Dear Incoming Fall 2019 Cohort:

Congratulations on your acceptance into the Department of Counseling! We extend our warmest welcome to you. As you know, our admission process is quite competitive. You have demonstrated both your desire and readiness to begin graduate studies in Counseling and to become a professional clinical mental health or school counselor.

We hope our time together will be a journey of self-discovery, development of important skills, and increased knowledge. This, of course, is a life-long journey, but the next few years will most likely be intensively focused on the learning and skill development necessary to become a credentialed counselor. As a CACREP-Accredited Program, we reflect the training and values associated with our profession.

The faculty and staff are eager to play a central role in your education. In addition, you’ll find you’ve joined a learning community—and your fellow members in this community have much to offer you. Graduate school is a great time to meet friends and colleagues who will add to your personal and professional life.

Please read the following pages thoroughly. You’ll find a page near the end to sign as evidence that you’ve read this Handbook. You will be responsible for knowing and understanding the content as well as applying and following guidance herein. Be sure to keep this copy, it constitutes our agreement with you for providing your academic training in counseling. We also appreciate hearing your ideas about how to make this handbook more user-friendly, clear, and helpful.

In addition to detailed information about our Master’s degree offerings, this handbook contains a brief description of the Educational Specialist degree. As well, there is a separate Handbook for Ed.S. students. For information about our doctoral program, please refer to our website and/or consult with a faculty member, who can provide you with the Doctoral Handbook.

Thanks for joining The University of Montana’s Department of Counseling. We’re happy you are here!

Warm Regards,

The UM Counseling Faculty and Staff
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The Department of Counseling is located in the Phyllis J. Washington College of Education. The College is NCATE-accredited (this applies to school counselors), and we are accredited in clinical mental health and school counseling by CACREP, the national accrediting body for professional counseling programs. The following describes general values of the College:

**PHYLLIS J. WASHINGTON COLLEGE OF EDUCATION**

**MISSION STATEMENT**

The College of Education shapes professional practices that contribute to the development of human potential. We are individuals in a community of lifelong learners, guided by respect for knowledge, human dignity, and ethical behavior. We work together producing and disseminating knowledge to advance the physical, emotional, and intellectual health of a diverse society.

**Core Values and Professional Dispositions**

The Phyllis J Washington College of Education community is guided by five core values in the pursuit of its mission:

- The holistic ideal: An education of the whole person that balances the social, emotional, cultural, physical, spiritual, intellectual, and aesthetic dimensions
- Intellectual enthusiasm: A dynamic pursuit of knowledge and dissemination of ideas and information within a culture that nourishes creativity and curiosity
- Social responsibility: An engagement in service and ethical behaviors in support of human dignity
- Personal and professional introspection: A lifelong commitment to authentic reflection and continual growth
- A global community: An inclusive perspective grounded in mutual respect that actively seeks and embraces a diversity of voices

Core values are reflected in a person’s actions and attitudes, or dispositions. Therefore, appropriate professional dispositions for educators are demonstrated by responsible behavior and mature judgment. Teacher education candidates are required to participate thoughtfully in classes and field experiences, to prioritize responsibilities to meet deadlines, and to accept and apply constructive feedback.

Candidates are welcomed as contributing members of this learning community and are expected to assume a tactful, supportive role that reflects a sincere respect for others in all academic endeavors. The effective use of the facets of language and the ability to meet the physical and emotional demands of the counseling and teaching professions are essential.
PROFESSIONAL DISPOSITION

The Department of Counseling at The University of Montana has identified key professional dispositions embraced by both faculty and students. Students are assessed on these dispositions throughout their time in the program to support their development.

Central to these dispositions is a foundation of active engagement in personal and professional development. Students must demonstrate integrity (honest and trustworthy behavior and communication), enthusiasm (interest and passion for learning and development), and curiosity and openness (explores and entertains unfamiliar ideas, values, and beliefs). When the professional dispositions of integrity and curiosity and openness work in conjunction, students are respectful of others and aware of their own reactions, ideas, values, and beliefs. Students are also aware of their impact on others. When integrity and enthusiasm work in conjunction, evidenced by being reliable, dependable, and thorough with assignments, supervision, clinical interactions, and program responsibilities. Last, enthusiasm and curiosity and openness combine to demonstrate professional dispositions of being committed to growth both personally and professionally and remaining reflective throughout their development process.
CONCEPTUAL FRAMEWORK FOR THE UNIVERSITY PROFESSIONAL EDUCATION PROGRAMS

It is part of the human condition that we strive simultaneously to be self-sufficient individuals and effective members of larger social communities. Although we value personal autonomy, we are ultimately social creatures who need each other not only for companionship but also to bring meaning to our lives. It is through our connections with others—our shared decision-making, our common purpose, and our support for each other’s growth—that we satisfy our needs as humans.

A growing body of research supports the view that learning occurs best in communities. A learning community is a special kind of community that is created in the classroom or in an educational institution as a whole, and comes into being when everyone involved in the learning process shares a commitment to learning. Because the concept of learning community has been used in many different contexts, it must have a specific meaning before it can be a unifying theme. Our learning community is characterized by the following elements:

- **Integration of Ideas:** Members of a learning community look beyond the traditionally subject-oriented curriculum and think about the interrelationships among and between subject areas. They work with a variety of fields of study and search for unifying themes that cross disciplinary lines. There is an emphasis on explaining realities and bringing differing kinds of knowledge to bear on dealing with actual problems.

- **Cooperative Endeavors:** In a learning community knowing and learning are viewed as communal acts, and members are encouraged to assist each other to learn and grow. There is a commitment to engage all learners cognitively and emotionally in acquiring knowledge that is personally meaningful. In the process members create a cohesiveness that encourages personal responsibility and commitment to the group and its goals.

- **Respect for Diversity and Individual Worth:** A learning community embraces diversity with respect to ideas, abilities, viewpoints, experiences, learning styles, and cultural backgrounds. Diversity is valued because of the inherent worth of each individual who brings his or her strengths to the community. The ethics of caring and mutual respect are viewed as essential for supportive learning environments that enhance each member’s self-esteem and foster risk-taking, creative conflict, and excellence.

When people gather to transmit knowledge and share ideas in an institution such as a university, a synergy is created that can result in learning of the highest order. Teachers and learners assume many roles, often shared, often overlapping, always interdependent. They respect each other in those roles. The community of learners is aware of each other’s background, and values how it contributes to the whole. Ideas, too, are valued for their diversity. People delight in their opportunities to gain knowledge cooperatively, regardless of age, academic status, cultural heritage, or interest. They discover together the connections among separate subject areas and among people, ultimately coming to understanding the importance of lifelong learning in a global society.
DEPARTMENT OF COUNSELING
MISSION STATEMENT

The Department of Counseling fosters a learning environment where personal awareness and professional identity are paramount. We train students to be reflective and practice with integrity. Our graduates develop holistic and developmentally informed understandings of the people they serve and go on to provide for them in ways that instill hope, embrace diversity, and create optimism for change.

EDUCATION POLICY ON STUDENT DIVERSITY

The Department of Counseling is committed to recruiting and retaining qualified students who represent a culturally diverse society.

Department Objectives

The UM Department of Counseling seeks to prepare counselors who:

- Understand and practice core school and mental health counseling roles, stay current in the profession and are life-long learners in counseling practice and scholarly activity, recognizing the importance of continued personal growth and exploration of self as socio-racial being, as well as personal biases and assumptions that interfere with professional competence;
- Are exposed to the broad spectrum of counseling theory and human development as applied to students and clients of diverse social and racial backgrounds;
- Facilitate student and client lifelong career development through assessment, educational planning, and cutting edge technology;
- Understand and apply counseling and consultation processes necessary to assist individuals, groups, and families, utilizing the ethics codes and ethical behaviors applicable to their professional identities and credentials;
- Are able to understand and use group and family theories and methods to address systemic and ecological factors that affect the lives of those with whom they work;
- Choose counseling assessment instruments based on their appropriateness and efficacy, being especially aware of racial and ethno cultural implications, while understanding the process, benefits, and limits of diagnosis and treatment planning;
- Recognize the importance of seeking consultation and/or supervision from the professional community and of belonging to and participating in professional counseling organizations at the local, state, regional, and national levels; and
- Utilize effective, and when possible, empirically supported means of assisting clients or students in their growth and development, striving toward accountability through data collection and analysis.
FACULTY AND STAFF

CORE FACULTY

Department Chair

Veronica Johnson, Ed.D.
Veronica.johnson@mso.umt.edu (406-243-4205)

Roni received her B.A. in Psychology from the University of Montana, her M.A. in Mental Health Counseling from the University of Montana, and her Ed.D. in Counseling and Supervision, also from the University of Montana. After teaching for five years at Winona State University in Minnesota, Roni returned home to join the Department of Counseling at the University of Montana in 2014. Roni’s clinical experiences include group home work, college counseling, adult mental health, and couples counseling. Her teaching and research interests include clinical supervision and supervision training, development and maintenance of intimate relationships, professional ethics, and forgiveness in intimate relationships.

