

**School Counseling Program  
Student Handbook  
2024-2025**



Department of Educational Psychology  
University of Utah  
1721 Campus Center Drive, SAEC #3220  
Salt Lake City, UT 84112

Updated April 2024

## TABLE OF CONTENTS

<b>Program Information</b>	<b>4</b>
The Profession	4
Mission Statement	4
Goals and Objectives	4
Training Philosophy	6
Program Model	6
Coursework	7
Salt Lake City Program	7
St. George Program	7
Two vs Three Year Program	8
Recently Added Course	9
Clinical Field Placements	9
Practicum	9
Internship	9
Research	10
Comprehensive Exam	10
Professional Identity	10
Licensure	11
<b>Program Setting</b>	<b>11</b>
College of Education	11
Department of Educational Psychology	12
Counseling/Counseling Psychology Program	12
<b>Accreditation</b>	<b>12</b>
<b>Program Self-Evaluation &amp; Self-Improvement</b>	<b>12</b>
<b>Student Self-Evaluation &amp; Self-Improvement</b>	<b>13</b>
Student Grades	13
Supervisor Evaluations	13
Readiness for Internship	13
Student Self-Assessment	14
Student Evaluation Meetings	14
Comprehensive Exam	14
Readiness for Graduation	14

<b>Student Rights &amp; Responsibilities</b>	<b>15</b>
Code of Student Rights and Responsibilities	15
Student Bill of Rights	16
Standards of Behavior	17
Student Academic Performance	18
Student Academic Conduct Code (Cheating and Plagiarizing)	19
Student Professional and Ethical Conduct	20
Privacy of Student Records	21
Sexual Harassment	21
ADA Policy and Reasonable Accommodation and Access	22
Violence in the Workplace and Academic Environment	22
Addressing Conflict, Harassment, or Hostile Climate	23
Personal/Interpersonal Functioning	23
<b>Policies &amp; Procedures</b>	<b>24</b>
Continuous Enrollment	24
Transfer Credits	24
Background Check & Fingerprinting	24
Time to Completion	25
Utah Residency	25
Leaves of Absence	25
Master’s Supervisory Committee	26
Approval of Program of Study	26
Student Retention Policy	26
Student Grades	26
Comprehensive Examination	26
Counseling Competency	27
Professional and Ethical Behavior	28
Student Evaluation Procedures	28
Remediation	29
Student Appeal Process	30
Professional Organizations/Involvement/Appropriate Activities	31
Program Level Involvement	32
Department Involvement	32
<b>Funding Opportunities</b>	<b>33</b>

College of Education Scholarships	33
Student Travel	33
<b>The Institution</b>	<b>33</b>
Libraries	34
Computers	34
Technology	34
Writing Center	35
Stats Tutor	35
<b>First Steps in the Program</b>	<b>35</b>
Get a UCard	35
Activate Your Campus Information System (CIS) Access	35
Personalize or Forward Your University Email	36
Register for Classes	36
Purchase Textbooks	36
<b>People</b>	<b>37</b>
Department Staff	37

## **THE PROFESSION**

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

## **PROGRAM MISSION STATEMENT**

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

## **PROGRAM GOALS AND OBJECTIVES**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

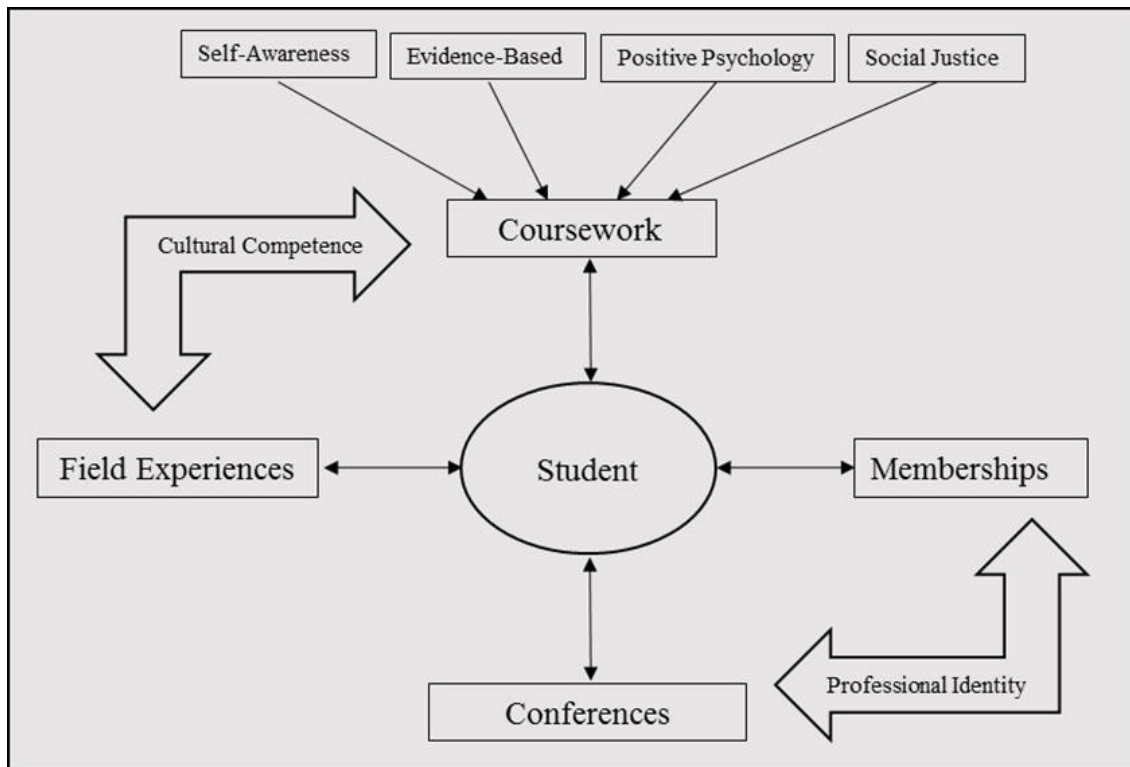
### **TRAINING PHILOSOPHY**

The School Counseling Program prepares and mentors graduate students to become committed, collaborative, and competent professional school counselors who promote the optimal social/emotional, academic, and career development of ALL students with special attention to those who have been traditionally underrepresented and underserved in the educational system. The School Counseling Program believes that pre-service training must constantly evolve to fit the needs of young people in this rapidly changing society and conform to the demands of school reform and accountability mandates. Students are encouraged to become agents of school reform and social change while working as leaders and advocates in schools to remove barriers to student success.

### **PROGRAM MODEL**

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

The figure below represents the training model for the School Counseling Program.



Students participate in four important components of training: coursework, field experiences, membership in professional associations, and attendance at professional conferences.

Four themes that are present in all coursework include: self-awareness, evidence-based practices, positive psychology, and social justice.

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

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

*Positive Psychology.* Interventions taught within the School Counseling Program promote optimal human development and functioning.

