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I understand that I am responsible for the information presented in the Doctoral Program Handbook (2015-2016). I will review these materials carefully; and if I have questions concerning these materials, I will ask for clarification from my advisor or during the Handbooks Review in COUN 685, Doctoral Internship. Signing this document indicates that I agree to abide by the policies and procedures described within the Handbook.

I have a copy of the Doctor of Philosophy (Ph.D.) 2016-2017 Program Handbook and understand that I am responsible for the information contained

Signature _________________________ Date _________________________

(Original signed form will be filed in student record.)
DEPARTMENT MISSION STATEMENT

Welcome to the Department of Counselor Education in the Phyllis J. Washington College of Education and Human Sciences at the University of Montana!

We strive to provide an academically stimulating learning environment, which engenders healthy intellectual and emotional development. We prepare students to function as competent, ethical, and professional counselors and counselor educators who work sensitively with a diverse array of needs and people, in a wide range of school, mental health, and university settings. Our department recognizes the need for professional advocacy and the importance of social justice. We also support the integration of ideas, cooperative endeavors, and respect for diversity.

Our department educates master’s students for employment in school (K-12 and higher education) and mental health and human service settings. Counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals. Counselors receive training in the eight core areas identified by the Council for Accreditation of Counseling and Related Educational Programs:

• Human growth and development
• Social and cultural foundations
• The helping relationship
• Group theories and methods
• Career and lifestyle development
• Client assessment and evaluation
• Research and program evaluation
• Professional orientation

At the doctoral level we focus on the development of clinical depth, supervisory, teaching, research, and leadership skills. Our Ph.D. in Counselor Education and Counseling prepares graduates to work as counselor educators, supervisors, researchers, and practitioners in academic and clinical settings.
DOCTOR OF EDUCATION, Ed.D.

PROGRAM GOALS AND OBJECTIVES

The Ed.D. is designed for master-level professionals pursuing a terminal degree. The focus of curriculum for the Ed.D. is on research skills, developing supervision skills, and honing teaching practice. In addition to fulfilling the requirements for research, teaching, and supervision practice, the student works closely with their advisor to develop an elective program of study to meet student-specific advanced training. For example, should a student be interested in pursuing clinical practice, they will work with their advisor to develop an elective program of study to meet clinical licensure requirements.

Ed.D. students in the Department of Counselor Education at The University of Montana will be:

1. Prepared to implement instructional theory and assess learning in a university environment.
2. Prepared to implement supervision theory in their professional field.
3. Prepared to serve the profession and public as advocates and active participants in their fields.
4. Knowledgeable of ethical issues and practices in research and higher education.
5. Knowledgeable of cultural contexts and identities, and how they inform experiences of power, privilege, and oppression when teaching, supervising, and conducting research.
6. Experienced in developing and conducting research.
7. Experienced in scholarly work including professional presentation, writing for professional publication, and/or grantsmanship.
8. Experienced teaching in a minimum of two university level courses.
9. Reflect professional dispositions of engagement, integrity, enthusiasm, curiosity, and openness.

REQUIRED COURSES

EDLD 620, Qualitative Research 3 credits
EDLD 618, Educational Statistics 3 credits
EDLD 625, Quantitative Research 3 credits
COUN 635, Clinical Supervision 3 credits
COUN 650, Pedagogy and the Professorate 3 credits
COUN 640, Professional Leadership 3 credits
COUN 685, Doctoral Internship 6-9 credits
COUN 645, Comprehensive Exams 2 credits
COUN 699, Dissertation 3-14 credits
Elective Sequence 9 credit minimum

CREDIT REQUIREMENTS

A minimum of 45 credits beyond the Master’s degree.
DOCTOR OF PHILOSOPHY, Ph.D.

PROGRAM GOALS AND OBJECTIVES

The Ph.D. is designed for master-level clinicians pursuing a terminal degree that focuses on advanced research skills, clinical supervision skills, and honing teaching practice. The Ph.D. is currently aligned with the CACREP Counselor Education doctoral standards and is in the process of pursuing accreditation.