Roni’s favorite extracurricular activities include playing Scrabble, floating the river, and spending time with friends and family. She enjoys traveling, being outdoors, and watching her family grow.

John Sommers-Flanagan, Ph.D.
John.sf@mso.umt.edu (406-721-6367)

Kirsten Murray, Ph.D.
Kirsten.murray@umontana.edu (406-243-2650)

Kirsten’s educational background includes a B.S. in Psychology and Interpersonal Communication from The University of Idaho, an M. Coun. in Couple and Family Counseling from Idaho State University, and a Ph.D. in Counseling and Counseling, also from Idaho State University. Kirsten has practiced counseling since 2003 and has been a professor of Counseling since 2007. She joined the Department of Counseling at The University of Montana in the Fall of 2011. Kirsten’s counseling experience began in group-home settings treating individuals and families, and has extended across community non-profit settings and private practice.

Kirsten enjoys incorporating attention to advocacy, social justice, and systems work into her teaching and clinical pursuits. Her scholarly interests include qualitative research methodologies, wellness and resiliency practices, counselor training and supervision, and family and couple counseling. Her most recent research has focused on the treatment of family members in caregiving roles. Kirsten remains active with The American Counseling Association and its affiliates.

Jayna Mumbauer, Ph.D.
Jayna.mumbauer@mso.umt.edu (406-243-5274)

Jayna graduated with her PhD in Counselor Education from the University of Central Florida in May, 2019. She received her Master of Arts degree in School Counseling from Wake Forest University and her Bachelor of Arts in Psychology from Vanderbilt University. She is a Certified School Counselor in the state of North Carolina, a Registered Mental Health Intern in Florida, and a Nationally Certified Counselor. Jayna’s previous counseling experiences include counseling children and adolescents in elementary and high school, facilitating group counseling for adolescents with disabilities, and counseling adults at a community counseling clinic. Jayna has presented on issues relating to counseling and education at state, national, and international conferences. Her research focuses on mental health literacy, bibliotherapy, and adolescent health and well-being.

Emily Sallee, Ph.D.
Emily.sallee@mso.umt.edu (406-243-5273)

Emily is a professional school counselor with ten years of experience in Oregon. She is joining University of Montana after teaching at George Fox University in Portland, Oregon, and graduating
from her PhD program at Oregon State University in 2019. Emily is passionate about advocating for the profession of school counseling and has enjoyed being an active board member of the Oregon School Counselor Association. Emily's research interests are adolescent suicidality, non-suicidal self-injury, school violence, and incorporating conversations about diversity and multicultural humility in all her work. Emily also loves to run while listening to books on tape and spending time exploring the outdoors with her family.

Clinical Director

Sara Polanchek, LCSW, Ed.D.
Sara.polanchek@mso.umt.edu (406-243-4140)

Sara is the clinical director in the Department of Counseling and Supervision. As director, she is responsible for the clinical supervision of the department’s counselors-in-training, as well as the overall functioning of the Intimate and Family Relationships Lab. Sara earned a bachelor’s degree in Family Science from Montana State University, a master of Social Work from Arizona State University, and a doctorate in Counseling and Supervision from the University of Montana. Sara and her husband have two super-awesome boys (ages 15 and 13) whom she hopes are on the cusp of appreciating all of her relationship-related wisdom. Together they enjoy snowboarding, a multitude of team sports, card games, neighborhood Top Chef competitions, and myriad outdoor adventures.

Visiting Adjunct Instructor

Brie Shulman, MA, LCPC
BShulmanLCPC@outlook.com (585-330-0780)

Brie acquired her Master of Arts in Clinical Mental Health Counseling from the University of Montana in 2015, and has since continued her work in the field of outdoor and experiential therapy. She is passionate about equal access to mental health care and enjoys coordinating services between non-profit agencies in Missoula. Her role as the Executive Director and Program Therapist of a local outdoor youth program provides many opportunities for her love of mentorship. Brie enjoys working beside students of all ages to meet their personal and professional goals, with a focus on adventure and empowerment in the pursuit of aspirations.

Budget Analyst

Becky Hawkins
Becky.hawkins@mso.umt.edu (406-243-5252)
ADJUNCT AND AFFILIATE FACULTY

Renee’ Schoening, Ed.D., LMFT
Renee.Schoening@mso.umt.edu

Renee’ Parker Schoening is a visiting assistant professor in Counseling at The University of Montana and a practicing elementary school counselor in Deer Lodge, Montana. Renee’ serves on the executive board for the Montana School Counselor Association and is involved in the School Counselor Leadership Initiative across the state. She earned her Doctorate from the University of Montana in 2005 and also has a Master’s degree in Marriage and Family Therapy from Fuller Graduate School of Psychology in Pasadena, California and a Bachelors in Business and Education from Montana State University. She speaks and trains in the area of Relational Aggression in girls, which was the topic of her dissertation work. She is married to Drew, a Clinical Psychologist, and is mom to two teenage children. Her leisure time is spent watching them in their various sporting, music, and academic events. She loves to quilt and sings semi-professionally for weddings, funerals, community, and church events.

Mike Frost, LCPC, LAC
Michael.frost@umontana.com (243-4711)

Our steady summer instructor, Mike Frost received his master’s degree in Guidance and Counseling from UM in 1988. He is the director of Counseling Services, and has been the Coordinator of the Behavioral Options program at The University of Montana since 1998. Previously, Mike worked as a Mental Health Counselor at Counseling and Psychological Services (CAPS) from 1991 to 1998, and from 1988 to 1991 he served as a Substance Abuse Counselor at Recovery Foundation in Missoula. Mike is also an adjunct professor with the Department of Counseling, where he supervises practicum and internships for Counseling students and teaches the core summer course with addictions. Currently, Mike is the Chair of UM’s Drug and Alcohol Advisory Committee.

DOCTORAL TEACHING ASSISTANTS

Kim Parrow
Daniel Salois
Arianna Vokos
Emily Anderson
Hana Meshesha
COUNSELOR IDENTITY

WHAT IS PROFESSIONAL COUNSELING?

Counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals. Counseling is a collaborative effort between the counselor and the client/student. Through counseling, people can examine the behaviors, thoughts, and feelings that are causing difficulties in their lives. Clients and students learn effective ways to deal with their problems by building upon personal strengths. A professional counselor encourages growth and development in ways that foster client interests and welfare. For one view of the developmental process involved in counselor identity, note the following:

By Timothy E. Coppock
From: http://ct.counseling.org/2012/03/a-closer-look-at-developing-counselor-identity/

“To be sure, professional identity is much more than attending and presenting at conferences. But the process of building identity does include strong relationships with mentors and colleagues who aspire to teach and learn from one another at conferences and continuing education events. And, most formidably, professional identity is built during the two to four years devoted to acquiring the master’s degree required for licensure as a professional counselor in all 50 states. Indeed, there would be no licensure for professional counselors and, hence, we would not be able to provide vital services to clients if it weren’t for the dedication and advocacy of professional counselors and counselor educators. Professional identity depends in part on the critical decisions and crucial sacrifices made by leading counselors and counselor educators. They forged the relationships and coalitions necessary to enact laws that ensure credentialing and accreditation by organizations such as the National Board for Certified Counselors and the Council for Accreditation of Counseling and Related Educational Programs. They also provide us with the ACA Code of Ethics and other professional guidelines that protect both the public and our obligation to provide services that meet standards of care. Ultimately, if not for the perseverance and continued dedication of these leaders, counselor licensure laws would not have been enacted in all 50 states. “

WHO ARE PROFESSIONAL MENTAL HEALTH COUNSELORS?