*Social Justice.* Students are encouraged to become agents of school reform and social change while working as leaders and advocates in schools to ensure oppressive systemic barriers to academic, career, and personal-social development are removed.

Through coursework and field experiences students develop cultural competence. Cultural competence is defined as understanding and appropriately responding to the unique combination of cultural variables – including ability, age, beliefs, ethnicity, gender, gender identity, linguistic background, race, religion, sexual orientation, and socioeconomic status – that the school counseling student and the client (child, parent, teacher, other) bring to interactions. The School Counseling Program believes that the development of cultural competence is a dynamic complex process requiring ongoing self-assessment and continuous expansion of one’s cultural knowledge. It evolves over time, beginning with an understanding of one’s own culture, continuing through interactions with individuals from various cultures, and extending through one’s own expansion of knowledge. Therefore, cultural competence is something school counseling students will continue to develop through their careers.

Through membership in professional associations and attendance at professional conferences, students develop an identity as a professional school counselor.

## **COURSEWORK**

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

### **FIELD EXPERIENCES**

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

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

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

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

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

Prerequisites for internship include successful completion of: ED PS 6709 Practicum in School Counseling and ED PS 6360/6361 Multicultural Counseling.

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

### **RESEARCH**

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

### **COMPREHENSIVE EXAM**

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

Students take the PRAXIS 5422 exam early in the Spring of their 2<sup>nd</sup> year. They must receive a score of 153 or higher to be considered a “pass.” This score is also used as the minimum score for licensure in the State of Utah. Thus, when our students graduate, they will have already passed the professional school counselor licensing exam. We submit their PRAXIS score to the Utah State Board of Education along with our recommendation paperwork.

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

### **PROFESSIONAL SCHOOL COUNSELOR IDENTITY**

Professional Memberships. The School Counseling Program believes so strongly in helping students develop a professional identity in the field that we pay for all matriculating students to register for membership in the Utah School Counseling Association (USCA) and the American School Counselor Association (ASCA). Membership in these associations provides our students with access to professional journals and magazines in addition to other discounted publications,

local workshops, webinars, and networking. Through the websites and listservs associated with these organizations, our students also learn about opportunities to attend state and national conferences.

- ASCA Membership \$69
- USCA Membership \$40

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

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

- Background Check/Fingerprinting \$20
- Study Materials for Licensing Exam \$20
- Licensing Exam \$120

## **LICENSURE**

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

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

## **PROGRAM SETTING**

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

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

The College of Education is comprised of five departments: Education, Culture & Society (ECS); Educational Leadership & Policy (ELP); Educational Psychology (EDPS); Special Education (SPED); and the Urban Institute for Teacher Education (UITE). The mission of the College of Education is to create a learning environment that fosters discovery and dissemination of knowledge to promote learning, equitable access, and enhanced learning outcomes for all

students. Through the integration of outstanding teaching, research, and community outreach, the College of Education investigates significant issues impacting education policy and practice, while preparing its students for leadership and excellence within a diverse and changing educational community.

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

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

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

## **ACCREDITATION**

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

We recently applied for MPCAC Accreditation (<http://mpcacaccreditation.org/about-mpcac/>) and were given accreditation for 10 years from July 12, 2018 through July 12, 2028.

## **PROGRAM SELF-EVALUATION & SELF-IMPROVEMENT**

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

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

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

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

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

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

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

## **STUDENT SELF-EVALUATION & SELF-IMPROVEMENT**

Students are evaluated in multiple formats and across multiple levels.

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

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

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

The Counseling/Counseling Psychology (CCP) faculty has determined that all students must earn a minimum grade of B- or Credit (CR) in required courses. Any grade below B-, if there exists an active Incomplete designation on the student's transcript, or any No-credit (NC) report on the transcript must be rectified or retaken as soon as possible (but within 12 calendar months) and, if not ameliorated with a grade of a B- or better or CR (for credit only coursework), may result in the student's dismissal from the program for failure to meet the academic standards of the program. If a required course that has received a sub-standard grade is not passed with a B- or better on a second attempt, a formal petition from the student to the CCP faculty is required for approval to retake a course a third time. If a student does not pass (at a B- or better) any required course after a third attempt, the student may be dismissed from the program for failure to meet the minimum School Counseling academic standards.

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

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

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

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

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

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

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

## **STUDENT RIGHTS & RESPONSIBILITIES**

As student at the University of Utah, you are part of a learning community. This community grants you certain rights, but also requires certain responsibilities of you. Below is an explanation of some of the rights and responsibilities of University of Utah students. This is not an exhaustive list, but it is meant to cover the most important points.

### **CODE OF STUDENT RIGHTS AND RESPONSIBILITIES**

Students at the University of Utah are members of an academic community committed to basic and broadly shared ethical principles and concepts of civility. Integrity, autonomy, justice, respect and responsibility represent the basis for the rights and responsibilities that follow. Participation in the University of Utah community obligates each member to follow a code of civilized behavior.

The purposes of the Code of Student Rights and Responsibilities (University of Utah Policy 6-400: <http://www.regulations.utah.edu/academics/6-400.html>) are to set forth the specific authority and responsibility of the University to maintain social discipline, to establish guidelines that facilitate a just and civil campus community, and to outline the educational process for determining student and student organization responsibility for alleged violations of University regulations. University policies have been designed to protect individuals and the campus community and create an environment conducive to achieving the academic mission of the institution. The University encourages informal resolution of problems, and students are urged to discuss their concerns with the involved faculty member, department chair, dean of the college or dean of students. Informal resolution of problems by mutual consent of all parties is highly desired and is appropriate at any time.

In cases where a more formal resolution of problems is needed, distinct administrative procedures and time lines have been established for proceedings under the Standards of Behavior (Section III), the Standards of Academic Performance (Section IV), the Standards of Academic Conduct (Section V) and the Standards of Professional Conduct (Section VI). Certain conduct by students may fall within more than one section of the Student Code. When this is the case, an appropriate University administrator shall determine which section of the code is the appropriate section under which to proceed. In special circumstances, the appropriate University administrator may extend timelines in the interest of fairness to parties or to avoid injury to one of the parties or to a member of the University community.

The University, the Committees and all participants shall take reasonable steps to protect the rights and, to the extent appropriate, the confidentiality of all parties involved in any proceedings under the Student Code.

At the sole discretion of the University, proceedings under the Student Code may be postponed when acts or conduct involving possible violations of the Standards of Behavior, the Standards of Academic Conduct or the Standards of Professional Conduct are also the subject of ongoing criminal or civil enforcement proceedings brought by federal, state, or local authorities and when postponing the proceedings will serve the best interests of the University or will better facilitate the administration of justice by such authorities. The vice president for student affairs, or designee, shall make the decision regarding proceedings under the Standards of Behavior. The senior vice president for academic affairs or the senior vice president for health sciences, or their



designees, shall make the decision regarding proceedings under the Standards of Academic Conduct and the Standards of Professional Conduct.

The dean of students, or the senior vice president for academic affairs, or the senior vice president for health sciences, or their designees, may place a hold on the student's records and/or registration pending the resolution of proceedings under the Student Code.

