



Department of Counseling and Human Development

Ph.D. Program in Counselor Education
and Supervision

STUDENT HANDBOOK

Preface to the Ph.D. in Counselor Education and Supervision Student Handbook

The Counselor Education and Supervision Ph.D. Program Student Handbook is written for students enrolled in the Ph.D. program in Counselor Education and Supervision. The information is also helpful for interested applicants to the program.

The Ph.D. in Counseling and Personnel Services with a specialization in Counselor Education and Supervision is a program in the Department of Counseling and Human Development (ECPY) in the College of Education and Human Development (CEHD) at the University of Louisville (UofL).

Importantly, information evidenced in this handbook does not supersede existing CEHD, School of Interdisciplinary Graduate School (SIGS), or University regulations and should be used in conjunction with other official documents available on the University website. Requirements for admission to and completion of the Counselor Education and Supervision Ph.D. program may be more stringent (above the minimum) than those required in other programs, CEHD, or SIGS. Students are bound by the policies in effect during their year of admission into the doctoral program.

The core faculty for the Counselor Education program includes four full-time ECPY faculty members. All core faculty identify strongly with the counseling profession and have expressed that identification through energetic and ongoing involvement with American Counseling Association (ACA) and affiliated organizations.

Eileen O'Neill Estes, Ph.D.

Assistant Department Chair and Assistant Professor
Department of Counseling and Human Development
College of Education and Human Development
University of Louisville
Office: 317 Woodford R. And Harriett B. Porter Building
Telephone: (502) 852-2270
Fax: (502) 852-5311
Email: eoeste01@louisville.edu

Eileen O'Neill Estes is on faculty in the Department of Counseling and Human Development at the University of Louisville in the College of Education and Human Development. She serves as assistant chair, director of the Art Therapy program and is an assistant professor for ECPY 730 Social, Legal and Ethical Issues in Counseling, ECPY 650 Group Process and Practice, ECPY 676 Practicum in Art Therapy/Counseling, ECPY 655 Art Therapy for Children with Special Needs, and ECPY 653 Medical/Grief Counseling. Dr. Estes is a licensed professional art therapist and a licensed professional counselor associate. She has been practicing for over 26 years, specializing in the area of medical and grief counseling. She holds a master's degree in Expressive Therapies and a doctoral degree in Counselor Education both from the University of Louisville.

Lisa M. Hooper, Ph.D.

Professor of Counseling and Director of Clinical Mental Health Counseling Program and Doctoral Counseling Program
Department of Counseling and Human Development
College of Education and Human Development
University of Louisville
Office: 329 Woodford R. and Harriett B. Porter Building
Telephone: (502) 852-5311
Fax: (502) 852-0629
Email: lisa.hooper@louisville.edu

Dr. Hooper is a Professor and Program Coordinator of the Clinical Mental Health Counseling Program in the Department of Counselor Education and Supervision. Dr. Hooper has received recognition for her work

focused on family systems, culture, and mental health. Some of her recent awards and recognitions include Health Disparities Scholar by the National Institutes of Health, the Dr. Linda Seligman Counselor Educator of the Year Award from the American Mental Health Counseling Association, and the Emerging Leader Award, from the Association of Multicultural Counseling and Development. Dr. Hooper also has received recognition for her teaching and service. She received the Paul W. Bryant Endowed Professorship for Distinction in Teaching prior to joining the University of Louisville. She currently serves on several counseling-focused journal editorial boards consistent with her research and teaching: *Journal of Counseling and Development*, *Journal of Multicultural Counseling and Development*, *Journal of Mental Health Counseling*, and *The Family Journal*. Dr. Hooper has over 65 publications. Her research contributions are evidenced in a range of helping disciplines, including counseling, psychology, and medicine.

Ahmad Washington, Ph.D., NCC

Assistant Professor
Department of Counseling and Human Development
College of Education and Human Development
University of Louisville
Office: 313 Woodford R. and Harriett B. Porter Building
Telephone: (502) 852-0628
Fax: (502) 852-0629
Email: arwash04@louisville.edu

Ahmad Washington Ph.D., NCC is an Assistant Professor in the Department of Counseling and Human Development at The University of Louisville. His research interests include critical hip hop pedagogy, developing a framework for critical hip hop school counseling, and social justice school counseling. Dr. Washington has either contributed to or produced independently more than 30 manuscripts, and national, regional, and state presentations. Additionally, Dr. Washington has received various counseling related awards including the 2014 Association for Multicultural Counseling and Development (AMCD) Young Emerging Leader Award and the First Annual Association of Multicultural Counseling and Development Asa Hilliard Scholarship Award (2009).

Hongryun Woo, Ph.D., NCC

Assistant Professor and Director of School Counseling Program
Department of Counseling and Human Development
College of Education and Human Development
University of Louisville
Office: 326 Woodford R. and Harriett B. Porter Building
Telephone: (502) 852-0615
Fax: (502) 852-0629
Email: h0woo001@louisville.edu

Dr. Woo is an Assistant Professor and Program Director of the School Counseling Program. Her education (Ph.D. in Counselor Education and Supervision and M.A. in educational counseling) and past work experience (experience in the K-12 school system and private practice counseling children and families) provide her with the knowledge and skills needed to serve as a faculty member in the School Counseling M.Ed. and Counselor Education and Supervision Ph.D. programs. Dr. Woo has been a member of the ACA since 2010. She is also a member of various professional associations, such as the Association for Counselor Education and Supervision (ACES), American School Counselor Association (ASCA), Kentucky Counseling Association (KCA), and American Educational Research Association (AERA). Dr. Woo's scholarship centers on investigating counselors' and counselor educators' professional identity development in relation to counseling effectiveness.

The University of Louisville

The University of Louisville is an urban, state-supported, comprehensive, metropolitan research university located in Kentucky's largest metropolitan area. The University holds Carnegie classification as a very high research activity university and has an overarching goal of becoming nationally recognized as one of the top 20 metropolitan research universities in the country.

Introduction to the Program

The Ph.D. in Counseling and Personnel Services with a specialization in Counselor Education and Supervision is a program in the Department of Counseling and Human Development (ECPY) in the College of Education and Human Development (CEHD) at the University of Louisville (UofL).

The Ph.D. Program of Study includes advanced coursework in counselor education and supervision, research, clinical practice, consultation, and social justice and advocacy. Flexibility in coursework allows students to develop an area of concentrated study consistent with their academic interests and professional goals. Graduates are expected to make meaningful contributions to the counseling profession through a variety of professional roles including educator, researcher, counselor, and supervisor. Graduates are invested in creating a healthier and more just world and are expected to be advocates for the counseling profession and for those they serve. Graduates of the program are prepared to function in a variety of high-level positions in the mental health field including faculty positions in counselor education programs. More information about the program can be found here: <http://louisville.edu/education/degrees/phd-cps-ces>

The program adheres to standards set by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Students admitted to the program without the equivalent of a CACREP-accredited master's degree in Clinical Mental Health Counseling or School Counseling are required to take additional coursework to meet accreditation standards.

College of Education and Human Development

The academic home for the Counselor Education and Supervision Ph.D. program is in the Department of Counseling and Human Development in the College of Education and Human Development.

ECPY has five masters (Clinical Mental Health Counseling, School Counseling, Art Therapy, Counseling Psychology, College Student Personnel) and four doctoral programs (Counselor Education and Supervision; Counseling Psychology; College Student Personnel; Educational Psychology, and Measurement and Evaluation) with one degree awarded at each level. Students who graduate from the Counselor Education and Supervision doctoral program receive a Ph.D. in Counseling and Personnel Services with a specialization in Counselor Education and Supervision.

CEHD is made up of six academic departments: ECPY; Health and Sport Sciences (HSS); Department of Educational Leadership, Evaluation, and Organizational Development (ELEOD); Special Education (SPED); Middle and Secondary Education (MISE); and Early Childhood and Elementary Education (ECEE). The College was ranked 59th among graduate schools of education in the 2016 Best Graduate School Rankings of *U.S. News and World Report*. The College is accredited by the Council for Accreditation of Educator Preparation (CAEP).

The work of the college is built upon the college's Conceptual Framework, "Shaping Tomorrow: Ideas to Action." The college's goal is to be a top-tier national Metropolitan College of Education in teaching, scholarship, and stewardship and to respond to the needs of our constituents, including school districts, local agencies, and organizations that seek to advance education and human development.

Department of Counseling and Human Development Mission

The mission of the Counselor Education program is to train counselors and counselor educators to the highest national standards and provide quality counseling and educational opportunities to serve rural, metropolitan, and urban communities in the Commonwealth of Kentucky and across the country. We seek to increase the capacity of each individual student to contribute to a diverse society through the following roles:

- a. Development of relations to diverse individuals, families, groups, and communities;
- b. Research and scholarship;
- c. Community involvement, initiatives, and partnerships;

Practice and service learning opportunities with diverse populations throughout the metropolitan area.

The Department of Counseling and Human Development

Consistent with the mission of the University of Louisville and CEHD, the faculty and staff of The Department of Counseling and Human Development endeavor to cultivate exemplary scholars and professional practitioners in Clinical Mental Health Counseling; School Counseling; Counselor Education & Supervision; Art Therapy; College Student Personnel; Counseling Psychology; and Educational Psychology, Measurement, and Evaluation. The purpose of the department is to advance the knowledge base in these fields and to serve the larger College, University, and community by drawing on our expertise in human development across the lifespan, mental health and well-being, and research methods. ECPY seeks to describe, understand, and explain the formal and informal processes of cognitive, social, and emotional learning throughout the lifespan and how variables of significance affect outcomes in these areas, as related to our fields of study.