Licensed professional counselors provide quality mental health counseling to millions of Americans. Professional counselors have a graduate degree in counseling or a related field which included an internship and academic coursework in the eight core areas of professional counseling.

Professional counselors are licensed or certified in every state in the United States and the District of Columbia. State licensure typically requires a master’s or doctoral degree, two or three years of supervised clinical experience, and the passage of an examination. Many excellent professional counselors are certified by the National Board for Certified Counselors (NBCC). Participation in continuing education is often required for the renewal of a license or certification.

Professional counselors adhere to a code of ethics that protects client or student confidentiality, prohibits discrimination, and requires understanding of and respect for diverse cultural backgrounds.
It also mandates that professional counselors put the needs and welfare of clients before all others in their practice.

**WHO ARE PROFESSIONAL SCHOOL COUNSELORS?**

Professional school counselors address the academic, career, and personal/social needs of all students through the implementation of a comprehensive, standards-based, developmental school counseling program. They are employed in elementary, middle or junior high, and senior high schools, and in post-secondary settings. Their work is differentiated by attention to age-specific developmental stages of student growth, and the needs, tasks and student interests related to those stages. School counselors work with all students, including those considered at-risk and those with special needs. They are specialists in human behavior and build relationships which provide assistance to students through four primary interventions: counseling (individual and group), large group guidance, consultation, and coordination.

**PROFESSIONAL COUNSELING ORGANIZATIONS AND RESOURCES**

The American Counseling Association, [http://www.counseling.org](http://www.counseling.org)
The American Mental Health Counselors Association, [http://www.amhca.org](http://www.amhca.org)
The American School Counselor Association, [http://www.schoolcounselor.org](http://www.schoolcounselor.org)
The National Board of Certified Counselors, [http://www.nbcc.org](http://www.nbcc.org)
The Montana School Counselor Association, [http://www.mtschoolcounselor.org](http://www.mtschoolcounselor.org)
The Council for Accreditation of Counseling and Related Educational Programs, [http://www.cacrep.org](http://www.cacrep.org)

**PROFESSIONAL INVOLVEMENT**

Students are encouraged to become active members in professional counseling organizations. Professional involvement and activities can occur in many ways, including volunteering at conferences, presenting research and innovative methods to professional bodies, providing professional advocacy to the US Congress or Montana Legislature, or holding a professional office. Students are strongly encouraged to work with faculty members to further cultivate their professional interests and identities beyond our foundational coursework and advising.
Part II

Department Policies

ETHICAL RESPONSIBILITIES

Within the first month of study, all students are required to read the Code of Ethics of the American Counseling Association and the American School Counseling Association. At all times, you must conduct yourself in professional and ethical ways while studying and practicing in our degree programs. Failure to do so will result in the termination of your training with us. Ethical codes can be found online at https://www.counseling.org/knowledge-center/ethics, and https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf respectively.

DEPARTMENT COMMUNICATION POLICIES

POSTING OF DEPARTMENT ANNOUNCEMENTS AND INFORMATION

Please check our website http://coehs.umt.edu/departments/counseled/, CyberBear, the Department bulletin boards, and your mail files for information about courses, sign-ups for limited enrollment classes, schedules, workshops, internship opportunities, graduation deadlines and requirements, social events, news about the campus, colloquium information and so forth. Please check your hanging file folder regularly. These are located in the file cabinet in the Phyllis J. Washington Education Center Room 210. During the Fall and Spring semesters, the departmental TAs produce the Counseling Digest—A weekly electronic informational newsletter distributed to the Counseling e-mail list.

ELECTRONIC MAIL

All students must establish an e-mail account in their first semester of study (this service is free to UM students). Your account must be through The University of Montana though you can establish an alias that will pass University email through to your personal email. You can establish a U of MT account in the Liberal Arts building on campus. Be sure to take your Griz Card with you (Griz Cards are obtained in the University Center). Provide the Doctoral T.A. with your current e-mail for our department roster. Faculty and staff frequently use e-mail to contact students, so check yours daily. Whenever you change your address, phone number or e-mail address, please notify the T.A. immediately or you may miss important information.

CELL/MOBILE PHONE USE

Turn off your cell phone during class time, consultation time, supervision, and counseling times. If you’ve forgotten to turn it off and it rings, do NOT answer. It is not acceptable to send or check texts messages in class.
**FIRST YEAR REQUIREMENTS**

**FALL ORIENTATION AND PROFESSIONAL IDENTITY ENHANCER**

At the beginning of the fall term, at a time determined to be convenient for most students, the department faculty and second year students will host a social gathering intended to welcome all students back to campus and facilitate professional and social connections among students. Besides being fun, the intention of this gathering is to facilitate deeper connections among students who will soon become professional colleagues.

During the fall semester, incoming students are required to attend COUN 510: *Introduction to the Counseling Profession*, a one-credit interactive class that serves as an introduction to the program and the profession. This course is managed by the department faculty and will include TA’s and guests. During this time together, we begin to foster the counselor identity that will develop throughout the rest of your time in our graduate program. COUN 510 includes two full days of instruction.

**PROFESSIONAL ASSOCIATION MEMBERSHIP**

Students must submit proof of membership in a professional organization and professional liability insurance to the T.A. during their first fall semester, as well as each subsequent year when the membership is renewed. All students are encouraged to be continuous members of the American Counseling Association (www.counseling.org), the American Mental Health Counseling Association (http://www.amhca.org) or the American School Counselor Association (www.schoolcounselor.org). Membership in the Montana Clinical Professional Counseling Association (http://mlcpca.org/) and the Montana School Counseling Association (www.mtschoolcounselor.org) is also encouraged.

**LIABILITY INSURANCE**

During your first term, while enrolled in COUN 512, Fundamentals of Counseling, you must obtain liability insurance available through the American Counseling Association or the American School Counseling Association. At the present time, student liability insurance is included in student membership in the above two organizations. Regardless of which policy you obtain, you must give a copy of your liability insurance certificate to the T.A. every year or you will not be able to engage in clinical work. You may need to request the certificate from your insurance carrier; they do not always send the certificates automatically. You must carry this insurance throughout your studies with us, and it is your responsibility to ensure the Department has proof of current coverage on file at all times.

**BACKGROUND CHECK**

The Department of Counseling does not require a background check. Students should be aware that internship sites may require a background check, as will most employers after graduation. As well, licensing entities will require a background check. It is important that students discuss any background concerns with their advisor during the first semester of study.
ADVISING

USE OF FACULTY ADVISING

Please use faculty office hours and/or email for extended conversations and be sure to come prepared for advising. Fill out your proposed course of study, and make notes of any questions you might have. Keep up with Department or Graduate School policy changes by consulting the Department bulletin board, the course offerings board, and the Counseling Handbook. We encourage new students to meet with their advisor during their first month of enrollment or sooner to develop a personalized program of study.

NOTE: Department faculty do not provide counseling to students. This would constitute a dual role that would seriously impact the objectivity necessary in each role, and would therefore be considered highly unethical. When faculty members recognize areas that may inhibit professional effectiveness, they will identify these to the student and suggest resources that may be helpful. Faculty are obligated to include any and all information they are aware of in considering a student’s progress toward becoming a school counselor or licensed clinical mental health counselor. Therefore, all information that students choose to share in class, in advising sessions, at social gatherings, or in any other context is not considered confidential.

In some instances, students will not be allowed to participate in practicum or internship until the identified personal or professional issues are resolved. In rare cases, students may be asked to withdraw from the department for personal and/or academic reasons, including seriously unethical behavior or plagiarism. Faculty will make every effort to work with students to identify such problems as early as possible in the educational process and to develop a remediation plan that addresses these issues.

Additional advising materials to be reviewed are located in Appendix B.

SWITCHING OR COMBINING TRACKS

You were accepted into a specific course of study. For example, if you applied for the School Counseling Track, you cannot automatically take courses in the Mental Health Track, nor can you automatically switch tracks. Students need to write a formal request to an advisor/faculty to switch tracks. On a course-by-course basis, you may be allowed to take a given course, but you cannot complete the practicum and internship requirements in the other track. Please discuss your interest in taking courses from the “other” track with your advisor.

There are specific guidelines for students wanting to pursue both licensure options after graduation (Licensed School Counselor and Licensed Clinical Mental Health Counselor).