Ph.D. students in the Department of Counselor Education at The University of Montana will be:

1. Prepared to implement instructional theory and assess learning in a University environment.
2. Prepared to supervise counselors and counseling students who are providing individual, group, and/or marital, couple and family counseling.
3. Prepared to serve the profession and public as advocates and active participants in organizations such as the Association for Counselor Education and Supervision (ACES) and the American Counseling Association (ACA).
4. Knowledgeable of professional issues in the counselor education and counseling fields.
5. Knowledgeable of ethical issues and practices of counselor education and counseling.
6. Knowledgeable and skilled in providing advanced clinical counseling.
7. Knowledgeable of cultural contexts and identities, and how they inform experiences of power, privilege, and oppression when teaching, supervising, counseling, and conducting research.
8. Experienced in developing and conducting research.
9. Experienced in scholarly work including professional presentation, writing for professional publication, and/or grantsmanship.
10. Experienced teaching in a minimum of two CACREP common core or specialty courses.
11. Reflect professional dispositions of engagement, integrity, enthusiasm, curiosity, and openness.

REQUIRED COURSES

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<th>Course Title</th>
<th>Credits</th>
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<td>COUN 699</td>
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<tr>
<td>ELECTIVE</td>
<td>Advanced Research Course (advisor approved)</td>
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<tr>
<td>ELECTIVE</td>
<td>Area of Scholarly Interest (advisor approved)</td>
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CREDIT REQUIREMENTS

A minimum of 48 credits beyond the Master’s degree.
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<td>COUN 630</td>
<td>Advanced Clinical Practice (Doctoral Practicum)</td>
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<td>COUN 620/635</td>
<td>Advanced Counseling Theory OR Supervision <em>(These courses alternate every-other year)</em></td>
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<td><strong>MA Courses</strong></td>
<td>Fulfill any requirements necessary based on master's level curriculum review with advisor</td>
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<td>EDLD 620</td>
<td>Qualitative Research</td>
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<td>COUN 620/635</td>
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<td>COUN 640/650</td>
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<td>COUN 699</td>
<td>Dissertation</td>
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# Ph.D. THREE-YEAR CHECKLIST

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| MA Curriculum Review (for non UM MA graduates) with advisor  
*Prior to the beginning of the Fall semester*  
| Register for coursework (see Three-Year Plan of Study)  
| Submit proof of liability insurance  
| Join ACA, ACES, and affiliates of interest  
| Subscribe to CESNET  
| Review Montana counseling licensure requirements, and create a plan with advisor to obtain licensure  
| Attend a Professional Counseling Conference (RMACES, ACES)  
| *Attend at least one conference in the first year of study.*  
| |

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<th>FIRST SPRING</th>
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| Register for coursework (see Three-Year Plan of Study)  
| Explore research and scholarly interest electives with advisor  
| Submit Conference Presentation Proposals (ACA, ACES, RMACES)  
| Submit Program of Study and Curriculum Review Forms for Faculty Approval  
| Attend a Professional Counseling Conference (ACA, MSCA)  
| *Attend at least one conference in the first year of study.*  
| In collaboration with your advisor and department faculty, create a plan for supervision (at least one semester in a supervisor role) and teaching experiences (co-teach at least two courses or teach one course).  
| Review Professional Progression Plan with Advisor.  
| |

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| Register for coursework (see Three-Year Plan of Study)  
| Submit proof of liability insurance  
| Choose a Comprehensive Exam Chair  
| Work with Comprehensive Exam Chair to form Committee  
| Choose a Dissertation Chair  
| Work with Dissertation Chair to form Committee  
| Present at a National or Regional Conference (ACES, RMACES)  
| |

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<th>SECOND SPRING</th>
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| Register for coursework (see Three-Year Plan of Study)  
| Take Comprehensive Exams  
| Work with Dissertation Chair to form a Dissertation Time Table  
| Present at a National or Regional Conference (ACES, RMACES)  
| Review Professional Progression Plan with Advisor.  
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| Register for coursework (see Three-Year Plan of Study)  
| Complete Coursework  
| Submit proof of liability insurance  
| Hold Dissertation Proposal Meeting  
| Obtain Institutional Review Board Approval  
| If applying for faculty positions, review postings, prepare and send applications.  
| |