ECPY has five masters and four doctoral-level programs with one degree awarded at each level. Degrees in these programs are awarded as follows:

The M.Ed. in Counseling and Personnel Services with a concentration in Clinical Mental Health Counseling, School Counseling, Counseling Psychology, Art Therapy, or College Student Personnel.

The Ph.D. in Counseling and Personnel Services with a specialization in Counselor Education and Supervision; Counseling Psychology; College Student Personnel; or Educational Psychology, Measurement and Evaluation.

The student who completes the concentration in Clinical Mental Health Counseling or School Counseling receives an M.Ed. in Counseling and Personnel Services with a concentration in Clinical Mental Health Counseling or School Counseling. Similarly, the student who completes the specialization in Counselor Education and Supervision receives a Ph.D. in Counseling and Personnel Services with a specialization in Counselor Education and Supervision.

The chairperson of ECPY is the designated administrator for the unit (as defined by University and College policy), and as such, oversees the programs, the daily operation of the department, and the department budget. Programs function as mini-units within the department. All ECPY programs (i.e. Clinical Mental Health Counseling, School Counseling, and Counselor Education and Supervision) have program coordinators who do the administrative work of the program.

We refer to the Clinical Mental Health Counseling M.Ed., School Counseling M.Ed., and Counselor Education and Supervision Ph.D. programs as Counselor Education as a way to show common affiliation with the American Counseling Association (ACA) and adherence to accreditation standards set by the Council for Accreditation of Counseling & Related Educational Programs (CACREP).

Faculty from the Counselor Education programs teach the courses that are specific to these three programs. Faculty in other programs may teach required courses in the Clinical Mental Health Counseling, School Counseling, and Counselor Education and Supervision programs that cut across ECPY programs. If multiple sections of a course are available, students in Counselor Education are advised to take the section taught by Counselor Education faculty. Only counselor education faculty provide academic advising for students in the three Counselor Education programs.

Description of the Program

The Counselor Education programs within ECPY include the Clinical Mental Health Counseling M.Ed. program, the School Counseling M.Ed. program, and the Counselor Education and Supervision Ph. D. program. The mission statement for the Counselor Education programs reflects our emphasis on social justice, our belief that counseling professionals must play many roles in fostering healthy individuals and healthy communities, and our conviction that it is essential for counseling professionals to continue to grow and develop throughout their careers

Prerequisites and Admission to the Program

The Counselor Education and Supervision Ph.D. Admissions Committee considers all applications to the program and makes recommendations for admission to the Dean of the College of Education and Human Development. Prospective students must submit an online application for admission and all required application materials to the School of Interdisciplinary and Graduate Studies (SIGS) in order to be considered. The application package includes (1) undergraduate and graduate transcripts, (2) Verbal and Quantitative GRE scores, (3) three letters of recommendation on official letterhead as well as the SIGS recommendation forms, (4) an up-to-date resume/vita, and (5) a professional goal statement.

Most students admitted to the doctoral program have a master's degree in clinical mental health counseling, school counseling, or its equivalent. Students admitted to the program without the equivalent of a CACREP-accredited master's degree in clinical mental health counselor or school counseling are required to take additional coursework to meet accreditation standards. Applicants are required to submit all official transcripts as verification of coursework and degree(s).

Applicants ranked highest by the committee based on their application package are interviewed on campus or by telephone.

We use the applicant's professional goal statement and interview to help us decide whether the student will be a good match for our program and whether we have the areas of expertise among faculty to mentor the applicant in his/her particular areas of professional interest.

The application package is judged based upon the following indicators:

Academic aptitude for doctoral-level study. A minimum undergraduate grade point average of 3.0 and a minimum graduate grade point average of 3.5 are required. Preferred scores on the GRE are the 60th percentile on the Verbal section and 40th percentile on the Quantitative section. Students with GPAs and GRE scores below the preferred scores may be admitted based upon the strength of other components of their application package.

Previous professional experience. Post-master's employment is not required although having work experience as a counselor or in a related area (i.e., human services, teaching) is desirable. Past educational experiences (practicums, internships, involvement in research at the undergraduate and/or graduate levels), volunteer experience, and employment are utilized to assess the applications preparedness for doctoral study.

Fitness for the profession. This includes investment in the counseling profession and professional development; commitment to developing a professional identity as a counselor educator; commitment to advocacy, civic engagement, and collaboration; commitment to interpersonal competence; commitment to

being an excellent scholar and practitioner; openness to ideas, learning, and change; openness to growth and self-development; openness to others; respect for self and others; value diversity; personal responsibility, integrity, maturity; and self-awareness, including an attitude of self-reflection and self-exploration.

Oral and written communication skills. The admissions committee may also require samples of the applicant's writing (e.g. research papers completed in the master's program).

Potential for scholarship, professional leadership, and advocacy. This includes past production of scholarly products (published writings in journals, professional newsletters, etc.), awards for scholarship; leadership in professional, student, and community organizations; and volunteer work on behalf of special populations or groups, for example.

Process and Procedures After Admission to the Program

There are two main phases of doctoral study: (1) the program phase (completion of coursework and passing the comprehensive examination), and (2) the dissertation phase (completion of the dissertation).

ADMISSION TO COUNSELOR EDUCATION AND SUPERVISION PH.D. PROGRAM

Phase 1: PROGRAM PHASE

- Select doctoral advisor/mentor and Program Committee
- Develop professional goals and plan Program of Study with Program Committee
- Sign and file Program of Study in CEHD Dean's Office
- Develop a research agenda with doctoral advisor/mentor and join research team
- Do online IRB Training and receive Certification
- Work with faculty and peers on research projects and manuscript preparation
- Meet program requirements
- Apply and prepare for the Comprehensive Examination
- Pass all sections of the Comprehensive Examination

ADMISSION TO DOCTORAL CANDIDACY

Phase 2: DISSERTATION PHASE

- Select dissertation chairperson and dissertation committee members
- Prepare dissertation proposal
- Defend dissertation proposal
- Obtain IRB approval for research
- Complete dissertation research
- Prepare dissertation
- Defend dissertation
- Submit dissertation
- Receive Ph.D.

GRADUATION

At the time of admission, the student is matched with a doctoral advisor based upon compatible professional and research interests. Students who already have a professional (mentor) relationship with a faculty member or who have been recruited by that faculty member are usually assigned to that faculty member as a mentor and academic advisor. The faculty mentor typically serves as the student's doctoral advisor, the program committee chairperson, and dissertation chairperson.

Under the guidance of the doctoral advisor, the student selects a three-member program committee that provides direction in developing the student's program of study, oversees completion of the courses in the

program of study, and helps the student prepare for the comprehensive examination. The doctoral advisor serves as the chairperson of the student's program committee and usually serves as the student's research mentor.

After the student passes the comprehensive examination and has been admitted to doctoral candidacy, the program committee dissolves, and the student, with the guidance of the CES faculty, selects a dissertation committee. The dissertation committee is composed of at least four faculty members including the chairperson, a faculty member designated as the methodologist, and a faculty member outside of Counselor Education and Supervision. The chair (or co-chair) of the dissertation committee and at least one committee member must be from the Counselor Education faculty.

Core Areas of Study

The learning experiences, including the required coursework in the Program of Study for the Counselor Education and Supervision Ph.D. program, emphasize five core areas of study: counseling, supervision, teaching, research and scholarship, and leadership and advocacy. Students are encouraged to explore ideas and begin building a foundation for their dissertation (e.g., thinking and reading in areas of interest, participating on a research team) while in the program phase of doctoral study.

Counseling. The learning experiences in advanced clinical practice courses build on the foundation that students developed in their master's work and in the work setting. Students who choose to make counseling practice a focus in their careers can elect to follow ECPY 780 Advanced Practicum with an internship in counseling (ECPY 782 Doctoral Internship).

Supervision. ECPY 755 Counselor Supervision provides an educational foundation in clinical supervision. The course is designed so that students spend the first half of the semester mastering knowledge of supervision through intensive reading and class discussion and the last half of the semester actively involved in the practice of clinical supervision. Students can elect to follow ECPY 755 with an internship in supervision (ECPY 782).

Teaching, Leadership, and Advocacy. ECPY 731 Counselor Education Seminar: Teaching and Ethics in Counselor Education is designed to introduce the student to counselor education as a profession and identity. Issues of pedagogy, higher education, leadership, and career in counselor education will be explored.

Research and Scholarship. ECPY 782 Internship *with emphasis on research* allows students to apply what they are learning in their research and statistics courses through active involvement in research with their faculty mentor. Involvement often translates into "products" such as conference presentations, publications, and grant proposals.

Program of Study

The coursework in the Counselor Education and Supervision Ph.D. Program of Study was designed to provide educational experiences that build on the master's degree in two ways: (1) enhancing and deepening knowledge gained in master's level education, and (2) providing new knowledge in areas significant to functioning as a counselor educator.

The student and members of the program committee sign and date the Program of Study, which is filed in the CEHD Dean's office and serves as the official statement of coursework that the student will complete as partial fulfillment of the Ph.D. degree.

Students can meet with the program committee at any point while completing required coursework in the Program of Study. Designated planned meetings are held at the following points during doctoral study: (1) to approve and sign the program of study, (2) to prepare for the comprehensive examination, and (3) to discuss the results of the comprehensive examination. The program committee dissolves after the student passes the

comprehensive examination and becomes a doctoral candidate, at which point the dissertation committee is formed.