For students on the School Counseling track wanting to pursue LCPC licensure after graduation –

- Apply to your advisor to pursue Mental Health Counseling specialty courses (COUN 615: Diagnosis and COUN 625: Mental Health Systems)
- Plan to add Internship hours in a mental health setting to your course of study in addition to your School Counseling Internship hours
- Secure CMHC employment post-graduation (700 pre-degree hours count towards licensure)

For Clinical Mental Health Counseling students wanting to pursue School Counseling licensure after graduation -
- Add specialty courses to program of study (COUN 565: School Counseling, Program Development and Supervision; COUN 566: Counseling Children and Adolescents)
- Complete a 600 hr. School Counseling Internship either as Ed.S. student (re-apply after graduation) or delay graduation to complete another internship – both with faculty permission.

**EXCEPTIONS POLICY**

Students may request exceptions to the set program of study, which will be reviewed by the entire faculty. When exceptions are approved, these will be noted in the student’s file. Requests for exceptions to rules established by the Graduate School of the University of Montana must be made in writing to the Graduate School after approval by the Counseling faculty. Decisions of the Graduate School are final. It is very rare for the Graduate School or the Department of Counseling to approve a major exception.

**CONTINUOUS ENROLLMENT POLICIES**

The Department of Counseling follows campus enrollment policies, which are available at the Graduate School Website.

http://www.umt.edu/grad/current-students/academic-policies/degree-standards.php

This is a summary of some of the key policies:
Continuous enrollment must be maintained during a student’s graduate studies. Once you begin, you must register for a minimum of 3 credits every fall and every spring term. This does not apply to summer term, though certain courses are available only during summer. Students may apply for one leave of absence (one academic year) during their academic program. A leave of absence application is filed with the Department of Counseling, which forwards the request to the Graduate School for approval. The approval is not automatic.

Should the student, together with her/his advisor, determine that a leave of absence is necessary, this request must be brought to the entire faculty for review. If the leave is supported by the Counseling faculty, the student must write a formal request for leave on the form available on the Grad School website: https://www.umt.edu/grad/current-students/leave-of-absence.php. Generally, leaves are granted primarily for health reasons, though other reasons or hardships may qualify. The Graduate Dean is the person who grants the leave. Should the Counseling faculty approve the leave, students may wish to visit with the Graduate Dean prior to making the formal request.
EVALUATION PROCEDURES

PROGRESS THROUGH PROGRAM OF STUDY

Graduate students are expected to move toward independent but collaborative learning, consulting with faculty as necessary while maintaining a clear and focused professional direction. Students must demonstrate improvement and development in academic, clinical, consultative and critical thinking skills, and make timely progress toward their degree.

INCOMPLETE COURSEWORK

The Department of Counseling expects students to complete all work for a course during the semester in which it is taught. We encourage students to consult with the course instructor as soon as it appears that the student will experience difficulty with course completion. When course requirements are not completed during the semester a course is offered, students will receive a grade of “I” or “Incomplete” in all but unusual circumstances.

Examples of what defines “unusual” are the Department providing an inadequate number of clients for COUN 530 or ongoing work on a Thesis/Professional paper (COUN 699) which may qualify for a grade of “N”. An “I” must be completed within one academic year or it reverts to a lower grade, usually a “C”, “D”, or an “F”. Please consult the faculty teaching a specific course for more information on how much work must be completed to qualify for an “I”. Incompletes generally revert to an “F” after one year. Students find incompletes difficult to finish once the energy from class attendance is lost. You will always be busy, so make every effort to finish your courses on time.

Students who have more than six credits of “Incomplete” or grades of “N” will be reviewed by the faculty to insure that they are making adequate academic progress. Such students will be asked to sign a contract guaranteeing a satisfactory timeline for the completion of outstanding work. Continuous accumulation of more than six credits of incomplete or “N” grades may cause the student to be suspended from the department. Students are advised to consult with the campus Financial Aid Office regarding “Incomplete” grades. These may negatively impact financial assistance.

UNSATISFACTORY GRADES

Any grade of “D” or lower received in a required or non-clinical course will not count toward your degree. Should you receive a “D” in a course, you must be repeat the course. The department considers grades of “C” or lower to serve as indicators of remediation. Should you receive grades of “C” or lower, this may serve as evidence for a remediation and professional development plan. Please note for a grade at the C level or below in a clinical class will result in a conference for remediation. This meeting will construct a plan for clinical improvement and include involved parties such as the internship instructor, advisor, faculty member, etc.

In addition, the Graduate School maintains the following: Students must maintain a B average in courses taken for graduate credit at The University of Montana; no grade below C will be accepted toward any degree requirement. The student is automatically on academic probation if the
cumulative grade point average falls below 3.0, and the program or the Graduate School may place limits on the time for the student to remediate the academic problem. For more information on the Graduate School’s academic policies, see their website at: https://www.umt.edu/grad/current-students/academic-policies/degree-standards.php.

**ANNUAL STUDENT EVALUATION**

All students will be formally evaluated annually by the faculty for timely progress through their program of study. Primary evaluation areas include: academic development, professional counseling skills development, and personal growth or development (both generally and in relationship to professional and ethical proficiencies). Students may be asked to remediate deficiencies, explore personal issues, or take additional course work related to their stated professional goals. In cases where special difficulties are noted, the student may be asked by the faculty to take a leave from the department or to terminate graduate study. In all cases, students will be involved as early as possible in such decisions and the least disruptive course of action will be pursued.

The faculty’s evaluation is composed of observations of academic, clinical, and personal behavior in all contexts in which these occur, including both formal and informal contact. The annual evaluation committee consists of the entire department faculty. Annual evaluations take place during the last four weeks of the Spring Semester. Students participate in a self-evaluation and receive an evaluation from the faculty. The faculty-generated evaluation must be signed, copied, and returned to the student’s advisor. Signing the evaluation indicates that the student has received the evaluation and does not signify that the student necessarily agrees with it.

After reading the evaluation, students may respond in writing and/or in person. The yearly evaluation is placed in the student’s file. For an example of the Student Self-Evaluation Form and Yearly Student Evaluation Form, please see Appendix C.

**STUDENT REMEDIATION PROCESSES**

The Department of Counseling engages in ongoing student review as part of our professional gatekeeping function. This professional responsibility includes attending to student concerns that include issues of impairment, incompetence, ethical misconduct, and problematic behaviors that could potentially impact future students and clients. The purpose of the remediation process is to address identified issues of concern and create a plan to address student limitations. A template of a remediation plan is included in Appendix D. While all faculty will be aware of the plan, the identified student will work closely with their advisor during the remediation process. The student’s advisor will monitor progress of the plan according to an agreed upon timeline, and a faculty review will determine the next course of action for the student.

It is also important to note that unethical behavior, impaired performance, or unprofessional practices may result in disciplinary action on the part of the Department or University. For further clarification on faculty and supervisor responsibilities, see the statement below from the 2014 ACA Code of Ethics:
Section F6: Counseling Supervision Evaluation, Remediation and Endorsement
F.6.b. Gatekeeping and Remediation

Through initial and ongoing evaluation, supervisors are aware of supervisee limitations that might impede performance. Supervisors assist supervisees in securing remedial assistance when needed. They recommend dismissal from training programs, applied counseling settings, and state or voluntary professional credentialing processes when those supervisees are unable to demonstrate that they can provide competent professional services to a range of diverse clients. Supervisors seek consultation and document their decisions to dismiss or refer supervisees for assistance. They insure that supervisees are aware of options available to them to address such decisions.

The Graduate School at the University of Montana also has specific policies and standards related to your status as a student in good standing at the University and in our programs.

STUDENT APPEAL PROCESS

The purpose of the appeal process is to secure, at the lowest possible level, an equitable solution to problems that affect graduate students. Such problems will usually concern a disagreement between you (the student) and a University of Montana faculty member, administrator, or committee regarding such matters as: interpretation or execution of a University, Graduate School, School of Education, or department rule, regulation, policy or procedure; course offerings, and other non-personal issues. Appeals are kept as informal as possible at each level of the process. This process is described in the Student Conduct Code:

http://www.umt.edu/student-affairs/dean-of-students/default.php

NOTE: Students may also file a grievance through the ASUM Resolution Officer, as specified by the faculty Collective Bargaining Agreement. Such grievances do not require that resolution was sought at levels more immediate to the issue, though this is preferred. Grievances are filed though the ASUM Resolution Officer pertain to two general areas: (a) The faculty member(s) failure to carry out their responsibilities as defined in the Contract; and/or (b) the faculty member(s) failure to maintain a responsible, professional relationship with the complainant(s), using the teaching/learning context as a means to extract inappropriate personal advantage or in any other way used professional authority for other than appropriate purposes. See https://www.umt.edu/provost/students/concerns/default.php for additional information.