### STUDENT BILL OF RIGHTS

The Student Bill of Rights is specified in University of Utah Policy 6-400, Section II (<http://www.regulations.utah.edu/academics/6-400.html>). It states:

Students have certain rights as members of the University community in addition to those constitutional and statutory rights and privileges inherent from the State of Utah and the United States of America. Nothing in this document shall be construed so as to limit or abridge students' constitutional rights. Students have the responsibility not to deny these rights to other members of the University community. Students have the additional legal rights and privileges described below and they will not be subject to discipline for the exercise of such rights and privileges.

*Learning Environment.* Students have a right to support and assistance from the University in maintaining a climate conducive to thinking and learning. University teaching should reflect consideration for the dignity of students and their rights as persons. Students are entitled to academic freedom and autonomy in their intellectual pursuits and development. Students have a right to be treated with courtesy and respect.

*Rights in the Classroom.* Students have a right to reasonable notice of the general content of the course, what will be required of them, and the criteria upon which their performance will be evaluated. Students have a right to have their performance evaluated promptly, conscientiously, without prejudice or favoritism, and consistently with the criteria stated at the beginning of the course.

*Role in Governance of the University.* Students have a right to participate in the formulation and application of University policy affecting academic and student affairs through clearly defined means, including membership on appropriate committees and administrative bodies. Students have a right to perform student evaluations of faculty members, to examine and publish the numerical results of those evaluations, and to have those evaluations considered in the retention, promotion, tenure and post-tenure reviews of faculty members.

*Due Process.* Students have a right to due process in any proceeding involving the possibility of substantial sanctions. This includes a right to be heard, a right to decision and review by impartial persons or bodies, and a right to adequate notice.

*Freedom from Discrimination and Sexual Harassment.* Students have a right to be free from illegal discrimination and sexual harassment. University policy prohibits discrimination, harassment or prejudicial treatment of a student because of his/her race, color, religion, national origin, sex, sexual orientation, gender identity/expression, age, or status as an individual with a disability, or as a protected veteran.

*Freedom of Expression.* Students have a right to examine and communicate ideas by any lawful means. Students will not be subject to academic or behavioral sanctions because of their constitutionally protected exercise of freedom of association, assembly, expression and the press.

*Privacy and Confidentiality.* Students have a right to privacy and confidentiality subject to reasonable University rules and regulations. Matters shared in confidence (including, but not limited to, information about a student's views, beliefs and political associations) must not be revealed by faculty members or University administrators except to persons entitled to such information by law or University policies. Students have a right to be free from unreasonable search and seizures.

*Student Records.* Students have a right to protection against unauthorized disclosures of confidential information contained in their educational records. Students have a right to examine and challenge information contained in their educational records. For detailed information regarding confidentiality of educational records, and student access to records, students should refer to Part VII, Student Records.

*Student Government and Student Organizations.* Students have a right to participate in elections for the Associated Students of the University of Utah. Students have a right to form student organizations for any lawful purpose.

#### **STANDARDS OF BEHAVIOR**

In order to promote personal development, to protect the University community, and to maintain order and stability on campus, students who engage in any of the following acts of behavioral misconduct may be subject to behavioral sanctions:

1. Acts of dishonesty, including but not limited to the following:
  - a. Furnishing false or misleading information to any University official.
  - b. Forgery, alteration or misuse of any University document, record, fund or identification.
2. Intentional disruption or obstruction of teaching, research, administration, disciplinary proceedings or other University activities.
3. Physical or verbal assault, sexual harassment, hazing, threats, intimidation, coercion or any other behavior which threatens or endangers the health or safety of any member of the University community or any other person while on University premises, at University activities, or on premises over which the University has supervisory responsibility pursuant to state statute or local ordinance.
4. Attempted or actual theft, damage or misuse of University property or resources.
5. Sale or distribution of information representing the work product of a faculty member to a commercial entity for financial gain without the express written permission of the faculty member responsible for the course. ("Work product" means original works of authorship that have been fixed in a tangible medium and any works based upon and derived from the original work of authorship.)
6. Unauthorized or improper use of any University property, equipment, facilities, or resources, including unauthorized entry into any University room, building or premises.

7. Possession or use on University premises or at University activities of any firearm or other dangerous weapon, incendiary device, explosive or chemical, unless such possession or use has been authorized by the University.
8. Use, possession or distribution of any narcotic or other controlled substance on University premises, at University activities, or on premises over which the University has supervisory responsibility pursuant to state statute or local ordinance, except as permitted by law and University regulations.
9. Use, possession or distribution of alcoholic beverages of any type on University premises except as permitted by law and University regulations.
10. Violation of published University policies, rules or regulations.
11. Violation of federal, state or local civil or criminal laws on University premises, while participating in University activities, or on premises over which the University has supervisory responsibility pursuant to state statute or local ordinance.

The policies concerning violations of the Student Behavior Standards, as well as the procedures followed and due process (including appeals) are specified in University of Utah Policy 6-400, Section III (<http://www.regulations.utah.edu/academics/6-400.html>).

#### STUDENT ACADEMIC PERFORMANCE

In order to ensure that the highest standards of academic performance are promoted and supported at the University, students must:

1. Meet the academic requirements of a course; and
2. Meet the academic requirements of the relevant discipline or program.

Faculty members are qualified as professionals to observe and judge all aspects of a student's academic performance, including demonstrated knowledge, technical and interpersonal skills, attitudes and professional character, and ability to master the required curriculum. An academic action, as defined in University of Utah Policy 6-400, Section I.B. (<http://www.regulations.utah.edu/academics/6-400.html>), may be overturned on appeal only if the academic action was arbitrary or capricious.

“Academic action” means the recording of a final grade (including credit/no credit and pass/fail) in a course, on a comprehensive or qualifying examination, on a culminating project, or on a dissertation or thesis. It also includes a decision by the appropriate department or college committee to place a student on academic probation, or to suspend or dismiss a student from an academic program because the student failed to meet the relevant academic standards of the discipline or program. The term “academic action” does not include the decision by a department or program to refuse admission of a student into an academic program. Academic action also does not include academic sanctions imposed for academic misconduct or for professional misconduct.

The policies concerning violations of the Student Academic Performance Standards, as well as the procedures followed and due process (including appeals) are specified in University of Utah Policy 6-400, Section IV (<http://www.regulations.utah.edu/academics/6-400.html>).

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

#### STUDENT ACADEMIC CONDUCT CODE (CHEATING & PLAGIARIZING)

In order to ensure that the highest standards of academic conduct are promoted and supported at the University, students must adhere to generally accepted standards of academic honesty.

“Academic misconduct” includes, but is not limited to, cheating, misrepresenting one's work, inappropriately collaborating, plagiarism, and fabrication or falsification of information, as defined further below. It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct. (see University of Utah Policy 6-400, Section 1. B. (<http://www.regulations.utah.edu/academics/6-400.html>)).