Courses in the Program of Study are listed below. Students must have a minimum of 108 credit hours including coursework from the master's program and 63 credit hours of doctoral-level coursework. Courses marked with an asterisk (*) are those typically taken in a CACREP-equivalent master's program. The (*) courses listed here are those offered in the master's programs in Clinical Mental Health Counseling and School Counseling at the University of Louisville. Equivalent courses taken in a master's program at another university can be substituted for these courses. The student's program committee determines whether previous graduate coursework is equivalent to the master's-level courses designated in the Program of Study.

University policy stipulates that the Ph.D. program include a minimum of 90 semester hours beyond the baccalaureate degree. At least 45 of the 90 hours must be earned at UofL. These 45 hours include 18 credit hours fulfilling residency (18 credit hours taken within one academic year) and 12 credit hours of required dissertation research.

**UNIVERSITY OF LOUISVILLE
DEPARTMENT OF COUNSELING AND HUMAN DEVELOPMENT**

**Ph.D. IN COUNSELING AND PERSONNEL SERVICES
PROGRAM OF STUDY**

PROFESSIONAL SPECIALIZATION: COUNSELOR EDUCATION AND SUPERVISION	15
ECPY 755 Counselor Supervision	3
ECPY 793 Advanced Counseling & Consultation	3
ECPY 793 Advanced Theories of Counseling and Psychotherapy	3
ECPY 724 Advanced Multicultural Counseling	3
ECPY 731 Counseling Education Seminar: Teaching, Ethics, & Professional Issues in Counselor Education	3
CLINICAL/FIELD EXPERIENCE	9
ECPY 780 Advanced Practicum in Counseling	3
ECPY 782 Doctoral Internship	6
RESEARCH/STATISTICS	12
ELFH 601 Applied Statistics	3
ELFH 701 Intermediate Statistics	3
ELFH 702 Multiple Regression	3
ELFH 704 Qualitative Field Research Methods	3
ECPY 789 Advanced Issues in Research Design	3
*Choose 3 hours from the following or approval:	
ELFH 703 Multivariate Statistics	3
ELFH 705 Qualitative Data Analysis and Representation	3
ECPY 740 Instrument Design	3
ECPY 745 Meta-analysis	3
ECPY 764 Structural Equation Modeling	3
ECPY 765 Hierarchical Linear Modeling	3
EDSP 669 Single Subject Research Design	3
DISSERTATION	12
ECPY 795 Doctoral Research	12
SUGGESTED ELECTIVES (may also include additional research courses from above)	9
ECPY 782 Doctoral Internship	1 – 6
ECPY 750 Group Counseling, Advanced Theory, and Practice	3

ECPY 721 Spirituality in Counseling and Psychotherapy	3
ECPY 775 Biological Bases of Behavior	3
ECPY 770 Psychology of Career Development	3
ECPY 793 Reviewing Scientific Literature	3
ECPY 740 Psychometrics of Educational & Psychological Testing	3
TOTAL CREDIT HOURS	60

Practicum and Internship Experiences

Practicum and Internship Requirements

Ph.D. students are required to enroll in one advanced practicum (ECPY 780). This includes a minimum of 100 hours in counseling, of which 40 hours must be in direct service with clients. The nature of the doctoral-level practicum experience will be determined in consultation with program faculty and/or the doctoral program committee. Appropriate site supervision is required.

Ph.D. students are required to complete doctoral-level internships (ECPY 782) that total a minimum of 600 clock hours. The 600 hours include supervised experiences in areas of counselor education and supervision that meet the student's career goals (e.g., clinical practice, research, supervision, teaching, leadership and advocacy). The internship hours must include the activities of a regularly employed professional in the setting. The 600 hours will be allocated at the discretion of the doctoral advisor and the student on the basis of experience, training, and the student's career goals. During internships, the student must receive weekly individual and/or triadic supervision, usually performed by a supervisor with a doctorate in counselor education or a related profession. Group supervision with other students will be provided by CES program faculty.

ECPY 780: Advanced Counseling Practicum

All Ph.D. students in Counselor Education and Supervision are required to take ECPY 780 Advanced Practicum. Students have the opportunity to work with clients in a supervised mental health counseling setting that matches their career goals (e.g., school, community mental health, university). Students submit an application in advance of the semester in which they plan to enroll in ECPY 780 Advanced Practicum and are placed by the ECPY Placement Coordinator. CES Ph.D. students must complete a minimum of 100 hours at the practicum site, of which at least 40 hours must be in direct service with clients. Because of the 15-week tenure of the course and site requirements, most students complete many more hours than required. Students enrolled in ECPY 780 are required to show proof of liability insurance coverage before engaging in any clinical activity.

Individual supervision for students enrolled in ECPY 780 is provided by an appropriately credentialed mental health professional at the student's practicum site. CES Ph.D. students enrolled in practicum and placed at a mental health site are supervised in accordance with state licensure and certification laws. CES Ph.D. students enrolled in ECPY 780 who are placed in schools are supervised onsite by a certified school counselor.

Expectations for the site supervisor and for the student, including responsibilities at the site and responsibilities related to the University-based portion of the practicum, are explicitly laid out in the two-part (student and site supervisor) practicum agreement and the ECPY 780 Advanced Practicum course syllabus. Both the site supervisor and the student review and sign the Practicum Agreement, which includes individual student goals developed by the student in collaboration with the site supervisor. The University-based supervisor (faculty member assigned to ECPY 780 Advanced Practicum) prepares and distributes a course syllabus to both students and site supervisors that outlines student responsibilities both for site and University-based group supervision. Students must complete all requirements stipulated at the site and by the University-based supervisor in order to complete ECPY 780.

ECPY 782: Internship in Counselor Education and Supervision

Ph.D. students in Counselor Education and Supervision are required to complete 6 credit hours of ECPY 782 Doctoral Internship that total a minimum of 600 clock hours. **A teaching internship of 100 hours is required.** The student, in consultation with his/her academic advisor and program committee, decides how to distribute the clock and credit hours across areas of specialization (e.g., counseling, supervision, teaching, leadership/advocacy, research) that match the student's professional areas of interest and career goals. Internship activities include the activities of a regularly employed professional working in that specialization

area. Students can pursue as many of the specialization areas as they choose and can enroll in additional credit hours of ECPY 782 if they are making satisfactory progress in the program.

The course encourages students to understand and integrate the multiple roles of the counselor educator through a two-part learning experience: (1) Individual student internship activities (as explained above) under the supervision of a counselor education faculty mentor/supervisor and, in the case of counseling and leadership/advocacy internships, a site-based supervisor; and (2) Individual/group meetings attended by all students enrolled in ECPY 782 and their faculty supervisors. Individual/group meetings may include discussion of issues common to developing counselor educators, case presentations, and reflections on learning, and supervision.

The ECPY 782 Learning Contract describes specific learning activities and goals for the doctoral internship experience, including procedures that will be used to evaluate student performance. The contract is developed by the student in conjunction with the University supervisor, site supervisor (if relevant to the internship area of focus), and doctoral advisor, signed, and evaluated at the end of the semester. Other assignments required for internship are listed on the ECPY 782 course syllabus.

Counseling specialization. Students who choose to do a counseling specialization are required to have an appropriately credentialed supervisor at the clinical internship site who provides individual supervision. Procedures for placement and expectations for the student and site are parallel to those required in ECPY 780 Advanced Practicum and stipulated in the ECPY 782 Internship Agreement – Supervisor and ECPY 782 Internship Agreement – Student. Students choosing the counseling specialization are required to show proof of liability insurance coverage before engaging in any clinical activity. The student's academic advisor serves as the student's University-based supervisor and attends ECPY 782 group supervision sessions.

Supervision specialization. Students who choose to do a supervision specialization work with a Counselor Education faculty member who is teaching a masters-level practicum or internship in Clinical Mental Health Counseling or School Counseling. The faculty member serves as the student's internship supervisor and attends ECPY 782 group supervision sessions. Students choosing the supervision specialization are required to show proof of liability insurance coverage before engaging in clinical supervision.

Teaching specialization. Students who choose to do a teaching specialization work with a Counselor Education faculty member who is teaching a masters-level course in the Clinical Mental Health Counseling or School Counseling program. The student serves as a co-instructor in the course and engages in teaching activities as specified in the Learning Contract. The faculty member serves as the student's internship supervisor and attends ECPY 782 group supervision sessions.

Research specialization. The student engages in research activities, continuing to develop a research agenda, pursue opportunities for publication, and begin the process of developing a dissertation. The student's research mentor serves as the internship supervisor and attends ECPY 782 group supervision sessions.

Leadership/advocacy specialization. Students who choose to do a leadership/advocacy specialization work with a faculty member to identify an opportunity in an educational or community-based organization where they can intern in a role that allows them to explore the operation of the agency, agency leadership, and agency engagement in system change, advocacy, and social justice activities. The student is required to identify a mentor/supervisor at the site who holds a position of influence and can facilitate student entrance into and involvement in the system. The faculty member who works with the student to develop the internship opportunity serves as the student's University-based supervisor and attends ECPY 782 group supervision sessions (see below).

ECPY 782 Group Supervision. Group supervision sessions are attended by all students enrolled in ECPY 782 and their faculty supervisors. Group meetings include discussion of issues common to developing counselor educators, case presentations, and reflections on learning. Faculty/student collaboration is enhanced by involving all internship supervisors and students in the group meetings. Group supervision is scheduled for at least five sessions over the course of a 15-week semester. Sessions are 2.5 hours for a total of 12.5 hours of group supervision during the semester.