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| Register for coursework (see Three-Year Plan of Study)  
| Submit Application for Graduation  
| Complete Coursework  
| Defend Dissertation  
| |

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| Submit Dissertation & Committee Approval Paperwork to the Graduate School  
| Submit IRB Report  
| Submit Article on Dissertation for Publication with Committee Chair  
| |
Ph.D. ENTRY LEVEL CURRICULUM REVIEW FORM

Ph.D. students must complete a curriculum review of their Master’s level curriculum content. If you did not graduate from a CACREP accredited Master’s program, this curriculum review will begin during the admissions process. Any omitted area within core content, professional practice, or specialty training will be added to your doctoral program of study and will be in addition to the 48 credit hour minimum requirement.

CORE CONTENT

_____ Human Growth And Development
_____ Social And Cultural Foundations
_____ The Helping Relationship
_____ Group Theories And Methods
_____ Career And Lifestyle Development
_____ Client Assessment And Evaluation
_____ Research And Program Evaluation
_____ Professional Orientation

PROFESSIONAL PRACTICE

_____ 600 hours of supervised clinical practice (40% direct service to clients)
_____ Evidence of weekly triadic/individual (1 hour) and group (1.5 hours) of supervision

SPECIALTY AREA TRAINING (evidence of thorough study in any one of the following)

_____ Addiction Counseling
_____ Career Counseling
_____ Clinical Mental Health Counseling
_____ Clinical Rehabilitation Counseling
_____ College Counseling and Student Affairs
_____ Marriage, Couple, and Family Counseling
_____ School Counseling

NOTED DEFICIENCIES and PLAN FOR CONTENT and PRACTICE RECOVERY

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Student __________________________ Date __________________________ Advisor __________________________ Date __________________________
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___________________________  ____________________________  ____________________________
Student                      Date                      Advisor                      Date

___________________________  ____________________________  ____________________________
Faculty Member                Date                      Faculty Member                Date
PROFESSIONAL DISPOSITION

The Department of Counselor Education 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.
PROFESSIONAL PROGRESSION PLAN

In an effort to maintain consistent communication between doctoral students and Department of Counselor Education faculty, every year your faculty advisor will be meeting to check in with you on your progress in the program, professional development, and provide feedback. To facilitate this process, please provide information and self-reflection in the areas listed below that pertain to you. For each content area, you should list (a) relevant accomplishments (e.g., presentations, publications, teaching assignments/courses taught, academic performance indicators, etc); (b) issues that are challenging to you (i.e., areas where you have room to grow); (c) specific short- and long-term goals (What do you want to work toward this semester, next semester, and beyond?); and (d) an action plan or steps you will take to accomplish your goals or address your challenges.

   a. List your accomplishments in this area. What are you doing well?
   b. Describe your individual challenges and areas where you have potential for growth.
   c. Identify your short- and long-term goals.
   d. Action plan.

2. Professional Scholarship.
   a. List your accomplishments in this area (e.g., publications, presentations).
   b. Describe your individual challenges and areas where you have potential for growth.
   c. Identify your short- and long-term goals.
   d. Action plan.

3. Clinical Activities and Skill Development
   a. List your accomplishments in this area.
   b. Describe your individual challenges and areas where you have potential for growth.
   c. Identify your short- and long-term goals.
   d. Action plan. *Please note that clinical placements beyond doctoral practicum are the responsibility of the student*

4. Supervision Activities and Skill Development.
   a. List your accomplishments in this area.
   b. Describe your individual challenges and areas where you have potential for growth.
   c. Identify your short- and long-term goals.
   d. Action plan.

5. Teaching Activities and Skill Development (Teaching Assistantship performance if applicable).
   a. List your accomplishments in this area.
   b. Describe your individual challenges and areas where you have potential for growth.
   c. Identify your short- and long-term goals.
   d. Action plan.