1. “Cheating” involves the unauthorized possession or use of information, materials, notes, study aids, or other devices in any academic exercise, or the unauthorized communication with another person during such an exercise. Common examples of cheating include, but are not limited to, copying from another student's examination, submitting work for an in-class exam that has been prepared in advance, violating rules governing the administration of exams, having another person take an exam, altering one's work after the work has been returned and before re-submitting it, or violating any rules relating to academic conduct of a course or program.
2. Misrepresenting one's work includes, but is not limited to, representing material prepared by another as one's own work, or submitting the same work in more than one course without prior permission of both faculty members.
3. “Plagiarism” means the intentional unacknowledged use or incorporation of any other person's work in, or as a basis for, one's own work offered for academic consideration or credit or for public presentation. Plagiarism includes, but is not limited to, representing as one's own, without attribution, any other individual's words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression.
4. “Fabrication” or “falsification” includes reporting experiments or measurements or statistical analyses never performed; manipulating or altering data or other manifestations of research to achieve a desired result; falsifying or misrepresenting background information, credentials or other academically relevant information; or selective reporting, including the deliberate suppression of conflicting or unwanted data. It does not include honest error or honest differences in interpretations or judgments of data and/or results.

A student who engages in academic misconduct as defined in University of Utah Policy 6-400, Section I.B. (<http://www.regulations.utah.edu/academics/6-400.html>) may be subject to academic sanctions including but not limited to a grade reduction, failing grade, probation,

suspension or dismissal from the program or the University, or revocation of the student's degree or certificate. Sanctions may also include community service, a written reprimand, and/or a written statement of misconduct that can be put into an appropriate record maintained for purposes of the profession or discipline for which the student is preparing.

The policies concerning violations of the Student Academic Misconduct Standards, as well as the procedures followed and due process (including appeals) are specified in University of Utah Policy 6-400, Section V (<http://www.regulations.utah.edu/academics/6-400.html>).

### STUDENT PROFESSIONAL & ETHICAL CONDUCT

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

The privilege of attending the University of Utah and becoming a part of the Counseling/Counseling Psychology community both at Utah and in the broader profession of psychology is accompanied by the responsibility to adhere to the highest ethical standards and standards of professional behavior without which our university, program, and profession could not function.

“Professional misconduct” means the violation of professional or ethical standards for the profession or discipline for which a student is preparing as adopted or recognized as authoritative by the relevant academic program. The term also includes specific misconduct that demonstrates the student's unfitness for such profession or discipline (see University of Utah Policy 6-400, Section 1. B. (<http://www.regulations.utah.edu/academics/6-400.html>)).

A student who engages in professional misconduct may be subject to academic sanctions including but not limited to a grade reduction, failing grade, probation, suspension or dismissal from the program or the University, revocation of a student's degree or certificate, or comparable professional credentialing sanctions. Sanctions may also include community service, a written reprimand, and/or a written statement of misconduct that can be put into an appropriate record maintained for purposes of the profession or discipline for which the student is preparing.

The policies concerning violations of the Student Professional and Ethical Conduct, as well as the procedures followed and due process (including appeals) are specified in University of Utah Policy 6-400, Section VI (<http://www.regulations.utah.edu/academics/6-400.html>).

Our program has zero tolerance for academic misconduct, which is considered a breach of both professional ethics and academic integrity, and will be treated seriously. Consequences for academic and behavioral sanctions are defined in the Student Code (Sections B.3. and B.6)

(<http://regulations.utah.edu/academics/6-400.php>) and may include (but are not limited to) redoing an assignment, receiving a lowered grade, failing a course, or dismissal from the program.

### PRIVACY OF STUDENT RECORDS

The privacy and confidentiality of all student records shall be preserved as outlined in relevant federal and local laws (i.e. The Family Educational Rights and Privacy Act, [20 U.S.C.A. § 1232g](#)) and the Government Records Access Management Act ([Utah Code Title 63G - Chapter 2](#)). University interpretation of the Family Educational Rights and Privacy Act as it pertains to University of Utah students is available from the office of the vice president for student affairs.

Official student records shall be maintained only by members of the University staff employed for that purpose. Separate record files may be maintained under the following categories: (i) academic, academic counseling, financial aid, and placement; (ii) disciplinary; (iii) medical, psychiatric, and health counseling. When justified by legitimate law enforcement needs, the campus security agency may maintain confidential records relating primarily to its investigative function.

Further information concerning student records, and the privacy of those records, can be found in University of Utah Policy 6-400, Section VII (<http://www.regulations.utah.edu/academics/6-400.html>).

### SEXUAL HARRASSMENT

Sexual harassment is defined by the University of Utah as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature (see University of Utah Policy 5-107, <http://regulations.utah.edu/human-resources/UPol%205-107.R1.pdf>). It is the policy of the University of Utah to maintain an academic and work environment free of sexual harassment for students, employees, and participants. Any student, employee, or participant in university services or activities who believes that there is or has been sexual harassment should contact any of the following:

- a. The cognizant academic chair of the department or the dean of the college within which the conduct occurred
- b. The immediate supervisor or director of the operational unit within which the conduct occurred
- c. The Human Resources Division
- d. Directors or deans of Student Affairs and Service; or
- e. The Office of Equal Opportunity and Affirmative Action

The confidentiality of all parties involved in a sexual harassment complaint or concern shall be respected insofar as it does not interfere with the university's legal obligation to investigate allegations of misconduct and to take corrective action or as otherwise provided by law.

Steps involved in filing a complaint, as well procedures followed by the University of Utah Office of Equal Opportunity and Affirmative Action, are specified in the University of Utah Rule 1-012B: Sexual Misconduct Complaint Process Rule: <http://regulations.utah.edu/general/rules/R1-012B.php>

## ADA POLICY AND REASONABLE ACCOMMODATION AND ACCESS

The University of Utah complies with the Americans with Disabilities Act (ADA), and provides qualified individuals with disabilities access to University programs, services and activities. Reasonable prior notice is needed to evaluate requests for accommodation and to implement them when appropriate.

Student requests for accommodation must be referred to, and will be evaluated by, the Center for Disability Services (CDS). All student accommodation requests, including those made by student applicants seeking accommodation in any academic program application process, will be evaluated in accordance with the criteria established and defined by the ADA. Accommodations provided to students in accordance with the ADA will apply to all University programs, services and activities.

The University of Utah's ADA Policy, Reasonable Accommodation and Access (Policy 5-117) may be found at <http://regulations.utah.edu/human-resources/5-117.php>.

Denial of access and/or discrimination or harassment, based upon an individual's disability status, or denial of academic accommodation, may be grieved through the University's discrimination and harassment complaint process (University of Utah Policy 1-012A: <http://regulations.utah.edu/general/rules/R1-012A.php>).