Faculty-Student Collaboration

ECPY 782 Internship in Counselor Education and Supervision is designed to allow students to engage in various aspects of professional practice after an initial learning experience in foundational coursework. The internship is structured so that students (1) work collaboratively with a faculty or community-based mentor in a particular area of professional practice (teaching, supervision, research, etc.) and (2) meet in group format with all internship students and mentors for group discussion and case presentations. Faculty and students often collaborate in these same ways outside of formal coursework; however, the doctoral internship is our method for assuring that all students engage in at least 600 hours of supervised professional activities that develop the professional knowledge, skills, and attributes needed to function in the multiple roles of a counselor educator.

Participation in Professional Organizations

If they are not already members, doctoral students are strongly encouraged to join the American Counseling Association (ACA) as a student member as well as any of the ACA divisions that are related to their professional interests. Students with a background in mental health counseling may also be members of the American Mental Health Counseling Association (AMHCA). Students with a school counseling background may also be members of the American Association of School Counselors (ASCA). They also join the affiliated state associations Kentucky Counseling Association (KCA), Kentucky School Counselor Association (KSCA), and Kentucky Mental Health Counselors Association (KMHCA). Identification with the profession and active participation in our professional organizations is strongly reinforced by the program faculty. Students regularly make presentations at professional conferences, often with faculty members.

Involvement in Scholarly Research

All Ph.D. students in the College of Education and Human Development are expected to acquire a foundation in research methodology and statistics as an integral part of doctoral study. Supervised experience conducting research is a vital component of our model. When students enter the CES Ph.D. program, they are expected to join a faculty research team, which provides experiences to engage in research via an apprenticeship with a faculty member. Students “apprentice” by applying their learning through active participation in all phases of the research process: conceptualizing the study (e.g., formulating research questions and research hypotheses grounded in a review of the scholarly literature), articulating the research design, developing the research method (e.g., constructing psychological measures, developing experimental procedures), making arrangements to conduct the study (e.g., scheduling participants, collating materials, setting up the laboratory), running the study, coding and entering the data, analyzing the data, and writing up the findings for publication.

The research apprenticeship is formalized by enrollment in ECPY 782. By enrolling in this course, it is designed to help transfer learning from the required research methodology and statistics courses to the professional field of study. Those who intend to pursue a career where they will be actively involved in research also take advanced research courses. All students in the CES Ph.D. program are required to take coursework that includes both qualitative and quantitative approaches to research.

Such involvement helps students articulate and develop their own research agendas and prepare for completing the dissertation. It also encourages students to consider how they can integrate research into their career goals even if they don’t plan to be researchers. Broadly, familiarity with research encourages students to subject ideas to rational and empirical scrutiny. Students’ work on research teams has resulted in dissertations, professional presentations, and publications. By serving as a member of a research team, students develop deeper insight into the research process as well as the substantive areas of research.

Doctoral Student Annual Review

In accordance with ECPY policy, all ECPY doctoral students are reviewed annually at the end of the academic year. CES Ph.D. students are part of this process and are reviewed according to procedures developed by the Counselor Education faculty that are consistent with those used by ECPY. The purposes of the annual review

are to track student progress, inform students about their progress in the program, and take appropriate action if there is concern about a student's progress.

All CES students submit a summary of their professional development activities over the past year to be used by the Counselor Education faculty during the review process (*Counselor Education and Supervision Ph.D. Program: Student Annual Progress Report*). Other sources of information are the student's academic transcript, the student's annual review from the previous year, and faculty assessments of the student based upon experience with the student in program-related situations (classroom, academic advising, research team, etc.).

As preparation for the ECPY faculty review, Counselor Education faculty meet to review the Counselor Education and Supervision Ph.D. students using the information sources listed above. Assessments and recommendations from this meeting are presented at the ECPY annual review meeting, and other faculty may add additional comments and assessment of the student's academic progress.

All CES Ph.D. students receive detailed letters that address academic progress, special achievements over the past year (e.g. conference presentations, passing the comprehensive examination), and areas of concern. The student's program/dissertation chairperson is responsible for working with the student to remediate any concerns that are documented in the letter. If faculty determine that there is probable cause for a student's dismissal from the program, the student's advisor is responsible for initiating action based on the *Department of Educational and Counseling Psychology, Counseling, and College Student Personnel Student Review and Retention Policy*.

Comprehensive Examination

After successful completion of coursework in the Program of Study, students take the Comprehensive Examination, which measures how well they mastered the knowledge and application of knowledge covered in the doctoral coursework. The process of preparing for the comprehensive exam allows the student to further integrate learning across content and experience.

Eligibility for the Comprehensive Examination

To be eligible to take the comprehensive examination, the student must have successfully completed all coursework in the Program of Study in the areas of (a) counseling, (b) supervision, (c) teaching, (d) research and scholarship, and (e) leadership and advocacy. In addition, the student must be progressing successfully through the Clinical/Field Experiences designated on the Program of Study and be in good academic standing overall.

The student must submit the application for the comprehensive examination at least one full semester before the examination. The application must be signed by all members of the student's program committee and submitted to the ECPY department administrative assistant.

Structure of the Comprehensive Examination

The comprehensive examination is administered by the CES faculty. The purpose of the examination is to assess the student's knowledge in the core curriculum areas of the CES Program of Study as well as in the specialization area developed by the student during the program phase of study. The dates for the comprehensive examination are determined by CES faculty. The CES comprehensive examination is structured as follows:

- A conceptual/theoretical manuscript on a topic selected by the student and approved by the program committee related to counseling. The manuscript must be publication-worthy.
- A comprehensive question or set of questions designed by the program committee to evaluate the core areas of study: (a) counseling, (b) supervision, (c) teaching, (d) research and scholarship, and (e) leadership and advocacy. The student is provided the questions in advance to be completed in no more than 4 weeks.

Passing the Comprehensive Examination

The student must pass all sections of the comprehensive examination in order to progress on to doctoral candidacy status (dissertation phase of doctoral study). A student who fails one or more sections of the examination is allowed a second opportunity to remediate. According to CEHD policy, a student who fails one or more sections of the examination on the second attempt will be dismissed from the program.

Each section of the comprehensive examination is blind-graded independently by three faculty readers who rate the section as Pass, Pass with Honor, or Fail. After completion of the blind-independent scoring by the readers, CES faculty convene to discuss and determine the results. All responses rated as "Fail" by one or more readers are discussed to determine whether the student demonstrated adequate knowledge and application of knowledge to pass that section of the examination. Students are informed of results by their doctoral advisor/program committee chairperson no later than one month after administration of the comprehensive examination.

A student who fails two sections of the comprehensive examination must retake those two sections during the next regular administration of the comprehensive examination. According to CEHD policy, a student who fails three or four sections of the comprehensive examination is required to retake **all** sections of the examination during the next regularly scheduled administration.

A student who fails one section of the examination is allowed to request a retake of that section during the following semester. The members of the student's program committee will assess whether the student has a realistic study plan and sufficient time to retake the failed section during the following semester. Based upon this assessment, the committee will recommend that the student move ahead or wait until the regular administration of the comprehensive examination. The decision whether to retake the section the next semester rests with the student. The student will be cautioned that failing a second time will result in dismissal from the program.

A student who fails one or more sections of the comprehensive examination must meet with his/her program committee develops a remediation plan to prepare for retaking the sections of the examination that were failed. The plan for remediation should be documented by the program committee chairperson and placed in the student's file.

The re-examination in failed sections will address the same knowledge domain, with the same question writers and readers and with similar format, rigor, and allowances provided in the first administration (e.g. use of a reference list).

Doctoral Dissertation

After passing the comprehensive examination, the student is awarded doctoral candidacy, the program committee is replaced by the dissertation committee, and the student formally begins the dissertation phase of doctoral study. During this phase of study, the candidate develops the dissertation with the assistance of the dissertation committee. The dissertation topic is usually related to the student's areas of academic study and professional interests. Involvement in research with a faculty mentor throughout the program phase of doctoral study prepares students to engage in the research process required in completing the dissertation.

While completing the dissertation, the student registers for 12 credit hours of ECPY 795 Doctoral Research. Grades are awarded for these 12 credit hours after successful defense of the dissertation. The candidate must be continuously enrolled in doctoral study until the dissertation is successfully defended.

Dissertation Committee

The student begins the dissertation process by choosing a faculty chairperson for the dissertation committee, usually the faculty member who has served as a research mentor to the student during the program phase of study. The student and chairperson then recruit at least three other committee members. The role of the committee is to approve a proposal, assist the student in the execution of the study, and guide the development of the dissertation. Criteria for committee membership, other than interest in the potential dissertation topic, include the following:

- At least two members of the dissertation committee must be Counselor Education faculty.
- At least one dissertation committee member must be from a department other than the program area. (If the chairperson is not a Counselor Education faculty member, then the student must choose a co-chair from the Counselor Education faculty.
- One member of the dissertation committee should be designated as the methodologist to provide consultation on research design, statistical analyses, soundness of measures, etc.
- All dissertation committee members must be members of the Graduate Faculty and the dissertation chairperson must have Senior Graduate Faculty status.

After the dissertation committee is formed, the chairperson and student must complete and submit the *Program/Thesis/Dissertation Advisory Committee Approval Form* to the Associate Dean of Research and Graduate Studies in the College of Education and Human Development who officially appoints the Dissertation Committee.