6. Service Activities and Development.
   a. List your accomplishments in this area.
   b. Describe your individual challenges and areas where you have potential for growth.
   c. Identify your short- and long-term goals.
   d. Action plan.

7. Professional Disposition. According to the Professional Disposition Diagram,
   a. List your strengths in these areas (give examples).
   b. Describe your individual challenges and areas where you have potential for growth.
   c. Identify your short- and long-term goals.
   d. Action plan.
DOCTORAL CLINICAL PRACTICUM

Doctoral students participate in a supervised doctoral-level counseling practicum of a minimum of 100 hours, of which 40 hours must be providing direct counseling services. The nature of doctoral-level practicum experience is to be determined in consultation with counselor education program faculty.

During the doctoral student’s practicum, supervision is provided by a counselor education program faculty member or an individual with a graduate degree (preferably doctoral) in counseling or a related mental health profession with specialized expertise to advance the student’s knowledge and skills.

Individuals serving as practicum supervisors have (1) relevant certifications and/or licenses, (2) knowledge of the program’s expectations, requirements, and evaluation procedures for students, and (3) relevant training in counseling supervision.

Doctoral students participate in an average of one hour per week of individual and/or triadic supervision throughout the practicum.

Group supervision is provided on a regular schedule with other students throughout the practicum and must be performed by a counselor education program faculty member. Group supervision of practicum students should not exceed a 1:12 faculty:student ratio.

Doctoral students are covered by individual professional counseling liability insurance policies while enrolled in practicum.

For details logging hours, Counselor Education Counseling and Consultation clinical procedures, site and supervision agreements, and necessary evaluations, please see the Practicum and Internship Guide.
DOCTORAL INTERNSHIP

Doctoral students are required to complete internship responsibilities that total a minimum of 600 clock hours. The 600 hours must include supervised experiences in at least three of the five doctoral core areas (counseling, teaching, supervision, research and scholarship, leadership and advocacy) and may not be duplicated from other coursework responsibilities.

During internships, the student receives an average of one hour per week of individual and/or triadic supervision, performed by a supervisor with a doctorate in counselor education or an individual with a graduate degree and specialized expertise to advance the student’s knowledge and skills.

Group supervision is provided in COUN 685 on a regular schedule with other students throughout the internship and is supervised by a counselor education program faculty member. At the onset of COUN 685, each student will define their area(s) of foci and hour goal with instructor input. In addition, a faculty member will be identified as the regular individual/triadic supervisor for the semester.

Ph.D. doctoral students are covered by individual professional counseling liability insurance policies while enrolled in a counseling or supervision internship.

Doctoral students will enroll in at least 1 credit of COUN 685 (internship) every semester they are a student in good standing in the program.
Keep logs of all counselor education related activities using this form. 
Give copies of your logs to your faculty supervisor and keep the originals for your own records.

<table>
<thead>
<tr>
<th>Date</th>
<th>Title and Description of Activity</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Ex: Sept. 1</td>
<td>Guest Lecture, Intimate Relationship Class</td>
<td>3</td>
</tr>
<tr>
<td>Sept. 3</td>
<td>Prepared and submitted conference proposal</td>
<td>4</td>
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Total for this period (combine Sup. and Indirect for 1 total): ____________

Total from previous records: ____________

Running total (All hours to date): ____________

Supervisor name: ________________________________

Supervisor signature: ________________________________ Date: ____________
LIABILITY (MALPRACTICE) INSURANCE

All Department of Counseling students who are enrolled in or participating in programs or experiences in which human participants are used for practice must present evidence of liability (malpractice) insurance coverage.

Students are required to complete and sign the Proof of Liability (Malpractice) Insurance form (see below) and provide the original to the Department for their departmental file during the first semester of graduate study and each Fall semester thereafter.

Doctoral students are covered by individual professional counseling liability insurance policies while practicing counseling or supervision in both practicum and/or internship courses.

PROOF OF LIABILITY (MALPRACTICE) COVERAGE

I hereby certify that I have purchased liability insurance for my protection in the event that I should be sued for malpractice. I understand that UM assumes no responsibility for providing me with liability insurance, and that they are indemnified from any possible financial obligation due to legal action taken against me.