## VIOLENCE IN THE WORKPLACE AND ACADEMIC ENVIRONMENT

The University of Utah strives to maintain a work and learning environment that is free of violent behavior, including, but not limited to, verbal and/or physical aggression, attacks, threats, harassment, intimidation, or other disruptive behavior in any form, which causes or could cause a reasonable person to fear physical harm or damage to property. Violence in the workplace or academic environment is defined as:

Any behavior, action or statement made by an individual or group directed toward another individual, or group, that is threatening or intimidating and causes any reasonable individual who is the recipient of the behavior, action or statement to fear for his or her safety and/or property (University of Utah Policy 1-004: <http://regulations.utah.edu/general/1-004.php>).

Such violence may be in the form of, but not limited to:

1. causing or attempting to cause bodily injury or intimidation to another person; or
2. intentionally destroying or damaging any property, public or private; or
3. approaching or threatening another with a weapon; or
4. making any oral, written, or physical gesture as a threat to harm any person or property.

Violence in the University environment will not be tolerated in any form in any of the activities or offices of the University of Utah. Subject to the applicable disciplinary process, any person who engages in violent acts or threatens violent acts on University property, or while conducting University business off campus may be removed from the premises as quickly as safety permits, and may be required to remain off University property pending the outcome of an investigation. The University will initiate an appropriate response, which may include, but is not limited to, suspension and/or termination of any business relationship, reassignment of job duties, suspension or termination of employment, and/or dismissal of the person or persons involved. Complaints of violence, assaults, threats and intimidation will be treated seriously and will be

promptly investigated with reasonable steps taken to protect the safety and privacy of all persons involved.

The University of Utah's policy on violence in the workplace and academic environment is detailed in University of Utah Policy 1-004: <http://regulations.utah.edu/general/1-004.php>.

#### ADDRESSING CONFLICT, HARASSMENT, OR HOSTILE CLIMATE

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

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

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

#### PERSONAL/INTERPERSONAL FUNCTIONING

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

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



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

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

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

## **POLICIES & PROCEDURES**

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

**Continuous Enrollment.** All graduate students must maintain minimum registration of at least three credit hours of graduate level coursework from the time of formal admission through completion of all requirements for the degree they are seeking unless granted an official leave of absence (see Leaves of Absence section, below).

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

**Background Check & Fingerprinting.** By the end of the first week of Fall classes, students must have completed a background check through the Utah State Office of Education ([www.utah.gov/teachers](http://www.utah.gov/teachers)). This expense will be paid for by the Department. Please use the

preimbursement form to have this expense paid for in advance so you do not have to worry about reimbursement at a later date.

**Time to Completion.** All work for the master's degree must be completed within four consecutive calendar years. On recommendation of the student's supervisory committee, the dean of The Graduate School can modify or waive this requirement. If the student exceeds the time limit and is not granted a modification or waiver, the department has the option to discontinue the student.

**Utah Residency.** The University of Utah charges different tuition rates for residents and non-residents. For a full explanation of residency status and deadlines for applying to change your residency status, go to <http://admissions.utah.edu/residency/>.

Your initial residency classification is made in the admissions process. Once you have been admitted, your official letter of acceptance will inform you of your residency classification. If you are coded Non-resident but feel you should qualify for resident status, you will need to submit an application for reclassification and provide the appropriate supporting documentation when submitting your application.

If you are initially classified as a non-resident, **after you have completed 40 hours of graduate course work at a regionally accredited Utah institution of higher learning, you are eligible to apply for state residency.** *It is imperative that you apply for state residency.* Failure to do so will result in much higher tuition costs, and these costs cannot be adjusted after the fact. For details about applying for residency go to <http://admissions.utah.edu/residency/>. If you have further questions, ask the Department's administrative assistant.

**Leaves of Absence.** Students who wish to discontinue their studies for one or more semesters (other than summer term) must complete a Request for Leave of Absence Form (available at <http://registrar.utah.edu/pdf/graduate-leave-absence.pdf>). The form must be approved and signed by the supervisory committee chair and department chair and then forwarded to the dean of The Graduate School for approval.

Requests for leaves of absence may be granted for up to one year for circumstances related to:

- a serious health condition of the student or family member,
- parental leave to care for a newborn or newly adopted child,
- a call to serve in military service, or
- other compelling reasons that the student's department believes is in the best interests of both the student and the University.

The form requesting a leave of absence for a current semester must be completed and received in The Graduate School by the last day of classes of that semester. Leaves of absence are not granted retroactively. Students must officially withdraw from classes in any semester for which a leave is granted; failure to formally withdraw results in the reporting of E or EU grades for all classes.

The period during which a leave of absence is granted does not count toward the period allowed to complete the degree. Leaves are granted for a maximum of one year at a time, and may be renewed by submitting a new form to The Graduate School. The leave of absence is void if a student registers for classes in a semester for which a leave was granted.

**Master's Supervisory Committee.** Unless otherwise approved by the dean of The Graduate School, a supervisory committee consisting of three faculty members, the majority of whom must be regular (tenured or tenure track) faculty in the student's major department, is appointed no later than the second semester of graduate work. If a graduate student's preliminary work is deficient, the supervisory committee may require supplementary undergraduate courses for which no graduate credit is granted.

**Approval of Program of Study.** One semester prior to graduation, a complete program of study should be entered into the Graduate Records Tracking System by the department graduate coordinator and then approved by the student's supervisory committee and the director of graduate studies. Once the student is admitted to candidacy for the master's degree, this program of study is reviewed by The Graduate School.

### STUDENT RETENTION POLICY

School counseling students are evaluated in a variety of ways to ensure that the requisite competencies are achieved. Methods of evaluation include course grades, comprehensive examination, counseling competency, and professional and ethical behavior.

#### **Student Grades**

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

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

The Graduate School will not accept any grade below a C- as credit towards a degree. Further, the CCP faculty has determined that all students must earn a minimum grade of B- or Credit (CR) in required courses. Any grade below B-, if there exists an active Incomplete designation on the student's transcript, or any No-credit (NC) report on the transcript must be rectified or retaken as soon as possible (but within 12 calendar months) and, if not ameliorated with a grade of a B- or better or CR (for credit only coursework), may result in the student's dismissal from the program for failure to meet the academic standards of the program. If a required course that has received a sub-standard grade is not passed with a B- or better on a second attempt, a formal petition from the student to the CCP faculty is required for approval to retake a course a third time. If a student does not pass (at a B- or better) any required course after a third attempt, the student may be dismissed from the program for failure to meet the minimum School Counseling academic standards.

#### **Comprehensive Examination**

Academic competence is also assessed through taking the comprehensive exam, the PRAXIS, and obtaining a score of 164 or above. Any student not obtaining a score of 164 must contact the Program Director ASAP and submit a detailed remediation plan for studying and passing the

PRAXIS on the second attempt. If the student needs to retake the PRAXIS, it is at their own expense. Failure to pass the PRAXIS on the second attempt will require a formal petition to the faculty in addition to a more extensive remediation plan for studying and passing the PRAXIS on the third attempt. Failure to pass the PRAXIS on the third attempt is grounds for program dismissal for not meeting the minimum School Counseling academic standards.

### **Counseling Competency**

Counseling competence is assessed at three points in time.