Dissertation Process

The dissertation process is an opportunity for students to explore, through research, questions of professional interest developed during doctoral study. Because of student involvement in research during the program phase of the doctoral program, many students arrive at the dissertation phase of study with an evolving research agenda and research questions that they wish to pursue. Others need to further explore how their emerging professional interests can be translated into research questions appropriate for a dissertation.

The College of Education and Human Development offers two format options for the dissertation that relate to the student's research career goals and level of involvement in research and academic writing during the program phase of doctoral study. The student can (a) complete a traditional dissertation (e.g., five or more chapters), or (b) complete a cohesive set of manuscripts and, at the committee's discretion, a supporting document that synthesizes the manuscripts. The student's dissertation committee, in consultation with the student, outlines a plan for how the second option is fulfilled. The choice of options allows the student to match the dissertation to the student's career goals.

Students are allowed four years in doctoral candidacy to complete the dissertation. For each student, the specific timetable for the dissertation process may vary; however, faculty recommend that students begin the process immediately after candidacy is awarded and work continuously and energetically until the dissertation has been completed.

The primary purpose of completing the dissertation is to demonstrate research competency in an area of professional interest to the student. Students work with their dissertation chairperson to identify a research topic related to the student's professional interests and which is feasible in terms of time and resource availability. Dissertation topics must be relevant to Counselor Education and Supervision and make a contribution to the literature in which the dissertation is embedded.

The dissertation committee members are invested in the student's progress and success in completing the dissertation and are kept informed and involved as the student first develops the dissertation proposal and then the dissertation. The student works closely with the chairperson during the process and involves the methodologist in all phases of proposal and dissertation development that apply to the methodology of the study including identification of measures, data collection, and analysis.

Development and Defense of the Dissertation Proposal

The dissertation proposal should describe an original, independent research project and include a clear statement of a researchable question. The first chapter of the dissertation proposal sets out clearly what the student wants to study, the theoretical and research foundation for the study, and the importance of doing such a study. In short, it is a clear, concise, and logical argument for what the student wants the dissertation to accomplish. Chapter 2 is a review of relevant literature that provides the foundation for the study, and Chapter 3 describes the methodology required for completing the study.

The student should consult with the dissertation chairperson during the process of developing the proposal and keep committee members informed. Good communication throughout the process is one of the keys to a successful defense meeting. When the student and the chairperson agree that the dissertation proposal is ready for approval, the proposal is distributed to the dissertation committee for review, and the oral defense of the dissertation proposal is scheduled.

Dissertation committee members should be given at least three weeks to read the proposal before the scheduled oral defense. This allows committee members sufficient time to identify issues to be addressed during the defense and provides the student and chairperson with adequate time to consider the issues before the meeting. If a committee member believes that the proposal is not ready for the defense, the student and chairperson should confer with the committee member in order to resolve the issue. This may involve rescheduling the proposal defense meeting.

Along with the proposal, students are required to have a draft of the IRB application for their proposed research and evidence (“certification”) that they have successfully completed the University of Louisville’s training in human subject protection. Proposal appearance, format, and citations must be in conformance with the requirements of the School of Interdisciplinary and Graduate Studies (SIGS).

The student should confer with the dissertation chairperson on procedure for the dissertation proposal defense meeting. Students often give a brief prepared introduction to their proposal before responding to questions from the committee members. Students should make arrangements through the chairperson for a room and any needed equipment.

The dissertation proposal defense is not scheduled during the first or last week of the semester or during university holidays. Also, many faculty members work on 10-month contracts and are not available during the summer. The student should consider these time limitations when developing a timeline for completing the proposal and scheduling the defense.

Once the proposal is successfully defended, the student must submit the proposal to the Institutional Review Board (IRB) Human Subjects Protection Program. Information about the submission process, as well as required Human Subjects Protection training, is available on the University website through the Office of the Executive Vice President for Research and Innovation.

Dissertation committee and IRB approval must both be obtained before the student can begin the study. It is important to note that the approved proposal represents a contract between the student and the committee. Any subsequent changes in procedure, design, method, etc. must be brought to the committee for approval.

Completion of the Dissertation

After the proposal has been approved, the student should continue to work closely with the dissertation advisor to complete the dissertation and prepare for the dissertation defense. No data can be collected prior to IRB certification. The student should keep committee members up-to-date on progress and confer with committee members as appropriate, particularly the methodologist. Good communication throughout the process is one of the keys to a successful dissertation defense meeting.

Students should consult the guidelines for dissertation preparation on the School of Interdisciplinary and Graduate Studies (SIGS) website. Appearance, format, and citations must be in conformance with the requirements as stipulated by SIGS.

Doctoral Dissertation Defense (Final Defense)

When the student and the chairperson agree that the dissertation is ready for committee approval, the proposal is distributed to the dissertation committee for review, and the oral defense of the dissertation is scheduled. Dissertation committee members should be given at least three weeks to read the proposal before the scheduled oral defense. This allows committee members sufficient time to identify issues to be addressed during the defense and provides the student and chairperson with adequate time to consider the issues before the meeting. If a committee member believes that the dissertation is not ready for the defense, the student and chairperson should confer with the committee member in order to resolve the issue. This may involve rescheduling the final defense meeting.

The chairperson of the dissertation committee is responsible for submitting the *Dissertation Final Oral Examination Schedule Form* to the CEHD Associate Dean for Research for transmittal to SIGS at least three weeks prior to the date of the dissertation defense.

The student can invite guests to the dissertation defense. It is open to the public and advertised by SIGS. The student should confer with the chairperson on procedure for the dissertation defense meeting. Students often

give a brief prepared introduction to their study before responding to questions from the committee members. Students should make arrangements through the chairperson for a room and any needed equipment. The student should bring a signature sheet on 25 percent cotton paper to the defense. The School of Interdisciplinary and Graduate Studies (SIGS) provides detailed information regarding dissertation deadlines and manuscript preparation. See the [SIGS website](#).

The dissertation final defense is not scheduled during the first or last week of the semester or during university holidays. Also many faculty members work on 10-month contracts and are not available during the summer. The student should consider these time limitations when developing a timeline for completing the dissertation and scheduling the defense.

Submission of the Dissertation

One unbound copy of the dissertation, printed on 25 percent cotton paper and including the signature sheet signed by the dissertation committee, must be delivered to the SIGS office at least 30 days before graduation. See the UofL Registrar's website for [information on graduation](#).

INFORMATION RELATED TO GRADUATE EDUCATION

Graduate Catalog and School of Interdisciplinary and Graduate Studies (SIGS) website: All policy related to graduate education, including *Guidelines for Graduate Education in the College of Education and Human Development* and the *Graduate Catalog*, can be accessed through the SIGS website at <http://graduate.louisville.edu>. The SIGS webpage provides information links for graduate students related to policies and procedures relevant to graduate students ([Academic Grievance Procedure](#), [Student Family and Medical Leave Act policy](#), [deadlines for master's and doctoral degrees](#), [deadlines for submitting applications for degree programs](#), Honorary Degree Guidelines, [Residency Policy](#)), student resources ([Graduate Student Orientation Handbook](#), [Graduate Student Life Handbook](#), [Graduate Student Council website](#)), [guidelines for the preparation of theses and dissertations](#), and [commencement](#) information.

Registration

The University of Louisville uses an [online web registration system](#). Students must first contact their graduate advisor or graduate program director to discuss course selections. Students in good standing and admitted without conditions may proceed with the registration process. If, however, a student has been admitted with conditions, or is in probationary status, the student must contact the graduate program director regarding the implications of the admission status.

Full-Time Study

Full-time study is defined as enrollment in:

1. Nine credit hours during the Fall semester, OR
2. Nine credit hours during the Spring semester, OR
3. Six credit hours during the Summer semester, OR
4. In degree candidacy status.

Continuous Enrollment

Continuous enrollment is defined as being registered in both Fall and Spring if registering for course work. If a student has been admitted to either masters or doctoral degree candidacy, continuous enrollment in candidacy status is required for the Fall, Spring and Summer terms (only one term of registration is required in summer terms). Students must be enrolled during the semester in which they wish to graduate.

Course Loads

Normally, the maximum number of hours that may be taken in a regular semester is 12. The maximum number of hours that may be taken in the Summer session (both terms) is 12, including research hours.

Overloads

A student who wishes to enroll in more than the maximum number of hours must petition the unit dean to obtain permission.

Transfer of Credit

Earned graduate credit may be transferred from accredited institutions that offer advanced degrees. The number of semester hours transferable, upon request, is six. Up to six additional transfer hours may be petitioned, provided that these additional hours are not credits earned by extension, thesis or practicum and provided also that the residency requirement of 24 semester hours is maintained by the addition of University of Louisville credits to the total program. Course work taken more than three years prior to the student's application to a graduate program will not normally be considered for transfer; however, such requests will be

reviewed by the Vice Provost for Graduate Affairs upon recommendation by the department chair and the unit dean. The course work being considered for transfer must have been taken while the student was enrolled in an accredited graduate or professional school and must be evaluated for transfer by the director of the graduate program in which the student is seeking additional graduate work. Six hours may be transferred from a previously earned master's degree toward a doctoral degree or a second master's degree, subject to the approval of the degree program and the unit dean. Hours earned toward a culminating experience such as a thesis, practicum, or internship shall not be transferable to the second master's degree. Only courses in which the student earned grades of "B" or better will be considered for transfer. Hours and quality points earned at other institutions are not included in the calculation of a student's grade point average. Courses in which grades of "P" were earned must have the approval of the unit dean in order to be transferred. Transfers of credit from constituent schools and colleges of the University of Louisville are not subject to the above limitations on transfers but require the recommendation of the department chair and the approval of the unit dean.