ENDORSEMENT AND CREDENTIALING POLICY

The Counseling faculty will recommend graduates for licensure, certification, or employment only in area(s) for which the graduate has received adequate professional preparation. This policy is based, in part, on the 2014 ACA Code of Ethics, Section F.6.d., which states: “Supervisors endorse supervisees for certification, licensure, employment, or completion of an academic or training program only when they believe that supervisees are qualified for the endorsement. Regardless of qualifications, supervisors do not endorse supervisees whom they believe to be impaired in any way that would interfere with the performance of the duties associated with the endorsement.”
As Counselor Educators, we have a vested interest in your professional development and professional successes. Consequently, we are generally happy to write letters of recommendation and support for students in our department—as long as you are a student in good standing. The quality of letter we can write on your behalf is derived from a number of factors, including (a) your academic performance, (b) your counseling skill development, and (c) your personal development. These are the same areas that we focus on in our annual assessment and feedback process.

Students are encouraged to keep accurate records of all academic coursework, including course descriptions and syllabi, a copy of the graduate catalog (online), and documentation of supervision hours and professional development activities. The Department of Counseling cannot be responsible for keeping these records for you! These materials may be essential for your eventual eligibility for professional licensure or certification. As well, should you relocate to another state from which you seek licensure; you may need to provide your original syllabi, records of supervised hours and even examples of your academic work, even if you completed graduate school decades ago.

**RECORD KEEPING**

The Department keeps a digital file on each student with three compartments. The first is your standard file, with your application materials. The second contains your clinical hours. The third is your advising file. These records include transcripts of all academic work completed for the degree, candidacy forms filed by the student, and materials submitted to gain admission to the department. These files are not open to the student (because they may contain confidential letters submitted for admission) without express permission from the faculty. A student’s advising and clinical files are considered open files and students can request to access to these at any time. These files are kept for eight (8) years and then destroyed.

Please note: **It is YOUR responsibility to keep duplicate copies of your hours and other materials you may need later for licensure or other matters.** Students may make copies of supervised hours logs and all evaluations received in COUN 530 (practicum) and COUN 585 (internship).
WRITING AND RESEARCH POLICIES

APA PUBLICATION STYLE

Unless otherwise specified, all formal written assignments must adhere to the guidelines provided in the latest edition of the Publication Manual of the American Psychological Association.

WRITING AND RESEARCH SUPPORT

Faculty may ask students to seek campus assistance for development and remediation of writing skills. This includes grammar and syntax, cogency of argument, clarity of expression, and the ability to seek, integrate and reference academic sources. Students may be asked to rewrite papers that fail to meet graduate level writing standards. The Mansfield library has a faculty librarian available to all students. We encourage you to seek assistance to develop resources, electronic searching skills, and other library-based support. The University also has a writing center solely for the purpose of assisting students with writing skills. For more information about the Writing Center, and to schedule an appointment, visit the following site: http://www.umt.edu/writingcenter/.

GROUP EXPERIENCE

All students are required to participate in a group experience consisting of 10 hours, led by a credentialed mental health professional, and approved of, in advance, by the faculty person who teaches the Group Counseling and Guidance course (COUN 520). The completion of this group experience will be linked to your final grade in COUN 520.
Part III
Degree Requirements

Students pursuing studies in Counseling are expected to obtain knowledge and experience in the following areas. Please see the CACREP Counseling Core and Specialty Standards in Appendix E of this document for a finer grained understanding:

**ACADEMIC DEVELOPMENT**

Students are expected to increase their knowledge of facts, theories, and clinical procedures in counseling and related disciplines. In addition, they are expected to be able to think independently and to know how to use academic and professional resources appropriate to problem analysis. Students become part of a collaborative learning community that includes both higher education and community resources. They must become proficient at understanding, analyzing and critiquing the counseling research knowledge base.

**PROFESSIONAL COUNSELING SKILLS DEVELOPMENT**

Students are expected to master applied skills in communication, relationship development, appraisal, treatment planning and client-specific counseling techniques. They are expected to understand and participate in the process of ethical decision-making and to recognize professional and ethical challenges. Students must be able to make appropriate referrals, seek supervision, and identify personal and professional limits. At the completion of graduate studies, students must be able to form a working relationship with clients, students, teachers, and administrative personnel. When appropriate, students must be able to recognize common developmental problems, life problems, and/or mental disorders and work with these situations effectively.

**PERSONAL DEVELOPMENT**

Counseling is a complex skill that involves the whole person and invariably activates personal and emotional issues in the counselor. Students must learn to keep these issues from distorting the counseling relationship and achieve clarity in assessing personal issues that may potentially interfere with their ability to be effective with clients, schoolchildren, or other individuals with whom they work. *Students are expected to get assistance with personal issues that adversely affect their ability to provide effective counseling.* No trainee, however healthy psychologically, is without personal struggles—this falls on a continuum from blind spots to using or abusing customers. In few other professions is one’s level of personal and psychological development so involved in one’s work. *All students are strongly encouraged to obtain personal counseling while they are enrolled in graduate studies.*
COUNSELING RESOURCES

The University of Montana’s Counseling Services offers individual and group counseling services to students at a reduced rate. Students are encouraged to contact them at 406-243-4711 to establish an appointment or gather information for personal counseling. Please note, that to avoid problems with professional boundaries, Counseling students do not obtain counseling from Counseling Services staff who also provide internship supervision for our department.

Students are also encouraged to speak with department faculty for community recommendations that support a goodness of fit when seeking personal counseling.
Master’s Degree Requirements
Clinical Mental Health Counseling Track

Prerequisites:
The Department of Counseling does not require specific undergraduate degree for admission. However, the following undergraduate prerequisites are required and must be complete prior to enrollment or during the first year of graduate study. These can be completed “credit/no credit.”

- Developmental psychology or equivalent
- Abnormal psychology
- Basic statistics and/or educational measurement

Core Courses: Required
- COUN 510 Introduction to the Counseling Profession 1 credit
- COUN 511 Theories and Techniques of Counseling 3 credits
- COUN 512 Fundamentals of Counseling 3 credits
- COUN 520 Group Counseling Theory 3 credits
- COUN 530 Applied Counseling Skills (AKA: Practicum) 3 credits
- COUN 540 Individual Appraisal 3 credits
- COUN 545 Counseling Research and Program Evaluation 3 credits
- COUN 550 Introduction to Family Counseling 3 credits
- COUN 560 Lifespan Developmental Counseling 3 credits
- COUN 570 Career Counseling 3 credits
- COUN 575 Multicultural Counseling 3 credits
- COUN 580 (595) Addictions Counseling 3 credits (or similar course from another department with advisor approval)
- COUN 589 Comprehensive Exam 1 credit
- COUN 610 Professional Ethics and Orientation 3 credits

Mental Health Counseling Track: Required
- COUN 585 Counseling Methods: Agency (AKA: Internship) 6 credits
- COUN 615 Diagnosis and Treatment Planning 3 credits
- COUN 625 Intro to Mental Health Systems 3 credits
- COUN 595 Psychopharmacology 1 credit

Electives
9 credits of graduate level electives are required. When applicable to our course load, the Department will offer Counseling Electives focused on a particular area of study. Students may also consult with their faculty advisor for additional graduate course offering appropriate to their major. Students may wish to complete additional internship credits as part of their elective requirement. Please work with your advisor.

