4s.h.

**FALL – 2 (9-13 s.h.)**

<b>Course Number and Title</b>	<b>s.h.</b>
CSED:7353 Advanced Counseling & Psychotherapy	3s.h.
CSED:7458 Seminar: Issues and Trends in Counseling Research	4s.h.
CSED:7360 Advanced Practicum	3s.h.
Advanced Qualitative/Quantitative Course (If applicable)	3s.h.

**SPRING – 2 (9-12 s.h.)**

<b>Course Number and Title</b>	<b>s.h.</b>
CSED:7454 Supervision Theory & Practice	3s.h.
CSED:6394 Internship in Research (ME/ER)*	3s.h.
CSED:7450: Social Psychology of Disability	3s.h.
Advanced Qualitative/Quantitative Course (If applicable)	3s.h.

\* CES students are required to complete 3 of the 5 internships as dictated by CACREP.

#### **FALL – 3 (9-12 s.h.)**

<b>Course Number and Title</b>	<b>s.h.</b>
CSED:7380 Internship in Teaching*	3s.h.
CSED:7465 Clinical Internship OR*	
CSED:7466 Leadership and Advocacy Internship*	3s.h.
PSQF: 6265 Program Evaluation	3s.h.

\* CES students are required to complete 3 of the 5 internships as dictated by CACREP.

#### **SPRING –3 (10 s.h.)**

<b>Course Number and Title</b>	<b>s.h.</b>
CSED:7460 Seminar: Research in Counseling	4s.h.
CSED:7455 Internship in Supervision*	3s.h.
Advanced Qualitative/Quantitative Course (If applicable)	3s.h.

\* CES students are required to complete 3 of the 5 internships as dictated by CACREP.

#### **FALL / SPRING –4 (UP TO 15 s.h.)**

<b>Course Number and Title</b>	<b>s.h.</b>
CSED:7493 Ph.D. Thesis in Counselor Education	Up to 15s.h.

#### **TOTAL S.H. REQUIRED TO COMPLETE PH.D.**

**72 s.h.**



COLLEGE OF EDUCATION  
DEPARTMENT OF COUNSELOR EDUCATION

**CES COURSE SEQUENCE - ODD ADMIT YEARS : 2021, 2023, 2025, 2027, 2029**

**FALL – 1 (14 s.H.)**

<b>Course Number and Title</b>	<b>s.h.</b>
CSED:7353 Advanced Counseling & Psychotherapy	3s.h.
CSED:7458 Seminar: Issues and Trends in Counseling Research	4s.h.
CSED:7385 Teaching and Learning in Higher Education OR	
PSQF:6217 Seminar in College Teaching	3s.h.
PSQF:6243 Intermediate Statistical Methods ** OR	
PSQF:6242 Selected Applications of Statistics (if 6243 not taken*)	4s.h.

**NOTE:** The College of Education has endorsed PSQF:6243\*\* as required course for PhD students wanting to pursue more advanced statistical courses. Students who opt to enroll in PSQF:6242\* while meet the basic quantitative requirements set for PhD studies in CoE, typically will pursue advanced studies in qualitative data analysis.

**SPRING – 1 (9-15 s.H.)**

<b>Course Number and Title</b>	<b>s.h.</b>
CSED:7454 Supervision Theory & Practice	3s.h.
CSED:7450: Social Psychology of Disability	3s.h.
CSED:7338 Essentials of Qualitative Inquiry	3s.h.
CSED:7385 Teaching and Learning in Higher Education OR	
PSQF:6217 Seminar in College Teaching	3s.h.
Advanced Quantitative Course (If applicable)	3-4s.h.

**FALL – 2 (9-13 s.H.)**

<b>Course Number and Title</b>	<b>s.h.</b>
CSED:7255 Advanced Career Development and Counseling	3s.h.
CSED:7457 Professional Orientation to CES Leadership & Advocacy	4s.h.
CSED:7360 Advanced Practicum	3s.h.
Advanced Qualitative/Quantitative Course (If applicable)	3s.h.

**SPRING – 2 (9-13 s.H.)**

<b>Course Number and Title</b>	<b>s.h.</b>
CSED:7451 Advanced Multiculturalism	3s.h.
CSED:7400 Professional Seminar & Ethics in Counselor Education	3s.h.
CSED:7460 Seminar: Research in Counseling	4s.h.
Advanced Qualitative/Quantitative Course (If applicable)	3s.h.



**FALL – 3 (9-12 s.h.)**

<b>Course Number and Title</b>	<b>s.h.</b>
CSED:7380 Internship in Teaching*	3s.h.
CSED:7465 Clinical Internship OR*	
CSED:7466 Leadership and Advocacy Internship*	3s.h.
CSED: 6265 Program Evaluation	3s.h.
CSED:6394 Internship in Research (ME/ER)*	3s.h.

\* CES students are required to complete 3 of the 5 internships as dictated by CACREP.

**SPRING –3 (10 s.h.)**

<b>Course Number and Title</b>	<b>s.h.</b>
CSED:7380 Internship in Teaching*	3s.h.
CSED:7455 Internship in Supervision*	3s.h.
Advanced Qualitative/Quantitative Course (If applicable)	3s.h.

\* CES students are required to complete 3 of the 5 internships as dictated by CACREP.

**FALL / SPRING –4 (UP TO 15 s.h.)**

<b>Course Number and Title</b>	<b>s.h.</b>
CSED:7493 Ph.D. Thesis in Counselor Education	Up to 15s.h.