### Counseling Skills

In the first semester of the program, students take the Counseling Skills course and are supervised conducting role plays using basic and advanced counseling skills. In addition to a letter grade in the course, students receive personalized feedback on their clinical strengths and weaknesses. The Counseling Skills course instructors are gatekeepers and ensure that students do not pass the course unless they have a developmentally appropriate level of counseling competence. If the course instructors have any concerns, they provide this information at the Mid-Year Student Evaluation Meeting. If the concerns are severe, a student is not given a passing grade and a remediation plan is put in place.

### Practicum

In the Spring semester of their first year, students engage in a Practicum field experience and receive one hour of supervision each week by a licensed school counselor with two or more years of work experience. (Students also receive group supervision through participation in the Practicum class.) The practicum supervisor completes a supervisor evaluation at the end of the field experience and submits it to the Program Director. The Program Director reviews the evaluation and if there are any concerns, contacts the practicum supervisor for further details. If the concerns are moderate, the student may receive an “Incomplete” in the course and be required to complete additional practicum hours. If the concerns are severe, the student may receive a failing grade for the course and be asked to repeat the course. The remediation plan constructed and consequences implemented depend on the level of concern and will first be discussed with the practicum supervisor and student before being brought to the attention of the larger faculty.

### Internship

Students participate in an internship experience the Fall and Spring semesters of their second year in the program. During their internship, students receive one hour of supervision each week by a licensed school counselor with two or more years of work experience. (Students also receive group supervision through participation in the Internship class.) The internship supervisor completes a supervisor evaluation at the end of each semester and submits it to the Program Director. The Program Director reviews the evaluation and if there are any concerns, contacts the internship supervisor for further details. If the concerns are moderate, the student may receive an “Incomplete” in the course and be required to complete additional internship hours. If the concerns are severe, the student may receive a failing grade for the course and be asked to repeat the course. The remediation plan constructed and consequences implemented depend on the level of concern and will first be discussed with the internship supervisor and student before being brought to the attention of the larger faculty.

## **Professional & Ethical Behavior**

### Personal/Interpersonal Functioning

Occasionally, a student may experience personal or interpersonal difficulties that lead the faculty to question the student's ability to function as a professional. However, if, in the collective judgment of the faculty, a student is experiencing such difficulties, the student may first be informally advised by the Program Director to seek appropriate professional or other help to remediate and resolve the difficulty. As a result of the annual student evaluation, the faculty may also require that the student seek therapy or consider psychological assessment for the difficulty. Problems that would meet the definition of a personal/interpersonal difficulty are those that are likely, in the professional judgment of the faculty, to interfere with the student's ability to function competently and safely in providing psychological services to students/clients and/or function credibly as a student member of a professional mental health service team. Some characteristics of personal/interpersonal difficulties include but are not limited to: (a) the student does not acknowledge, understand, or address the problem when it is identified; (b) the problem is not merely a reflection of a knowledge or skill deficit that can be remedied by additional standard training; (c) the quality of services delivered by the student is sufficiently negatively affected by the problem as to raise concern in the judgment of a supervisor about the welfare and best interest of a student's client; (d) the problem is not restricted to one area of academic/professional functioning; (e) a disproportionate amount of attention by faculty or supervisors is required and the problem continues to persist; (f) the student's behavior does not change as a function of feedback, remedial efforts, and/or other faculty interventions to ameliorate the problem; (g) the problematic behavior has ethical or legal ramifications for the program and its continuing accreditation status; and/or (h) the student's behavior negatively affects the public's view of the program or an agency in which the student practices or the program has an ongoing professional relationship.

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

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

### STUDENT EVALUATION PROCEDURES

The CCP faculty meets twice a year to review and evaluate student progress in all three programs. The Annual Student Evaluation Meeting is held the 4<sup>th</sup> Monday of April. During this

meeting all students are evaluated in the following areas: academic performance, clinical skill development, ethical behavior, professionalism, multicultural competence, and self-care.

A Mid-Year Student Evaluation Meeting is held on the 4<sup>th</sup> Monday in November. At this meeting, the Program Director only reports on students for whom she/he deems “needing faculty attention.” Examples of issues/concerns needing faculty attention include: poor academic performance, poor clinical skill development (low competency ratings from counseling skills instructor or practicum/internship supervisor), concerns about ethical/legal/professional behavior, concerns about multicultural competence, difficulties integrating self-care or struggles with work-life balance. Any student who is on probation is also discussed at this time.

The School Counseling Program has established new procedures for evaluating students, along with guidelines for appealing decisions made in the evaluation process. These steps are outlined below.

- In the Fall semester, all school counseling students complete a Goal Setting Worksheet and a Self-Care Plan and turn it into the program director. Students are informed that the Goal Setting Worksheet and Self-Care Plan are used as part of the annual student evaluation process.
- The program director makes a copy and hands back the originals.
- In December, the program director meets with the 2nd year school counseling students and has them reflect on their goals including progress, barriers, supports, and what they have learned about themselves. They may keep their goals for the Spring semester or set new goals.
- In January, the program director meets with the 1st year school counseling students and has them reflect on their goals including progress, barriers, supports, and what they have learned about themselves. They may keep their goals for the Spring semester or set new goals. At least three weeks prior to the Annual Student Evaluation Meeting (4<sup>th</sup> Monday in April), the Program Director sends an official email to all students in the program stating the date of the evaluation meeting and providing a web link to complete the Student Self-Assessment (SSA).
- Students must complete the Student Self-Assessment at least one week prior to the evaluation meeting. Students on probationary status must provide a detailed update on the progress they have made toward removing the probationary status designation.
- The Program Director reviews the SSAs and compiles information in preparation for the meeting.
- At the Annual Student Evaluation Meeting, the Program Director presents a synopsis of each student’s progress addressing academics (e.g., grades), professional practice activities (with input augmented by practicum and internship instructors), professional/ethical behavior, multicultural competency, and personal/interpersonal behavior and competency.
- Based on faculty feedback and discussion, a brief Student Evaluation Letter is written by the Program Director and mailed or emailed to the student no later than two weeks after the Student Evaluation Meeting. The letter and the accompanying summary describe any steps the student needs to take to respond to the evaluation.

### REMEDIATION

- If a student is having difficulties, those problems will be clearly specified in the Student Evaluation Letter, with expectations delineated along with a specified time frame for

rectifying the problem or issue.

- In these instances, the student’s program of study may be placed on probationary status and/or the student may be required to limit further coursework or other activities until the problem is resolved.
- The student will also be advised in writing if dismissal is pending based on non-completion of requirements or related difficulties.
- At each stage of the process, the student is urged to consult the Program Director for clarification, advice, and support.
- The CCP faculty will outline a plan of remediation in the Student Evaluation Letter for the student including a time frame for completion and consequences.
  - Typical consequences will include being placed on probation and having a mid-year review (November) in addition to an annual review (April).
- The student will be required to meet with the school counseling program director to discuss their remediation plan and ensure understanding.
- The student will also be required to submit a remediation plan update to the CCP faculty one week prior to the next student evaluation meeting (either in November or April).
- If the student does not meet their remediation plan time frame, consequences may include having a hold placed on their program of study or not being allowed to register for practicum or internship. Ultimate consequences could be dismissal from the school counseling program.