Total minimum graduate credits, Clinical Mental Health Counseling Track: 60
Mental Health Counseling Sample 2-Year Course Planning

Note: This is a general 2-year plus Summer plan. Always consult with your advisor about your personal situation, especially if you want to proceed more slowly. We almost always recommend proceeding more slowly than this for the MH Masters degree. Undergraduate prerequisites: (1) statistics (take before COUN 540); (2) developmental psych (take pre-COUN 560); (3) abnormal psych (take pre-COUN 615)

**Summer 2019 courses – Consult with your advisor (12 credits over two or three summers)**
1 – COUN 560 – Lifespan Development
2 – COUN 570 – Career Counseling
3 – COUN 575 – Multicultural Counseling (recommend taking this second summer)
4 – COUN 580 (595) – Addictions Course [This may also be in SW or PSYX. Consult with advisor]

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**First Fall (13 credits; If you can only take 10 credits, take the top 4 courses)**
1 – COUN 510 – Introduction to the Counseling Profession
2 – COUN 511 – Counseling Theories and Techniques
3 – COUN 512 – Counseling Fundamentals [Skills Gate]
4 – COUN 610 – Ethics and Professional Orientation [Conceptual Gate]
5 – COUN 540 – Appraisal OR COUN 545: Counseling Research and Program Evaluation

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**First Spring (13 credits, 15-16 with an elective)**
1 – COUN 520 – Group Counseling
2 – COUN 530 – Applied Counseling Skills – Clinical Mental Health
3 – COUN 615 – Diagnosis and Treatment Planning in Counseling
4 – COUN 550 – Intro to Family Counseling OR elective
5 – Possible elective – COUN 475 – Forgiveness and Reconciliation OR COUN 595 – workshops are offered every semester – sponsored by the Children’s Museum Missoula
6 – COUN 595 – Psychopharm Seminar (online workshop)

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**Second Fall (9-12 credits)**
1 – COUN 585 – Counseling Methods, Mental Health
2 – COUN 620 – Advanced Theories and Evidence-Based Approaches (elective if offered)
3 – COUN 545 – Counseling Research and Program Evaluation
4 – COUN 540 – Individual Appraisal (if you didn’t take this your first summer) OR elective

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**Second Spring (6-15 credits, depending on previous courses)**
1 – COUN 585 – Counseling Methods, Mental Health
2 – COUN 589 – Comprehensive Examination
3 – COUN 625 – Mental Health Systems
4 – COUN 550 – Families (if you didn’t take this your first spring)
5 – Possible elective** [COUN 475: Forgiveness or COUN 566: Counseling Children and Adolescents in the Schools are possible]
6 – Elective – Workshops are offered every semester – sponsored by the Children’s Museum Missoula

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**Second or Third Summer**
1 – COUN 560 – Lifespan Development
2 – COUN 570 – Careers and COUN 595 – Addictions (if you didn’t already take these courses another summer)

*You might take 1 or 2 credits of COUN 585 – Counseling Methods, Mental Health
*Consult with your advisor or COUN 585 instructor for guidance on planning internship hours/credits.
Basic Rules:
(1) You need 60 graduate level semester credits to graduate;
(2) COUN 530 (Practicum) prereqs are COUN 510, 511, 512, 610; COUN 530 co-reqs are COUN 520 and 615;
(3) You must complete 100 COUN 530 hours before counting COUN 585 hours. You need 6 credits (600 hours) of COUN 585 (Internship);
(4) Consult with an advisor on electives.
Master’s Degree Requirements
School Counseling Track

Prerequisites
The Department of Counseling does not require a specific undergraduate degree for admission. However, the following undergraduate prerequisites are required and must be completed prior to enrollment or during the first year of graduate study (These can be taken CR/NCR).

- Developmental psychology or equivalent
- Abnormal psychology or child and adolescent psychological disorders
- An exceptionality course
- Basic statistics and/or educational measurement

Core Courses: Required
- COUN 510 Introduction to The Counseling Profession 1 credit
- COUN 511 Theories and Techniques of Counseling 3 credits
- COUN 512 Fundamentals of Counseling 3 credits
- COUN 520 Group Counseling Theory 3 credits
- COUN 530 Applied Counseling Skills (AKA: Practicum)* 3 credits
- COUN 540 Individual Appraisal 3 credits
- COUN 545 Counseling Research and Program Evaluation 3 credits
- COUN 550 Introduction to Family Counseling 3 credits
- COUN 560 Lifespan Developmental Counseling 3 credits
- COUN 570 Career Counseling 3 credits
- COUN 575 Multicultural Counseling 3 credits
- COUN 580 (595) Addictions Counseling 3 credits (or similar course from another department—check with your advisor)
- COUN 589 Comprehensive Exam 1 credit
- COUN 610 Professional Ethics and Orientation 3 credits

School Counseling Track: Required
- COUN 565 School Counseling, Program Development and Supervision 3 credits
- COUN 566 Counseling Children and Adolescents in Schools 3 credits
- COUN 585 Counseling Methods: School (AKA: Internship) 6 credits

Electives
3 credits of graduate level electives are required. School Counseling students are strongly encouraged to choose one of the following courses and/or consult with their advisor.
- G C&I 433 Basic Diagnosis/Correction Reading and Writing
- G C&I 510 Adv. Educational Psychology
- G EDLD 554 School Law

Total Minimum Credits, School Counseling Track + Core: 52 credits
School Counseling Two-Year Course Planning

Note: This is a 2-year plan. Always consult with your advisor about your personal situation. Be sure to include undergraduate prerequisites in your first year of study: (1) statistics (pre-540); (2) developmental psych (pre-560); (3) abnormal (pre-566) (4); An exceptionailities course. All may be taken cr/no credit, but you cannot count undergrad credits toward your graduate degree.

First Summer (12 credits total; Where possible, it is best to split courses between summers)
3 -- COUN 560 – Lifespan Development
3 – COUN 570 – Career Counseling
3 – COUN 575 – Multicultural Counseling (recommend waiting until second summer)
3 – COUN 580 (595) – Addictions Counseling (also available in other departments; check with advisor)

First Fall (13 credits)
1 – COUN 510 – Introduction to the Counseling Profession
3 – COUN 511 – Counseling Theories and Techniques
3 – COUN 512 – Counseling Fundamentals
3 – COUN 565 – School Counseling, Program Development and Supervision
3 – COUN 610 – Ethics and Professional Orientation

First Spring (12-16 credits)
3 – COUN 520 – Group Counseling
3 – COUN 530 – Applied Counseling Skills
3 – COUN 566 – Counseling Children and Adolescents in the Schools
3 – COUN 550 – Intro to Family Counseling
3 – Possible elective: COUN 475 – Forgiveness and Reconciliation; COUN 595 – professional workshops; C&I or PSYX or EDLD elective consultation with advisor
1 – COUN 595 – Psychopharmacology (or you can wait until second spring)

Second Summer (6 credits)
3 – COUN 560 – Lifespan Development (if you didn’t take this your first summer)
3 – COUN 575 – Multicultural Counseling

Second Fall (8-11 credits)
3 – COUN 585 – Counseling Methods, School
3 – COUN 540 – Individual Appraisal
3 – COUN 545 – Research and Program Evaluation
3 – Possible elective - COUN 620 – Advanced Theory (offered every-other year); COUN 595 – professional workshops; C&I or PSYX or EDLD elective consultation with advisor

Second Spring (7 credits)
3 – COUN 585 – Counseling Methods, School
1 – COUN 589 – Comprehensive Examination
3 – COUN 550 – Families OR Elective

Basic Rules: (1) You need 52 graduate semester credit hours to graduate; (2) You must take COUN 511, COUN 512, COUN 565, and be enrolled in COUN 520, 566 and 610 before taking SCH practicum (COUN 530) and you must complete your 100 required COUN 530 hours before you can take COUN 585, which is a total of 6 credits for 600 hours; (3) Check with your advisor on prerequisites and electives.
**COMPREHENSIVE EXAM PROCESS**

During the final regular semester of the Master of Arts program of study, students complete a comprehensive examination process. It is not possible to complete this requirement during summer term. The comprehensive examination (COUN 589) includes two parts.

Part I is an objective content-based exam that includes multiple-choice and short answer questions encompassing course content from their programs of study, encompassing the CACREP Standard areas. Depending on examination results, as remediation students may be required to (a) retake a different form of the examination, (b) submit a written assignment, or (c) retake one or more courses.

Because we are a CACREP-approved program, students have the option of taking the formal NCE (National Counselor Examination), required for licensure in many states, including Montana. Taking the formal NCE in their last semester of study or within six months of graduation has significant benefits for new graduates. For CMHC graduates, it means once the required 3000 supervised hours are completed (as licensure candidates) and this information is approved by the Montana licensing Board, licensure will be almost immediate. For School Counseling graduates, passing the NCE can result in an initial higher rate of compensation. New grads also become eligible for the designation “National Certified Counselor,” which may aid with licensure and employment in other states.