Printed Name_________________________________________________

Student Signature _____________________________________________

ID No. ________________________ Date ___________________________

Insurance Policy Number ____________________________

Company _________________________________________________

Effective Dates:________________ to_________________
**COMPREHENSIVE EXAMS**

**Forming a committee**
Comprehensive exams will take place across the four weeks of February. Each student will select a comprehensive exam chair (the comprehensive exam chair must be different than the dissertation chair) and select the remaining 3 committee members (including one outside department member) in collaboration with the chair for appointment by the Graduate Dean. Please complete the online committee appointment form, found here:

[http://www.umt.edu/grad/Faculty%20and%20Staff/Graduate%20Administration/Committee%20Appointment%20Form.php](http://www.umt.edu/grad/Faculty%20and%20Staff/Graduate%20Administration/Committee%20Appointment%20Form.php)

**Exam process**
Each committee member will be responsible for constructing a question in one of the following areas:

1. Position paper on dissertation topic submitted for publication
2. Research methodology
3. Supervision and or Teaching
4. Area of student interest

Students will have one week to address each question. Upon completion of all questions, the comprehensive exam committee will review each question and score each question as a “pass” or “no pass.” Each committee member votes privately, and per graduate school regulations, may pass the student with one negative vote. Should a “no pass” occur, an oral examination on the question will be held with the comprehensive exam committee.
**DISSEMINATION**

Upon successful completion of comprehensive exams and core coursework, students may begin work on their dissertation. Both dissertation and comprehensive exam committee chairs must be selected by the fall of students’ second year, if progressing through the program full time. The dissertation chair must serve on the comprehensive exam committee. After successfully completing comprehensive exams, students will work with their dissertation chair to select the remaining four dissertation committee members.

**Forming a committee**

The dissertation committee shall be comprised of five voting members as follows:

1. A qualified UM faculty member or adjunct from the program or unit granting the degree who shall serve as chair;
2. A second qualified UM faculty member or adjunct from the program or unit granting the degree;
3. A third qualified UM faculty member or adjunct from the program or unit granting the degree;
4. A qualified UM faculty member or adjunct from a program or unit other than the one granting the degree whose primary responsibility is to ensure that the student is held to reasonable academic standards, that the student is treated fairly by all committee members, and that the student’s progress is not unduly delayed by failure of committee members to act in a timely manner.
5. A fifth member who may be either a UM faculty member or adjunct from the program or unit granting the degree (or cooperating program or unit in the case of interdisciplinary degree programs), or a faculty affiliate, non-academic expert, or faculty of another institution of higher learning who has been certified by the Graduate Dean as uniquely qualified by training, experience, and/or degree held to guide and evaluate the dissertation.

After forming the dissertation committee, fill out the committee appointment form for approval by the Graduate Dean. This form is found at: http://www.umt.edu/grad/Faculty%20and%20Staff/Graduate%20Administration/Committee%20Appointment%20Form.php.

**Preparing the Proposal**

In close cooperation with the major advisor, students select the dissertation topic. The dissertation research must focus on generating new knowledge to be guide professional practice in counseling, counselor education, and/or supervision.

Students work closely with their chair in preparation of their dissertation proposal. The proposal includes all necessary information through the proposed methodology. When the proposal has been approved by the dissertation chair, a full committee meeting may be scheduled by the student. This dissertation prospectus meeting may occur seven (7) working days after the proposal is received by all the graduate committee members.
No research data may be collected until Internal Review Board approval has been received (if required). For IRB policies, procedures, forms, and deadlines, please see http://www.umt.edu/research/compliance/IRB/.

No research data can be collected until the full graduate committee approves the dissertation proposal.

Preparing for the Defense

When the doctoral student and dissertation chair agree that the dissertation is ready, the Dissertation Defense is scheduled. The Dissertation Defense may be scheduled ten (10) working days from the time the last committee member receives the complete dissertation.