<b>Possible Difficulties</b>	<b>Remediation Plan</b>	<b>Meet w/ Program Director</b>	<b>Time Frame</b>	<b>Consequences</b>
Student receives grade below B-	Retake course	Yes	One academic year	Placed on probation Mid-year Review
Poor supervisor evaluation	Specific to concern	Yes	Specific to concern	Placed on probation Mid-year Review
Significant supervisor concerns re: clinical skills, MC, ethics	Retake course	Yes	Specific to concern	Placed on probation Mid-year Review
Plagiarism	Receive an “F” Retake course	Yes	One academic year	Placed on probation Mid-year Review
Lack of professionalism	Specific to concern	Yes	Specific to concern	Placed on probation Mid-year Review
Mental health concerns	Specific to concern	Yes	Specific to concern	Placed on probation Mid-year Review

### STUDENT APPEAL PROCESS

If a student disagrees with the outcome of their evaluation, a course grade, or their supervisor evaluation, there is a documented appeal process. The following procedures have been identified to guide students:

- If a student has an issue or disagreement, the first course of action is to meet with the person involved (faculty member or site supervisor).
  - In the interest of collegiality, in keeping with ethical guidelines, and to empower students to handle conflicts in a productive and forthright manner, they are encouraged to first attempt to resolve issues directly with whom they have a perceived conflict or grievance.
  - However, we also acknowledge that the power differential inherent in the faculty-

student relationship, along with student concerns about evaluation, may make it difficult or unwise to proceed in this direct manner. When this is the case, the student may want to contact the Program Director or another faculty member who may act as a consultant in the matter. If doing so would present a conflict of interest, the student may take their concern directly to the Department Chair.

- If a student meets with the person involved and the concern is not dealt with to the student's satisfaction, the student may present his/her concern orally or in writing to the Program Director.
- The Program Director will then approach the individual to discuss a satisfactory resolution of the concern.
  - Please note that it is a university policy that representatives of the university report instances of alleged discrimination or sexual harassment to OEO/AA.
- If the result of this interaction is unsatisfactory from the student's perspective, the student may communicate, verbally or in writing, to the Chair of the Department.
- If those results are unsatisfactory from the student's perspective, they can then communicate verbally or in writing to the Dean of the College of Education.
- If the Chair or Dean fails to respond, or if the student disagrees with the decision, or if the Program disagrees with the decision, a formal appeal may be submitted to the Academic Appeals Committee of the College of Education within 15 days of the Chair or Dean's failure to respond.
  - Detailed information about the Academic Appeals Committee, along with specific steps to follow in an appeal, is contained in Utah Policy 6-400 [Code of Student Rights & Responsibilities](#), Section IV - Student Academic Performance, B: Appeals Process.

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

## PROFESSIONAL ORGANIZATIONS/INVOLVEMENT/APPROPRIATE ACTIVITIES

### Professional Organizations

The School Counseling Program pays for membership in the American School Counselor Association and the Utah School Counseling Association for all matriculating students. Students are encouraged to utilize the benefits of membership in these professional organizations. In the Professional Issues class, students are required to read articles in the *Professional School Counseling Journal* and the *ASCA School Counselor Magazine* which are only accessible through membership in ASCA. In the Internship course, students are directed to register for the free professional liability insurance only available through membership in ASCA. The School Counselor director further highlights webinars available to ASCA members in the monthly School Counseling newsletter.



### Involvement

School counseling students have multiple opportunities to get involved in the program and department.

### **Program Level Involvement**

#### Student Representative

Each Program in the Counseling/Counseling Psychology (CCP) Program has student representation at the faculty meetings. The purpose of the student rep is to ensure transparency of CCP Program decisions and expenditures, gain student input, disseminate information, and build a cohesive community and inclusive culture. In addition to representing school counseling issues and concerns at the CCP faculty meetings, the school counseling student reps further plan one student social a semester and oversee the School Counseling Mentorship Program. The matriculating student reps attend orientation for the incoming students and seek nominations.

#### Mentorship Program

Second year students can elect to be mentors for the incoming students. If they agree to be a mentor, they complete a survey and are matched with an incoming student who has also completed a survey. (The mentor and mentee may be matched by interests, geographic location, or gender). Mentors provide a personal welcome to their mentee, exchange contact information, and check-in with their mentee on a regular basis throughout the first year.

#### Interview Committee

Current students in the School Counseling Program can participate in interviewing prospective students to the program. This will take place in early February.

### **Department Involvement**

#### Diversity Committee

The Department of Educational Psychology supports a Diversity Committee and welcomes all students and faculty to get involved. The purpose of the committee is to:

- Provide educational opportunities to enhance diversity awareness, advocacy, and visibility in the department, on campus, in the surrounding community, and nationally.
- To engage students and faculty in ongoing discussions on the meaning of diversity and promote the infusion of multiculturalism into research, education, and training.
- To support all faculty and students and impart a sense of community and belongingness.
- To recruit and retain diverse faculty and students.
- To make available information and resources regarding opportunities for student funding in the area of diversity.

Students are given information about the Diversity Committee at their orientation meeting and receive email reminders about Diversity Committee meetings each month.

#### Student Advisory Committee

The Student Advisory Committee (SAC) is a student group established within the department to promote communication and interaction among students, faculty, staff, and administrators. The SAC provides students more opportunities to provide input at the department level. Involvement in the RPT process affords students the opportunity to have a voice in the retention and

promotion of faculty within their department. The SAC is both a social and an academic organization within the department and as such, it advances involvement opportunities, encourages participation in departmental activities, and works with others to build campus community.

Students are given information about the Student Advisory Committee at their orientation meeting and receive a personal email invitation to join from the chair of SAC.

## **FUNDING OPPORTUNITIES**

### College of Education Scholarships

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

### Graduate School Travel Funds

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

## **THE INSTITUTION**

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

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

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

## LIBRARIES

The Department is supported by the University of Utah's J. Willard Marriott Library and the Spencer S. Eccles Health Sciences Library, as well as numerous smaller, specialized libraries (e.g., the S. J. Quinney Law Library and the McKay Music Library). Library collections include over 3.2 million volumes and 73,000 journals (approximately 1,100 in print and approximately 72,000 online). Most relevant journal articles are available electronically from faculty members' computers and in the libraries. The University of Utah's Marriott Library also has a robust interlibrary loan system that handles over 50,000 requests (over 29,000 as lender and over 21,000 as recipient). These library facilities support faculty research and student theses and dissertations. For the last several years, the Department has maintained a faculty library liaison, who can help to ensure that faculty's library holdings needs are met. The Department and College also work closely with the designated support librarian for the College to facilitate student and faculty use of library resources.