Satisfactory Progress

All graduate students are expected to make steady and satisfactory progress toward the completion of degrees. Students who are not enrolled for a period of more than 12 months will be considered to have withdrawn from the program. Students who seek to return after such a period of time must contact the graduate program director. Based on the request of the graduate program, the unit dean will consider the student for readmission.

Satisfactory progress also requires maintaining the standards of academic and professional integrity expected in a particular discipline or program and, in some disciplines, may include demonstration of the ability to function as a professional practitioner. Failure to maintain these standards or demonstrate such abilities may result in the student's termination from the program.

Time Limitations for Degree-Seekers

Master's students must complete the degree requirements within six (6) years of beginning the program of study. Doctoral students have four (4) years after passing the qualifying exams and entering Degree Candidacy to finish all other degree requirements. While granting an extension of time is rare, requests for extension of time must be submitted in writing to the graduate program director of the student's department. Once reviewed by the department, the request is forwarded to the unit dean, and then to the Vice Provost for Graduate Affairs with supporting documentation for review. Students must be considered in good standing for the request to be considered.

Academic Standing

Good Standing: A graduate student is in good standing when his/ her graduate grade point average is 3.0 on a 4-point scale or higher. A student must be in good standing in order to receive a degree. **Academic Probation:** Any student with a point standing below 3.0 will be placed on academic probation until the student regains a 3.0 average or is dismissed. Students are ordinarily not permitted to continue on academic probation for more than one semester. Upon request of the student's graduate program, the unit dean may approve continuation beyond a single semester.

Application for Degree

Degrees are awarded in August, December, and May. Candidates who expect to receive degrees on a particular award date must complete the application for degree on [ULink](#) before the deadline specified in the University calendar (see Schedule of Courses). The University holds two commencement ceremonies each year. For specific information regarding the ceremonies, apparel, dates, etc. please visit the Commencement web-site: <http://www.louisville.edu/commencement/>

Financial Aid

The College of Education & Human Development (CEHD) in conjunction with the University of Louisville provides qualified students an array of financial aid, including scholarships, grants, graduate assistantships, fellowships, and tuition remission opportunities. For initial and general information on financial aid resources and advice, contact the University of Louisville Student Financial Aid Office at 502-852-5511 and visit <http://louisville.edu/financialaid>, or investigate financial aid opportunities (scholarships, graduate assistantships, and fellowships) offered through the College of Education and Human Development at <http://louisville.edu/education/financialaid>.

ECPY STUDENT REVIEW AND RETENTION POLICY

Successful completion of a program of study in ECPY is based on the demonstration of effectiveness in academic, professional, and personal areas as they relate to a student's professional objectives. The ECPY faculty have a professional responsibility to evaluate the academic, professional, and personal development of students in the academic programs. The evaluation procedures serve two main purposes:

1. To provide students with information related to their progress that will enable them to take advantage of strengths and to remediate weaknesses in their academic, professional, and personal development.
2. To provide the faculty with information about the progress of students which will facilitate decision making that is in the best interest of students and the profession they are preparing to enter. The faculty is concerned about the suitability of a student entering a profession with evidence of satisfactory performance in academic course work but with weakness in required practical skills or behaviors which are unethical, illegal, or unprofessional.

The Student Review and Retention Policy enables ECPY faculty to share and evaluate information about student progress. Student review is an ongoing and continuous process. Any faculty member may raise questions about a particular student's performance and progress during regularly-scheduled program or department faculty meetings. The discussions of student performance and progress will be held in executive session. At that time, any questions about students may be raised for faculty consideration.

Once a year, a department faculty meeting is set aside for student review. At this meeting, the progress of students in the department is assessed. The faculty will determine one of five possible outcomes for each student and proceed utilizing appropriate protocols specified:

1. The student is demonstrating exceptional skill and progress in their program. A letter addressing specific unique accomplishments of the student will be given to the student by their advisor and placed in the student's permanent department file.
2. The student is making satisfactory progress in the program.
3. The student is not demonstrating satisfactory progress but the issues are not judged serious enough to be placed on probation. This student is notified to make an appointment with their advisor in order to receive feedback and to identify appropriate remediation procedures expected of the student.
4. If, in the professional judgment of the department faculty, a student's behavior is deemed substandard, unethical, illegal, and/or professionally unbecoming at any time during the course of training (including, but not limited to, course work, practica, externships, internships, and violations of the student code of conduct), the faculty may either place the student on probation and create a remediation program, or,

5. Dismiss the student from the program.

A. Probation and Remediation. The student will be placed on probation, and a remediation plan will be developed by the student and the advisor with the approval of the ECPY retention committee. The Retention committee is composed of three faculty from the ECPY faculty appointed by the Department Chair, and does not include the advisor of the student. This plan will be in writing and will be signed by both the student and the advisor. A copy of the plan will be provided to the student and a copy will be placed in the student's ECPY file.

Probation and Remediation Steps. If the department faculty determine that the student can benefit from a period of remediation, the following steps will be taken:

1. The department chair will notify the student, in writing, that the student is on probation within the program. Additionally, the student will be requested to make an appointment with the advisor to discuss the procedures that will be used regarding the probation.
2. The student, the student's advisor, and/or the Retention Committee develop a plan for remediation of the student's behavior. This plan will (a) define the student's problem areas, (b) identify the expected behavior patterns or goals, (c) specify possible methods that could be used to reach these goals, which may include personal counseling, self-structured practica, behavioral change, and/or additional academic course work, (d) delineate specific goals and how goal attainments will be demonstrated, and (e) designate a date for goal attainment or reevaluation.
3. A copy of the approved plan will be provided to the student and a copy will be retained in the student's file in the ECPY office. Both copies of the plan will be signed and dated by the student, the student's advisor, and the department chair.
4. At or near the date for reevaluation, the student's progress or lack of it will be reviewed by the department faculty. The review will include a review of the faculty evaluations and any documentation provided to the advisor by the student.
5. The faculty has three options of recommendation:
 - a. **Continuation in the program:** the specified concerns no longer present a significant problem and the student is allowed to continue in the program.
 - b. **Continued probation and remediation:** if progress is documented on the first evaluation, an updated behavioral plan is prepared, and a date is set for another reevaluation at the department faculty's discretion.
 - c. **Dismissal from the program:** if the student has failed to attain the behavioral goals and there is no expectation that he or she can reasonably attain them in the near future.
6. The student will be notified in writing, by the department chair, of the reevaluation decision and it will be requested that the student make an appointment with the advisor for feedback concerning the decision.
7. The student will be requested to sign and date two copies of the reevaluation decision. One copy will be retained by the student and one copy will be placed in the student's permanent file in the ECPY office.
8. Depending upon the reevaluation decision by the department faculty (as outlined in 5 a, b, and c. above), the student and the advisor will review the options available to the student.
9. If dismissal from the program is recommended by the faculty, the department chair will send a written notification to the student by certified mail. A copy of the notice will be placed in the student's permanent file in the ECPY office.

10. If dismissal from the program is recommended, the student will be given 30 days, within the regular academic year, in which to (a) prepare and present to the faculty a written response to the notification, and (b) request, in writing, a faculty review of the termination recommendation, if the student chooses.
11. Upon receipt of a written request from the student regarding the termination recommendation during the 30-day period described in step A (10), a faculty meeting will be held to provide the student with the opportunity to present his or her case to the faculty.
12. Following the student's presentation, the department faculty will meet to (a) review the student's progress in the program, (b) review the student's behaviors as related to expected professional and personal behaviors, (c) review the student's remediation progress, and (d) render a decision as to whether the dismissal recommendation is to be upheld.
13. Written notification of the decision will be provided to the student by the department chair.
14. If the dismissal decision is upheld, the department chair will forward a formal dismissal recommendation to the Dean of the College of Education and Human Development and the Dean of the U of L Graduate School.

If the student is not satisfied with the department faculty's decision, the student may file a grievance in accordance with the procedures outlines in Chapter 6 of the Redbook and further published in the Student Handbook.

B. Dismissal from Program. If a student's unacceptable professional and personal behaviors are deemed severe enough by the department faculty, the department chair will forward an immediate dismissal recommendation to the student by certified mail.

1. The student will be given 30 days, within the regular academic year, in which to (a) prepare and present to the faculty a written response to the notification, and (b) request, in writing, a faculty review of the termination recommendation, if the student chooses.
2. Upon receipt of a written request from the student regarding the termination recommendation during the 30-day period described in step B(1), a faculty meeting will be held to provide the student with the opportunity to present his or her case to the faculty.
3. Following the student's presentation, the department faculty will meet to (a) review the student's progress in the program, (b) review the student's behaviors as related to expected professional and personal behaviors, and (c) render a decision as to whether the dismissal recommendation is to be upheld.
4. Written notification of the decision will be provided to the student by the department chair.
5. If the dismissal decision is upheld, the department chair will forward a formal dismissal recommendation to the Dean of the College of Education and Human Development and the Dean of the U of L Graduate School.

Dismissal Policy

Dismissal of a student from the program is a significant event for both the student and the program faculty and represents the conclusion of the faculty that the student has not demonstrated an adequate level of competency in either academic or clinical skills, or in other critical areas of ethical and professional conduct. Program initiation of action toward the dismissal of a student is generally the final outcome when several informal and formal communications with the student regarding his or her unsatisfactory progress through the program have resulted in no improvement. When appropriate, special efforts at helping the student meet

program requirements and training objectives are initiated. The final program decision regarding whether or not a student should be terminated from the program, or under what conditions a student making unsatisfactory progress will be allowed to continue, is a decision that rests with the program faculty, within the parameters set by the Graduate School.