Students may opt not to take the formal NCE, but must take and pass the Department multiple choice exam, similar to the formal NCE.

Part II is an oral examination with the advisor and a doctoral student, focusing on demonstrating applied knowledge and skills. Mental Health and School Counseling students focus on tailored criteria for Part II of their comprehensive examination, reflective of their degree.
PREPARING TO GRADUATE

Graduation Filing Policy
You must file necessary forms in a timely fashion along with the necessary supporting documents in the manner prescribed by the department policy, School of Education and Graduate School rules. It is the student’s responsibility to be aware of deadlines. Check the university website, https://www.umt.edu/grad/current-students/completing-degree/deadlines/default.php for forms and specific procedures and deadlines.

Completion of Terminal Activities
Students must have completed all terminal activities including comprehensive examinations, final projects, dissertation proposals and dissertation defenses prior to finals week of the semester they wish to graduate. Students may not take comprehensive examinations, present final projects, defend proposals or schedule a dissertation defense during the Summer Session.

Instructions for Completing Degree Application Forms
It is your responsibility to be aware of filing dates for graduation. Filing dates are normally about mid-semester of the semester prior to proposed graduation (about 6-8 months in advance of expected graduation date). The “Application for Admission to Candidacy” form (you need to turn in four copies!) is available from the Graduate School or online at www.umt.edu/grad. File this with the Graduate School and include a diploma card and the graduation filing fee.

The Graduate School form must be reviewed and signed by your advisor at least 10 days prior to the filing date deadline. At this meeting, it is your responsibility to bring complete transcripts so the advisor can verify your candidacy forms. Even if you have brought transcripts to your advisor before, be sure to bring them to this meeting.

Forms are subject to change. Contact the Graduate School to ensure the form is still current. Filing for Fall semester graduation often has a July deadline. Faculty may be out of town at mid-summer, so take care of this well in advance of the July deadline.

Graduate School rules that apply to your degree application
Only 9 non-degree credits or the credits earned during a single semester (whichever is more) may be applied to graduate degrees. This does not include prerequisites. Permission is required for these credits to apply. Transfer credits are generally limited to nine for the Master of Arts in Counseling.

Transfer credits are acceptable only from institutions offering graduate degrees in the discipline of the courses taken. Credits must be identified as graduate credits on your transcript from that institution and these must have been for a letter grade of A or B. Your advisor and the Graduate School reserve the right to reject courses that are inappropriate for a graduate degree in Counseling.

All requirements for the degree must have been completed within 6 years of the date you complete your Master of Arts degree. At least half the credits required for your degree (excluding a combined total of 15 credits for research and thesis where taken) must be at the 500 to 600 level. You must have a graduate G.P.A of 3.0 or higher to graduate.

Note: As you graduate, please make sure the department has an email address, your phone number, and a mailing address for you.
A word to the smart student: During your studies, keep a personal copy of each document you obtain. Document any special arrangements that are made with a faculty member, such as waiving classes, substitutions, credits given, etc. by typing up the special arrangement, and having the faculty member sign it. Keep the original and have a copy placed in your file for future reference.

<table>
<thead>
<tr>
<th>What To Do</th>
<th>When To Do It</th>
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</thead>
<tbody>
<tr>
<td>Verify acceptability of and/or complete prerequisites</td>
<td>First year</td>
</tr>
<tr>
<td>Submit signed Handbook Acknowledgement Form to master’s T.A.</td>
<td>First fall semester, and when notified by faculty due to handbook updates</td>
</tr>
<tr>
<td>Submit proof of ACA or ASCA membership to master’s T.A.</td>
<td>First fall semester and each time you renew</td>
</tr>
<tr>
<td>Submit Certificate of Liability Insurance to Master’s T.A.</td>
<td>When you begin Counseling Fundamentals and each time you renew (be sure this is in place for Practicum and Internship experiences)</td>
</tr>
<tr>
<td>Meet with your advisor to check in on your program of study</td>
<td>Each semester</td>
</tr>
<tr>
<td>Submit completed Spring Student Evaluation Form to your advisor</td>
<td>Near end of each Spring semester</td>
</tr>
<tr>
<td>request and complete a diploma card, and pay the graduation fee.</td>
<td>About 6 months prior to expected graduation – check the Graduate School Website. Dates are subject to change.</td>
</tr>
<tr>
<td>Arrange for comps process with advisor</td>
<td>Last semester</td>
</tr>
</tbody>
</table>
Appendix B

Advising Materials

This electronic packet has several parts, including:

I. Advising checklist (just as a reminder to cover some essentials)
II. Program of Study Worksheet (to be completed and emailed to student)
III. MA, MH, and SCH requirements checklist

Note: Information on graduation, comprehensive exams, LAC advising, and all other essential material is included in the Student Handbook.

I. Advisor Checklist

The following materials are used by faculty advisors to establish a program of study, track student progress, and facilitate student-advisor communication.

Student Name______________________________________________ Semester________________

Advisor Name_________________________________________ Date____________________

Check the task or items accomplished this semester:

_____ Check with student re: proof of insurance
_____ Check with student re: prerequisites
_____ Complete an updated “Program of Study” form
_____ Talk with student about employment possibilities in the field
_____ Encourage student involvement in professional organizations (ACA/ASCA/local)
_____ Provide feedback from annual faculty evaluation (Spring only)
_____ Receive student’s self-evaluation (Spring only)
_____ Provide support and encouragement for student progress

List below any special issues the student has discussed that you may need to check in on next semester:
II. Program of Study Planning Form

Advisee Name ___________________ [Type in student’s specific program of study below]

<table>
<thead>
<tr>
<th>1st Summer</th>
<th>1st Fall</th>
<th>1st Spring</th>
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<td>2nd Summer</td>
<td>2nd Fall</td>
<td>2nd Spring</td>
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<td>3rd Summer</td>
<td>3rd Fall</td>
<td>3rd Spring</td>
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</tr>
<tr>
<td>4th Summer</td>
<td>4th Fall</td>
<td>4th Spring</td>
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</tr>
</tbody>
</table>
Appendix C

Student Self-Evaluation Form

Name_________________________________________ Date____________________

Please respond to the questions below and return your response to your faculty advisor. The Counseling faculty will jointly review your thoughts and provide feedback on your progress, talents, and challenges on a separate form.

**Academic Development**
Progress through your program of study: Does your pace through the program satisfy you? What challenges have you faced? Do you anticipate a change in pace in the future? Describe.

When will you graduate? What do you need from the department or yourself so this occurs when you want it to? If you have incompletes or “N” grades, what are your plans to complete these?

Conceptual skills development and intellectual curiosity: How do you evaluate your academic development thus far? Are you becoming able to integrate academic understandings with counseling skills with real people? In what ways do you notice growing academic and clinical accomplishments?

**Professional Counseling Skills and Personal Development**
What accomplishments and challenges have you faced in supervisory relationships, internship and practicum experiences? (Not all these areas apply to all students).

How would you evaluate your progress in handling your personal and professional development?

Use the back to describe academic, counseling, or personal development areas you would like to focus on in the future.
Student Yearly Evaluation

Student Name:

Advisor:

Date:

Academic Development

KNOWLEDGE OF THEORIES AND CLINICAL TECHNIQUES AND APPLICATIONS IN COUNSELING

_____ Area of Concern
Student is either unable to articulate the basic theories, common factors, and developmental information, or can do so only at a surface level and is unable to integrate this knowledge into a counseling application.

_____ Acceptable
Student articulates counseling theories, common factors, group theory and techniques and makes adequate application, appropriate to her or his level of counseling development.

_____ Exemplary
Student scores at the top of quizzes and exams, makes linkages between courses and materials, demonstrates and articulates appropriate and advanced applications of the material.

Comments:

KNOWLEDGE OF HOW TO USE APPROPRIATE ACADEMIC AND PROFESSIONAL RESOURCES

_____ Area of Concern
Student relies on faculty to guide him/her in finding information and identifying sources of academic information. Over-relies on Google or other online search engines as a primary source of authority.

_____ Acceptable
Student demonstrates ability to use library and online academic sources, reads original authors and top journals in the field. Demonstrates research proficiency, readily identifying and understanding the professional counseling knowledge base.