**TOTAL S.H. REQUIRED TO COMPLETE PHD.**

**72 s.h.**

Fall 2023 (12-15 s. hrs)	Spring 2024 (9-12 s. hrs.)	Summer 2024
CSED:7353 Advanced Counseling & Psychotherapy 3 s. hrs.	CSED:7454 Supervision Theory & Practice 3 s. hrs.	
CSED:7458 Seminar: Issues and Trends in Counseling Research 4 s. hrs.	CSED:7450: Social Psychology of Disability 3 s. hrs.	
PSQF:6217 Seminar in College Teaching OR CSED:7385 Teaching and Learning in Higher Education 3 s. hrs.	CSED: 7338 Essentials of Qualitative Inquiry (or any entry-level qual research course) 3 s. hrs.	
PSQF:6243 Intermediate Statistical Methods 4 s. hrs.		
Fall 2024 12-14 s.hrs.	Spring 2025	Summer 2025
CSED: 7255 Advanced Career Development and Counseling 3 s.h.	CSED:7451 Advanced Multiculturalism 3 s. hrs.	
CSED:7457 Professional Orientation to CES Leadership & Advocacy 4 s.h.	CSED:7400 Professional Seminar & Ethics in CE 3 s. hrs.	
CSED:7360 Advanced Practicum 3 s.h.	Advanced Qualitative/Quantitative Course (1 of 2) 3 s. hrs.	
CSED:6394 Internship in Research (ME/ER)* 3 s. hrs.	CSED:7460 Seminar: Research in Counseling 4 s. hrs.	
Fall 2025 Approx 14 s.hrs.	Spring 2026 9 s.hrs.	Summer 2026
Advanced Qualitative/Quantitative Course (2 of 2) 3 s.h.	CSED:7455 Internship in Supervision* 3s.h.	
PSQF:6265 Program Evaluation 3s.h.	Elective	
CSED:7380 Internship in Teaching* 3s.h.	Elective	
	COMPREHENSIVE EXAMS	
Fall 2026 9-13 s. hrs	Spring 2027 15 s. hrs.	Summer 2027
CSED:7493 Ph.D. Thesis in Counselor Education Up to 15 s.h.	CSED:7493 Ph.D. Thesis in Counselor Education Up to 15s.h.	
Fall 2023 (12-15 s. hrs)	Spring 2024 (9-12 s. hrs.)	Summer 2024

## Form A. CSED GRADUATE ASSISTANT PERFORMANCE EVALUATION

The performance evaluation is designed to encourage professional growth and positive communication between faculty and students as well as provide feedback regarding the performance of the student in a GA position. Unsatisfactory performance could result in reduced hours, termination, or eliminated GA positions in the future.

*Directions: The GA and faculty supervisor will independently complete page two of this evaluation. Following the completion of the form, the two should meet to discuss their responses, identifying areas of strength, challenge, and disagreement. The form should be signed by both parties and forwarded by the end of the semester to the student's advisor and then to DEO for review.*

*The GA is responsible for initiating the evaluation meeting. If the GA holds multiple appointments, an evaluation of each experience is required.*

**Student Name:**

**Supervisor:**

**Appointment:** \_\_\_\_\_ % (25% = 10 hrs. week; 50% = 20 hrs. week)

In this position you will be evaluated based on the following criteria:

Student is dependable, responsive to expectations

Student is open to feedback

Organizes workload efficiently, is able to prioritize competing demands

Student exhibits ethical behaviors

Honors time commitments to appointment

Demonstrates independent thinking

Takes initiative as needed

Demonstrates effective oral/written communication skills

Produces high quality work

Prepares ahead of time as needed (for meetings or class)

Share the work-load as needed with teammates; a good collaborator

Demonstrates multicultural competencies Student turns work in on time.

Using the scale below, both the student and the student's supervisor should each rate the student's work, then meet to discuss. Add additional relevant items to address the GA's responsibilities.

Rating	Definition
4	Exceeds expectations / on par with experienced professionals
3	Meets the basic expectations of the position; appropriate for professionals-in-training
2	Some development is needed in some areas
1	Below average performance for professionals-in-training
NA	No opportunity to observe

ITEM	1	2	3	4	NA	Comments
Student is dependable, responsive to expectations						
Student is open to feedback						
Organizes workload efficiently, is able to prioritize competing demands						
Student exhibits ethical behaviors						
Honors time commitments to appointment						
Demonstrates independent thinking						
Takes initiative as needed						
Demonstrates effective oral/written communication skills						
Produces high quality work						
Prepares ahead of time as needed (for meetings or class)						
Share the work-load as needed with teammates; a good collaborator						
Demonstrates multicultural competencies						
Student turns work on time.						

For any items rated **2 or below**, please identify specific suggestions for improvement:

We have met and discussed this evaluation.

---

## CONTRACT

**Directions:** Directions: please complete the following contract acknowledging you have read the doctoral handbook. If you have questions, feel free to reach out to your advisor, Dr. Susannah Wood ([Susannah-wood@uiowa.edu](mailto:Susannah-wood@uiowa.edu)) the current CES coordinator, or Dr. Estrada-Hernández ([noel-estradahernandez@uiowa.edu](mailto:noel-estradahernandez@uiowa.edu)). Return (hard copy or this page electronically) to Kari Blomberg, the CSED administrative assistant or to your advisor. I HAVE READ THE DOCTORAL HANDBOOK AND WILL COMPLY WITH THE POLICIES SET THEREIN. **These contracts are due September 5, 2023.**

I HAVE READ THE DOCTORAL HANDBOOK AND WILL COMPLY WITH THE POLICIES SET THEREIN.

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Student Name

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Date

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Student Signature