The University of Louisville and the faculty of the department are committed to principles of fairness and due process in the implementation of dismissal actions. The University's *Graduate Student Handbook* as well as the *Graduate Student Catalog* describes the rights of each student at the University. Students should make themselves aware of their rights, as well as their responsibilities. Students should be aware of all policies and procedures relevant to students that are located on the School of Interdisciplinary and Graduate Studies (SIGS) website at <http://graduate.louisville.edu/sigs/policies-procedures.html> for links to the following information: [Student FAQ](#), [Academic Grievance Procedure](#), [Graduate Catalog](#), [Student Family and Medical Leave Act](#), [SIGS By-Laws](#) and Minimum Guidelines for Graduate Education, Minimum Guidelines for Graduate Education for Individual Units, and [The RedBook](#) (policies and general guidance).

Reasons for Dismissal from the Program

A student's advancement through his or her academic program from one year to the next is contingent upon satisfactory progress each semester. Student advancement in the program is intended to assure that each student maintains adequate progress in gaining knowledge, skills, competencies, and behaviors required for graduation and professional practice. Students are formally reviewed by program faculty once each academic year; however, faculty retain the right and responsibility to review any student circumstances or personal performances that may negatively affect the student's completion of the program, competencies for individual professional practice, or that may threaten client welfare. The following are offered as examples of circumstances or performances that may be the basis for dismissal action:

- Failure to maintain minimum academic standards
- Unsatisfactory performance in counseling practica courses (labs, field experiences, practica) or internship
- Academic misconduct or dishonesty
- Criminal conviction of misconduct that affects ability to practice or be licensed
- Failure to comply with established University or program timetables and requirements
- Unethical practices and/or unprofessional conduct
- Behavioral impairment that obstructs the training process and/or threatens client welfare

The following subsections are offered to clarify the above listed bases for student dismissal:

1. Failure to maintain minimum academic standards

Students are required to maintain a 3.0 GPA in both their overall graduate work and their degree program (see definitions of these terms in the UofL Graduate Catalog). The Graduate School places a student on academic probation whenever her/his cumulative graduate GPA falls below 3.0 (on a 4.0 scale). Normally, students receive a letter informing them of their probationary status; however, students are expected to be aware that they must maintain a 3.0 GPA during their graduate studies and, should they drop below a 3.0, they have one semester to bring up their GPA. Students should be aware that all + and - grades are averaged on a fractional bases except for an A+, which is averaged as 4.0. Students on probation have one semester to raise their GPA to 3.0 and return to regular status. A student failing to meet this requirement will not be permitted to re-enroll unless recommended by the department and approved by the Dean of the College of Education and Human Development. As a matter of departmental policy, no incomplete grades may accrue during a probationary semester, and any incomplete grades assigned prior to the probationary period must be completed by the end of the probationary semester or the student remediation plan.

In the ECPY programs, grades of A+ to A- and B+ to B- are considered passing, whereas grades lower than B- are considered failing. Also as a matter of departmental policy, students may not accrue more than two "C's" or lower in their graduate program--whether those courses are courses within the department or courses taken

through other departments. A third "C" in the program will result in the student's dismissal from the program, regardless of the student's overall grade point average. Students must retake all courses (up to two) in which they earned a C or less. Students may take up to two program electives on a PASS/FAIL basis. No program subspecialty areas may be taken on PASS/FAIL bases.

2. Unsatisfactory performance in counseling practica courses or internship

Upon the recommendation of the student's clinical supervisor at their practicum or internship site, The University faculty supervisor, and/or in conjunction with the ECPY Clinical Training Director and, after a performance review by the program faculty, a student who is judged to have failed to meet the program's expectations for the quantity or quality of clinical work or supervision during any counseling practica or internship, may be recommended to the ECPY department faculty for review for dismissal as outlined in the Student Review and Retention Plan.(beginning on p. 20).

3. Academic misconduct or dishonesty

Academic misconduct or dishonesty by a student includes, but is not limited to, disruption of classes, giving or receiving of unauthorized aid on examinations, or in the preparation of notebooks, themes, reports, or other assignments, or, knowingly misrepresenting the source of any academic work, falsification of research results, plagiarizing another person's work, violation of regulation or ethical codes for the treatment of human subjects, or otherwise acting dishonestly in research.

An instructor may, with due notice to the student, treat as unsatisfactory any student work that is a product of academic misconduct or dishonesty. If an instructor deems other judiciary action for academic misconduct or dishonesty by a student to be advisable, or if a student wishes to protest a grade based on work judged by an instructor to be a product of academic misconduct or dishonesty, the case shall be reported to the Chair of the ECPY Department. If suitable solutions are not reached, the case shall be reported to the Dean of the College of Education and Human Development. A copy of the grievance procedures used by the College of Education and Human Development can be found at: <http://louisville.edu/graduatecatalog/graduate-student-academic-grievance-procedure>

4. Criminal conviction of misconduct that affects ability to practice or be licensed

A student whose conduct, within or outside of the program, has resulted in the conviction of a crime that would preclude licensing or certification in Kentucky as a psychologist (including a certified psychological associate) may be dismissed from the program by action of faculty.

5. Failure to comply with established University or program timetables and requirements

Graduate School policy permits doctoral students four years from the time of elevation to candidate status (conferred when students pass their comprehensive examinations) to completion of the dissertation. Where more than four years are needed to complete the degree, the appropriate appeals body of the Graduate School will consider petitions for further extensions and where evidence of continuing progress, currency of knowledge and other reasons are compelling, may grant further extensions. Doctoral students may initiate the petition process to the Graduate School through their doctoral program or dissertation chair for a leave of absence during either the pre- or post- comprehensive period to pursue full-time professional activities related to the student's doctoral program and long-range goals. Leaves of absence also may be granted because of illness or other emergency. Ordinarily a leave of absence is granted for one (1) year, with the possibility of extension upon request. After an absence of five (5) years, however, a doctoral student loses matriculation status and, in order to continue, must apply for readmission to the program and to the Graduate School. By graduating a student from one of its programs, the department is certifying that a student is current with respect to his/her field of study. When granting extension, the department may, at its discretion, stipulate that a student retake or supplement coursework in order to maintain currency in the field.

6. Unethical practices and/or unprofessional conduct

Faculty and students are referred to the ethical code and principles of the student's program (ACA Code of Ethics, APA Ethical Principles of Psychologists and Code of Conduct). Dual relationship issues are considered serious matters by the faculty; close personal monitoring is suggested.

7. Behavioral impairments that obstruct the training process and/or threaten client welfare

Student conduct which, in the opinion of the faculty and/or the student's supervisors, is the result of behavioral impairment and which obstructs, interferes with, or threatens the training of fellow students or welfare of clients, students, faculty or supervisors may result in student dismissal from the program or referral for remediation. In the case of referral for remediation, the student may be asked or required to withdraw from classes and may be placed on a leave of absence from the program until such time as the student is able to demonstrate to the satisfaction of the faculty that she/he is able to return to the program without impairment. Students may, as part of their remediation, be asked to consult other professionals including psychotherapists and engage in consultation or psychological treatment.

Examples of impairment having the potential for student dismissal or referral include, but are not limited to: substance abuse, dual relationships with clients or students/supervisees for whom the student is responsible; lying or misrepresenting oneself to clients, faculty or supervisors; failure to refer or practicing outside of one's area of competence without appropriate supervision; chronic lateness and/or absence from academic and clinical responsibilities; behavior that interferes with or jeopardizes the well-being of clients, students, faculty, or supervisors; unsupervised practice; and infractions of university rules for student conduct.

Grievance Procedure Process

E. Conflict resolution

Any student who believes that he or she has been treated unfairly, discriminated against, or has had rights abridged may seek resolution of this conflict. Students, faculty, and administrators shall first seek to resolve the matter through informal discussion, administrative channels, and the University Student Grievance Officer. Should this approach fail, a student may initiate a grievance at the unit level within one year of the event giving rise to the complaint. The Graduate Student Academic Grievance Committee (Graduate Bylaws 2.3.5) will hold original jurisdiction for students enrolled in the School of Interdisciplinary and Graduate Studies and appellate jurisdiction for all other graduate students. All grievance procedures shall be conducted in accord with Redbook Section 6.8. The College of Education and Human Development follows the procedures for academic grievance as published in the University governance document, The Redbook, Chapter 6, Article 8.

Any student considering filing such a grievance is advised to consult with the Student Advocate for advice and information. The College of Education and Human Development Academic Grievance Committee is the committee of original jurisdiction for issues involving graduate students enrolled for graduate credit.