_____ Exemplary
Student conducts extensive searches, seeks out original materials, and shows expertise in specific areas beyond expected levels. The student is able to accurately critique counseling research apply it to the knowledge base, and integrate findings into clinical practice.

Comments:
CONTRIBUTION TO COLLABORATIVE LEARNING COMMUNITIES

_____ Area of Concern
Student rarely participates in class, does not attend gatherings of students, does not attend community lectures, and does not belong to local, state, or national professional counseling groups or organizations.

_____ Acceptable
Student participates regularly in class and other student gatherings. Student is a member of at least one professional counseling association and attends campus or community lectures, professional meetings, and so on.

_____ Exemplary
Student participates actively in class, submits projects to professional meetings and conferences, attends campus or community lectures, and seeks out opportunities for scholarly collaboration with faculty and peers.
Comments:

Counseling Skill Development

ABILITY TO ESTABLISH A COUNSELING ALLIANCE

_____ Area of Concern
Student builds weak or inconsistent counseling relationships. Student sometimes fails to build a counseling alliance or has conflicts with clients.

_____ Acceptable
Student is able to consistently build a counseling relationship, utilizing basic techniques and approaches. Demonstrates an awareness of the state of the counseling alliance with each client. Student attempts to repair or address ruptures in the alliance.

_____ Exemplary
Student consistently establishes strong therapeutic alliances and is able to utilize the alliance as an active part of counseling. Demonstrates a precise awareness of the state of the relationship with each client. Student is able to recognize potential ruptures to the alliance and plans for them accordingly.
Comments:

APPRAISAL AND TREATMENT PLANNING (INCLUDING APPROPRIATE REFERRALS)

_____ Area of Concern
Student may be beginning to build an understanding of appraisal methods and consequent treatment planning, but implements them with poor or inconsistent success. The counselor does not integrate appropriate referrals.

_____ Acceptable
Student is proficient in appraisal and treatment planning methods, but does not actively seek new techniques and strategies. Although applied accurately, their appraisals and treatment plans could have more depth and integration. The counselor’s referral resources are adequate.

_____ Exemplary
Student demonstrates high proficiency in appraisal selection and implementation. Student creates thorough and thoughtful treatment plans with relevant theoretical underpinnings tailored to client needs. Student actively seeks new information regarding Appraisal and Treatment Planning. Student is actively building and using referral networks to best meet client needs.

Comments:

THEORETICAL APPLICATION AND USE OF APPROPRIATE COUNSELING TECHNIQUES

_____ Area of Concern
Student applies basic counseling techniques, sometimes in an inconsistent, or unplanned way. Student does not work to further develop new skills and techniques.

_____ Acceptable
Student consistently applies basic counseling techniques in an appropriate manner according to the level of training. Student cautiously and under supervision applies newly learned techniques grounded in a theoretical framework.

_____ Exemplary
Student has mastered basic counseling techniques and uses them with ease and comfort. Student actively researches new or unfamiliar techniques that best match a client’s needs and seeks supervision before implementing them. The students’ theoretical framework is solid and relied on when choosing interventions with intention.

Comments:

RECOGNIZING AND MANAGING ETHICAL CHALLENGES

_____ Area of Concern
Student remains unaware of ethical challenges when they are presented or acts without regard to ethical challenges. Student may see ethical dilemmas in a black and white, right or wrong format. Student does not seek guidance or respond to input regarding ethical challenges.

_____ Acceptable
Student is aware of basic ethical challenges and seeks supervision when they arise. Student may sometimes still struggle with seeing challenges as black and white. Student responds to input and feedback but does not offer consultation to other students.

_____ Exemplary
**Student** is consistently aware of many ethical challenges and grasps ethical details. **Student** is able to see many facets of a dilemma and uses supervision when needed. **Student** is able to lead others by example and provides sound, ethical feedback to other students.

**Comments:**

**SEEKING AND RESPONDING TO SUPERVISION**

_____ Area of Concern
**Student** does not seek supervision or seeks supervision more than necessary. **Student** is consistently unprepared for supervision (lacking recording or notes). **Student** responds poorly or defensively to feedback during supervision and fails to attempt to implement suggestions and direction in work with clients.

_____ Acceptable
**Student** attends regular supervision meetings. **Student** comes prepared to supervision meetings with recordings and notes. **Student** attends to and incorporates supervision directives with clients and is beginning to bring his or her voice and thoughts to the supervision collaborative.

_____ Exemplary
**Student** attends regular supervision meetings and seeks additional supervision when required. **Student** comes prepared to supervision with recordings, notes, and questions regarding client cases. **Student** is intentional and open about using of supervision. **Student** engages supervision as a collaborative process, consistently integrating directives that surface in supervision.

**Comments:**

**Personal and Professional Development**

**ABILITY TO IDENTIFY AND KEEP PERSONAL ISSUES FROM ADVERSELY AFFECTING ACADEMIC PERFORMANCE, THE COUNSELING RELATIONSHIP OR OTHER PROFESSIONAL RELATIONSHIPS**

_____ Area of Concern
**Student** allows personal issues and concerns to predominate their professional and student roles and shows little awareness or willingness to address these personal patterns.

_____ Acceptable
**Student** is willing to seek input when facing personal demands or issues. When personal patterns interfere with professional and student roles, the student is responsive to addressing personal concerns. **Student** appears to balance life demands effectively.

_____ Exemplary
Student has found ways to transform personal issues and demands into learning opportunities and shows an exceptional capacity for doing so. Student is aware of personal patterns and remains conscious of their impact. Life demands are embraced while also attending to the need for personal balance and wellness.

Comments:

ABILITY TO PRESENT ONESELF PROFESSIONALLY

_____ Area of Concern
Student does not attend to professional etiquette. Dress and/or communication styles are not reflective of professional standing. Student fails to respond to professional and student demands in a timely and responsible manner.

_____ Acceptable
Student responds to professional and student demands appropriately. Dress and communication styles are adequate and effectively meet the needs of professional and student demands. Student is timely and appropriate when responding to professional and student demands.

_____ Exemplary
The student holds a high standard of professional behavior. Dress and communication styles serve as a model to other students and reflect an overall sense of respect and duty to the profession. Student is timely, responsible, and appropriate when responding to professional and student demands.

Comments:

Student Signature___________________________________________ Date__________________

Your signature signifies you have read this evaluation. It does not necessarily indicate you agree with it.
Appendix D

Department of Counseling Student
Professional Development Plan

___ Initial Plan Review  ___ Follow-up  ___ Final Review

Student: ______________________ Date: ___  Advisor ______________________ ID ______________

Identified Areas of Concern:

Remediation Plan and Schedule:

<table>
<thead>
<tr>
<th>Specific Behavioral Objectives &amp; Target Dates</th>
<th>Method of Remediation</th>
<th>Met? Yes/No (and date)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
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<tr>
<td>2.</td>
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</tbody>
</table>

Progress Since Last Review (if applicable): ___ Sufficient  ___ Insufficient

Other steps taken to remediate concerns:

Advisor Comments and Recommendations:

Student Comments:

Student Signature: ______________________ Date: _________

Advisor Signature: ______________________ Date: _________

Department Chair Signature: ______________________ Date: _________

Faculty Responsible for Implementing Remediation Plan (if different from Advisor)
Name: ______________________ Date: _________

Date of Next Review (if applicable):
Appendix E

To help you remember the overall picture of CACREP and our Counseling Identity, we provide the link to the

CACREP PDF ONLINE!

This is a good thing to have as you prepare for comps and PROFESSIONAL LIFE!
Appendix G

Student Acknowledgment of Counseling Handbook Policies

A copy of this page is to be filed with the Counseling Teaching Assistant and your advisor during your first semester of enrollment. You cannot receive a grade in Fundamentals of Counseling without filing this form. Please sign below and then turn in a copy to the TA for your file.

I, (please print) ________________________________, have read the Counseling Handbook in its entirety. I understand this handbook is part of our dynamic and responsive program and study, and thus is updated and revised as need be.

I agree to keep current with my program of study. I understand and accept the policies and information contained in the Handbook. I have discussed matters that are unclear to me with my Advisor.

My first semester of enrollment in the Department of Counseling was ____________________.

__________________________________________________________________________
Student Signature

__________________________________________________________________________
Date