At the Dissertation Defense, the complete dissertation, including the signature pages, and all the requirements set forth by the graduate school (For templates of the approval page, etc.: http://www.umt.edu/grad/Current%20Students/Graduation%20Resources/Create%20your%20ETDP%20-%20dissertation.php), Note that the major advisor does not sign the signature sheet until all final changes detailed at the Dissertation Defense are complete.

Dissertation examinations are open to the public; anyone may ask questions on recognition by the chair. Only the committee, meeting privately, may vote. The student will pass if the dissertation is accepted (either as it stands or pending minor revisions) with only one negative vote. If there are two or more negative votes, the committee may schedule and conduct a second and final examination at least one month after the initial defense. During that time, the student will be asked to make whatever changes are necessary in the dissertation.

Completion of a successful dissertation defense, and all edits to the dissertation complete, students must submit final paperwork to the Graduate School and a closure report to the Internal Review Board.


The Graduate School sets forth certain fees and deadlines for the completion of all graduation requirements. These deadlines are usually several weeks prior to the actual graduation date. The doctoral student is responsible for meeting these dates.
QUALIFICATIONS OF GRADUATE COMMITTEE MEMBERS

1.) He or she must have a degree which is at least at the level of the degree to be awarded. Programs may petition for exemption to this policy on the grounds that a prospective member possesses specialized experience and expertise relevant to the student’s thesis, professional paper, or dissertation. All such petitions must be submitted to and approved by the dean of the Graduate School.

2.) For UM faculty, he or she must be involved in on-going scholarship, creative works, or professional activities relating to his or her discipline and must continue to receive normal salary increases. At the close of the annual or biennial faculty evaluation process, any faculty member receiving a less-than-normal salary increase due to deficiencies in scholarship, creative works, or professional activities shall lose his or her eligibility to serve on graduate committees until completion of the next review. The dean of the Graduate School is responsible for requesting a list of these faculty members from the academic deans and notifying them in writing of their lost eligibility.
PROGRAM EVALUATION

In addition to regular classroom and supervision evaluations, each spring semester, doctoral students complete a survey evaluating the Department of Counselor Education and the doctoral program. Although anonymous, our doctoral cohorts are small, and anonymity cannot be guaranteed. Program faculty encourage regular communication and feedback throughout the academic year as a means for program improvement and responsiveness.
ASSISTANTSHIP APPLICATION

This application is for Fall 20__

The Doctoral Assistantships in the Department of Counselor Education are made with a two-year commitment, contingent on a first year performance evaluation.

The applicant must fill out this form accurately and completely. Before an assistantship can be awarded, the applicant must have been admitted to the Department of Counselor Education and Graduate Studies at the University of Montana. If you have not applied, application information is available at http://coehs.umt.edu/departments/counsed/Admissions.php

1. Personal Data
   Name ________________________________
   First       Middle       Last

   Home Address ____________________________________________
   Number Street          City          State          Zip Code

   Telephone Number ___________          Email Address ____________________________

   Mailing Address ____________________________________________
   Number Street          City          State          Zip Code

2. Resume/Vitae
   Attach a current resume/vitae that includes education and employment history, specialty skills and trainings, computer application proficiencies, memberships, awards, and research.

3. Letter Of Application:
   Attach a letter of application indicating the following:
   • your interest in an assistantship
   • your strengths competencies, and interests in the areas of supervision, teaching, research, and writing
   • your objectives in graduate study
   • any other information that supports your application

4. References:
   Give the names of three (3) persons whom we may contact as general references. Please include at least one college professor who is acquainted with your work, especially in advanced courses in your major field.
DOCTORAL STUDENT REVIEW PROCESS (Ph.D.)

The doctoral student review process is continuous throughout your time with us for both gatekeeping and learning evaluation purposes. Student review and data collection occur during every required course (student learning outcomes) and every spring semester (professional progression plan). These evaluations are based on the CACREP doctoral specialty standards. Specific evaluations also occur by the clinical practicum supervisor and by committee during the comprehensive exam and dissertation processes.