## COMPUTERS

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

## TECHNOLOGY

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

## WRITING CENTER

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

## STATS TUTOR

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

## **FIRST STEPS IN THE PROGRAM**

### GET A UCARD

At the start of your graduate career at the University of Utah, you will need to get a UCard. The UCard is your University of Utah identification card. This card identifies you as a University of Utah student, and possibly as a University of Utah employee as well (if you are an employee). It

entitles you to library privileges, student priced tickets for campus events, campus recreation privileges, meal plan access, campus store discounts for students, and free TRAX privileges. The UCard can also be loaded with UCash funds for use at campus dining facilities, various campus copy and vending machines, and the university campus store. More information can be found online at <http://www.ucard.utah.edu/index.html>

- Salt Lake City Campus – The best place to obtain your UCard is the Union UCard Office, located near the Union Information Desk, Level 2, of the University Union. The office is open Monday through Thursday, 8 am to 6 pm, and Friday, 8 am to 5 pm.
- St. George Campus – Dolores Heaton, building manager of the St. George Graduate Center, will assist students in obtaining their UCard during the first two weeks of summer semester.

### ACTIVATE YOUR CAMPUS INFORMATION SYSTEM (CIS) ACCESS

CIS (Campus Information System) is your official link to all University functions, including registration and payroll. When you are accepted into a program, you are issued an eight-digit University Id number (Unid), which will be printed on your University ID card (UCard). Your uNID is your login to CIS. Your first CIS action is to set a password. Your default password is your date of birth (mm/dd/yy). Instructions for changing your password and selecting required password elements are on your Student Tab under “Update Student Profile” then “Change your Password.”

For help with your CIS account, call the Campus Help Desk: 801-581-4000.

### PERSONALIZE OR FORWARD YOUR UNIVERSITY EMAIL

The University will assign you an email ([UNID@utah.edu](mailto:UNID@utah.edu)).

You can personalize this email ([name@utah.edu](mailto:name@utah.edu))

- Log into your Campus Information Services (CIS) account
  - Go to University of Utah homepage: <http://www.utah.edu/>
  - At the bottom of the page, click on the CIS icon
  - Enter your credentials (See Graduate School letter for UNID)
- Click “U Mail Settings” (directly under U Mail)
- Click on “Set New Alias”
- Type in the alias you would prefer
- Click “Make Primary”
- Click “Create New U Mail Alias”

You can also have your university email forwarded to a private email address (e.g., gmail).

- Log into your Campus Information Services (CIS) account
  - Go to University of Utah homepage: <http://www.utah.edu/>
  - At the bottom of the page, click on the CIS icon
  - Enter your credentials (See Graduate School letter for UNID)
- Click “U Mail Settings”
- Click on “Forwarding”
- Type in your forwarding address (e.g., [name@gmail.com](mailto:name@gmail.com))
- Click “Also save in U Mail mailbox”
- Click “Forward U Mail”

## REGISTER FOR CLASSES

- Log into your Campus Information Services (CIS) account
  - Go to University of Utah homepage: <http://www.utah.edu/>
  - At the bottom of the page, click on the CIS icon
  - Enter your credentials (See Graduate School letter for UNID)
  
- Click on “Registration”
- Click on “Add Class”
- Choose the Term in which you wish to register
- Under Find Classes, click on “Search”
- The **Course Subject** will be **ED PS**
- Enter the **Course Number**
- If you do not know the course number, you may search all the classes offered for ED PS. Find and select your course.
- If you are in the SLC cohort, the section will be 001.
- If you are in the St. George cohort, the section will be 045 at the St. George Site.

## PURCHASE TEXTBOOKS

### Option 1:

- Once you have registered for your classes in the CIS, you can **View Your Class Schedule**.
- At the bottom of this page will be a link to **Buy Your Textbooks**. It will list the required books for your classes.

### Option 2:

- You may also go directly to the campus bookstore at:  
<http://www.campusstore.utah.edu/utah/home.aspx>
- At the top of the screen place your cursor over “Books.”
- Then under “Course Materials” select “Shop for Textbooks.”
- You will need to select the term.
- Then select the department: ED PS
- Then Select the Course and Section.
- And then click “Add Selection”

The Campus Bookstore will show you numerous options for purchasing your books – buying new or used, renting, or purchasing access to an e-book. You are welcome to do any of these options.

\*If you don't use the Campus Bookstore, just make sure you have the correct ISBN number and edition.

## PEOPLE

### Department Leadership & Staff



**Dr. Robert Zheng, Chair**

[robert.zheng@utah.edu](mailto:robert.zheng@utah.edu)

801.587.1731

Office: SAEC 3234/ 1224

The Department Chair manages the operations of the Department as a whole and the Department's relationship to the institution more broadly. More specifically, the Chair is in immediate charge of the work, space, equipment, and supplies assigned to the Department. The Chair is responsible for effective execution of the university policies and for the broad fiscal management of all funds appropriated to the Department. Additionally, the Chair represents the Department in its official business with other university authorities, with students, and with the public. The Chair further participates in the hiring process of faculty and staff, prepares and submits department reports including the budget, supervises the work of individual faculty members and staff, and provides support to faculty and students in research, teaching and learning.

---



**Dr. A.J. Metz, Associate Chair**

[aj.metz@utah.edu](mailto:aj.metz@utah.edu)

801.587-1719

Office: 3228

The Associate Chair reports directly to the Chair and helps with Department strategic planning including the launching and oversight of the new BA/BS in Educational Psychology. In addition, the Associate Chair is the Coordinator of the Department's online undergraduate Certificate in Positive Psychology. This program provides a number of courses on topics that emphasize the study of human strengths, positive emotions, and well-being. The Associate Chair identifies adjunct faculty to teach courses in this program and supervises their work. The Associate Chair also serves as Director of Graduate Studies, organizes applications and voting for University scholarships and fellowships (UTA, GRF, Steffenson Cannon), writes the Graduate Council Review Self-Study, provides oversight and guidance to the staff.

---



**Dr. Keith Radley, Associate Chair**

[keith.radley@utah.edu](mailto:keith.radley@utah.edu)

801.581-3400

Office: SAEC 3225

The Associate Chair reports directly to the Chair and helps with Department strategic planning. In addition, the Associate Chair coordinates the department tuition benefit program from budgeting through contracting. The Associate Chair identifies adjunct faculty to teach courses and supervises their work. The Associate Chair also assists with the Department's Learning Outcomes, organizes applications and voting for Department scholarships and fellowships, and monitors course enrollment.

---

**Scott Riels, Administrative Assistant**

[scott.riels@utah.edu](mailto:scott.riels@utah.edu)

801.581.7148

Office: 3220

Scott Riels is the Administrative Assistant. He manages the day-to-day aspects of the Department's overall budget, including employee payroll, differential tuition funds, student support grants, and travel reimbursements.

---

**TBA, Graduate Advisor**

E-mail: TBA

Phone: TBA

Office: TBA

The Graduate Advisor handles student admission applications and the Slate portal, performs advising to prospective applicants (as a first point of contact), maintains student records, curriculum scheduling, and student tuition benefits.