Each spring, program faculty take these data sets into account when evaluating a doctoral student’s attainment of program objectives. Each student is rated on a scale of 1-3, representing their performance in a given area. If the student scores a “1,” a plan for continued development is made by the faculty.

1. Prepared to implement instructional theory and assess learning in a University environment.

   1 2 3
   does not meet expectation  meets expectation  exceeds expectation

2. Prepared to supervise counselors and counseling students who are providing individual, group, and/or marital, couple and family counseling.

   1 2 3
   does not meet expectation  meets expectation  exceeds expectation

3. Prepared to serve the profession and public as advocates and active participants in organizations such as the Association for Counselor Education and Supervision (ACES) and the American Counseling Association (ACA).

   1 2 3
   does not meet expectation  meets expectation  exceeds expectation

4. Knowledgeable of professional issues in the counselor education and counseling fields.

   1 2 3
   does not meet expectation  meets expectation  exceeds expectation
5. Knowledgeable of ethical issues and practices of counselor education and counseling.

   1         2         3
does not meet expectation   meets expectation   exceeds expectation

6. Knowledgeable and skilled in providing advanced clinical counseling.

   1         2         3
does not meet expectation   meets expectation   exceeds expectation

7. Knowledgeable of cultural contexts and identities, and how they inform experiences of power, privilege, and oppression when teaching, supervising, counseling, and conducting research.

   1         2         3
does not meet expectation   meets expectation   exceeds expectation

8. Experienced in developing and conducting research.

   1         2         3
does not meet expectation   meets expectation   exceeds expectation

9. Experienced in scholarly work including professional presentation, writing for professional publication, and/or grantsmanship.

   1         2         3
does not meet expectation   meets expectation   exceeds expectation

10. Experienced teaching in a minimum of two CACREP common core or specialty courses.

    1         2         3
does not meet expectation   meets expectation   exceeds expectation

Plans for continued development:
DOCTORAL STUDENT REVIEW PROCESS (Ed.D.)

The doctoral student review process is continuous throughout your time with us for both gatekeeping and learning evaluation purposes. Student review and data collection occur during every required course (student learning outcomes) and every spring semester (professional progression plan). These evaluations are based on the CACREP doctoral specialty standards. Specific evaluations also occur by the clinical practicum supervisor and by committee during the comprehensive exam and dissertation processes.

Each spring, program faculty take these data sets into account when evaluating a doctoral student’s attainment of program objectives. Each student is rated on a scale of 1-3, representing their performance in a given area. If the student scores a “1,” a plan for continued development is made by the faculty.

1. Prepared to implement instructional theory and assess learning in a university environment.
   
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2. Prepared to implement supervision theory in their professional field.
   
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3. Prepared to serve the profession and public as advocates and active participants in their fields.
   
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4. Knowledgeable of ethical issues and practices in research and higher education.
   
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5. Knowledgeable of cultural contexts and identities, and how they inform experiences of power, privilege, and oppression when teaching, supervising, and conducting research.
   
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6. Experienced in developing and conducting research.

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\end{array}
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7. Experienced in scholarly work including professional presentation, writing for professional publication, and/or grantsmanship.

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8. Experienced teaching in a minimum of two university level courses.

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Plans for continued development:
RETENTION, DISMISSAL, AND REMEDIATION PROCESS

The Department of Counselor Education 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 the final pages. 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.
APPEAL PROCESS

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://life.umt.edu/vpsa/documents/StudentConductCode1.pdf

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 filed through 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 www.umt.ed/provost/pdf/CBA.pdf for additional information.
REMEDIATION PLAN TEMPLATE

Department of Counselor Education
Student Professional Development and Self-Care Plan

___ Initial Plan Review  ___ Follow-up  ___ Final Review

Student:  ID:  Date:

Advisor:

Identified Area(s) of Concern:

Remediation Plan and Schedule:

<table>
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<tr>
<th>Specific Behavioral Objectives &amp; Target Dates</th>
<th>Method of Remediation</th>
<th>Met? Yes/No (and date)</th>
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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) ___________________________ Date: ______

Date of Next Review (if applicable):