Section 1: Introduction

This procedure is designed to provide fair means of dealing with student complaints regarding a specific action or decision made by the faculty or a faculty member. "Students who believe they have been treated unfairly, discriminated against, or have had their rights abridged may initiate a grievance" (The Redbook, Section 6.8.1). The College of Education and Human Development Academic Grievance Committee has the power to hear all grievances of College of Education and Human Development graduate students involving academic matters other than substantive grade appeals. "Academic matters are defined as those concerning instructional activities, research activities, activities closely related to either of these functions, or decisions involving instruction or affecting academic freedom" (The Redbook, Section 6.8.3). Because the "authority for the determination of grades in any course shall rest with the faculty of the academic unit offering the course" (The Redbook, Section 6.6.2), appeals over individual grades must be made to the faculty member, department

chair, and/or dean of the academic department in which the course is offered. Grievance over grades can only be filed by students who “believe they have been treated unfairly, discriminated against, or have had their rights abridged” after they have used the academic unit’s appeals procedures. The Graduate School Academic Grievance Committee may review allegations that a course grade has resulted from an unfair procedure. However, the committee should not substitute its judgment on the merits of such allegations regarding unfairness or discrimination as an evaluation of academic performance in the course. All grievances should be pursued, if possible (assuming procedures are available), in the Academic Department or Unit where the student’s program is housed before approaching the Graduate School Academic Grievance Committee.

To assist the student, a Student Grievance Officer is provided, who is responsible for “informing students of their rights and obligations under the grievance procedure and especially the deadlines that have been established. The Student Grievance Officer shall seek to resolve informally as many grievances as possible” (The Redbook, Section 6.8.2). Students are encouraged to seek the assistance of the Student Grievance Officer at any stage of the grievance process.

The procedures established for the Graduate School Academic Grievance Committee are described below.

Section 2: Preliminary Steps

To pursue a grievance concerning academic matters within the academic unit, the following steps of the grievance procedure should be observed:

1. The student should first discuss the matter with the person(s) directly involved and attempt to resolve the grievance through informal discussion.
2. If there is no resolution, the student should discuss the matter with that person’s supervisor or the person to whom such person reports (e.g. department chair and/or dean), who should attempt to mediate a resolution.
3. If the student has not been able to obtain a resolution, he or she may request the Student Grievance Officer (S.G.O.) to attempt informal mediation of the problem.
4. If the matter has not been satisfactorily resolved through the informal process, the student shall submit a written statement of the grievance to the College of Education and Human Development Academic Grievance Committee through the Office of the Dean. Dr. Joy Hart serves as the ex officio of the Student Grievance Committee and is the initial contact for students seeking to file a grievance. The statement shall contain:
 - A complete narrative of the condition giving rise to the grievance;
 - Identification of the parties involved indicating those to be designated as respondents; and
 - Statement of the specific remedy requested.

Section 3: Committee Action

Upon receipt of the written statement, the Academic Grievance Committee, or its representatives, shall:

- Contact the student and the Student Grievance Officer to obtain assurance that all steps of the above informal process were completed and that those issues in the statement were discussed at all levels.
- Notify the parties named in the statement of the grievance naming them; and send a copy of the statement to the named parties and to all committee members.
- Notify the grievant and the respondent(s) of the right to challenge committee members for the cause, and request early notification of challenge(s) to expedite the grievance procedure. Challenges or notification that no challenges will be made must be received from the grievant in order for the grievance process to go forward. Challenges from respondents must be received no more than ten (10) working days after the right to challenge notification(s) is mailed. Included in this notification will be

a list of the names of all current, regular grievance committee members. The Assistant Dean of Student Services, in consultation with the Chair of the Graduate Academic Grievance Committee, will determine if sufficient cause is represented in any challenge to exclude a committee member from participating in the grievance process.

- Meet within twenty (20) working days after receiving both the written statement of any grievance and the grievant's response to the right to challenge committee members and recommend to the Dean of the Graduate School whether sufficient grounds exist to accept a case for hearing. If the Committee recommends against holding a hearing and the Dean concurs, the grievance process is ended. If the Committee recommends against holding a hearing and the Dean does not concur, the Dean can instruct the Committee to hold a hearing. If the Committee recommends that a hearing be held, the Committee shall hear the case. The Committee shall notify, in writing, all persons directly involved as to the reasons for its recommendation. If a grievance statement is received less than fifteen (15) working days before the end of the spring semester and the grievance committee is unable to convene a meeting due to the absence of some of its members from campus during the summer term, the Grievance Committee will meet within ten (10) working days after the beginning of the fall semester.
- If a hearing will be held, notify in writing all the parties involved, including any witnesses, of the date, time, and place of the hearing at least ten (10) days prior to the hearing date (which shall be within thirty (30) working days of receipt of the written grievance).
- Request in writing from all parties involved any pertinent material deemed necessary for review by the committee prior to the hearing. These materials, and any additional materials either party chooses to submit, must be submitted to the committee not later than four (4) days prior to the hearing. Any person named in a grievance may submit a written statement to the committee outlining issues from that person's perspective. Maintain confidentiality throughout the entire grievance process.
- If a hearing will be held, request in writing from all parties involved to indicate if they wish to bring an advisor with them to the hearing and whether or not that advisor is an attorney. Note: If present during the hearing, an advisor may act only as a consultant to the grievant or respondent and is not permitted to speak on behalf of the grievant or respondent, ask any questions of any involved parties, or present any evidence. This information should be submitted to the committee at least seven (7) days prior to the hearing.
- If a hearing will be held, request in writing from all parties involved a list of the name(s) of any witness(es) they wish to invite to the committee at least seven (7) days prior to the hearing date.
- The action of the grievance committee as to whether to grant a hearing when accepted by the Dean shall be final and binding on all parties except when subject to the condition of appeal, as described in Sections 6 and 7.

All communications among the committee, the grievant(s), and the person(s) named in the statement of grievance will be confidential.

Section 4: Hearing Process

All hearings conducted by the College of Education and Human Development Academic Grievance Committee shall be conducted confidentially in the following manner: The grievant(s) and the respondent(s) must be present during the information-gathering portion of the hearing. Witnesses will be available and will be called when needed. The committee reserves the right to allow the presence of a secretary or a technical assistant.

A grievant or respondent may have one advisor present at the hearing. An advisor may act only as a consultant to the grievant or respondent and is not permitted to speak on behalf of the grievant or respondent, ask any questions of any involved parties, or present any evidence. The grievant or respondent must notify the

committee no less than seven (7) days prior to the hearing whether or not the advisor is an attorney. If the grievant chooses to have an attorney present, the University may decide to retain an attorney to act as an advisor to the Committee members or to the respondent(s).

All statements during the information-exchange phase of the hearing will be tape recorded. This record will be preserved in the University Archives for a minimum of five years and shall be confidential.

- Any committee member may question any of the participants at the hearing.
- The grievant will present his or her statements and/or witnesses to the committee.
- The respondent will have the opportunity to question the grievant(s) and the witnesses about their statements.
- The respondent will present his or her statements and/or witnesses to the committee.
- The grievant will have the opportunity to question the respondent(s) about their statements.

After all information is exchanged, all persons except the committee members and the recording secretary will leave the committee room. The grievant(s), the respondent(s), and the witnesses will continue to be available to the committee should further information be needed. The Committee will meet in closed session to decide upon its recommendation(s) to the Dean.

The student's grievance will not be included as part of the student's record, unless it results in a change in student status or the student voluntarily inserts the information. Until the grievance is resolved, the student may continue the natural academic progression through the academic unit, subject to the requirements of Article 6.6, "Academic Review, Advancement, Probation, and Dismissal of Students," and Article 6.7, "Nonacademic Disciplinary Procedures," of The Redbook.

Section 5: Decision

The Dean shall approve or reject the committee's recommendation(s) within twenty-eight (28) days after receiving it (them). If the decision of the Dean is not in accord with the committee's recommendation(s), the Dean shall state the reasons for that decision, in writing, to all persons directly involved in the grievance and to the committee. The Dean shall then take appropriate action to implement his or her decision after the time for appeal has elapsed.

Section 6: Rehearing

A grievance committee, within twenty-one (21) days after delivery of its report, may be petitioned to reconsider its decision upon the basis of evidence of misrepresentation of materials, facts, or upon the basis of newly discovered evidence clearly not available at the original hearing.

Section 7: Appeal

Any party to the grievance may appeal to the SIGS Student Grievance Committee within twenty-one (21) days from the date of the final decision if the Dean does not concur with the recommendation of the grievance committee.

Approved May 11, 2009

University of Louisville Student Grievance Procedures*

Sec. 6.8.1 Individual Recourse

Any students who believe they have been treated unfairly, discriminated against, or have had their rights abridged may initiate a grievance within one year from the event giving rise to the complaint. The students shall first seek to have the matter resolved through informal discussion and through administrative channels.

As used herein the phrase "persons directly involved" means the grievant and those who are alleged to have brought about the condition upon which the grievance is based.

Sec. 6.8.2 Student Grievance Officer

There shall be a Student Grievance Officer nominated from a list of three persons other than students by the Student Senate and appointed by the President. The representatives of the Student Senate shall meet with the Office of the President to establish and review the duties and functions, the term and structure of the office, and budgetary arrangements necessary for the effective functioning of the Student Grievance Officer.

The Student Grievance Officer is responsible for informing students of their rights and obligations under the grievance procedure and especially the deadlines that have been established. The Student Grievance Officer shall seek to resolve informally as many grievances as possible.

Sec. 6.8.3 Unit Level Academic Grievance Procedure

The faculty of each academic unit specified in The Redbook shall, in consultation with the Student Council of that unit, establish a unit Academic Grievance Committee and procedures for processing student grievances concerning academic matters. Academic matters are defined as those concerning instructional activities, research activities, activities closely related to either of these functions, or decisions involving instruction or affecting academic freedom. Each unit's student grievance committee shall receive and make recommendations on formal grievances to its dean.

Sec. 6.8.4 Nonacademic Grievance Procedure

The Vice President for Student Affairs, in consultation with the Student Senate, shall establish the Nonacademic Grievance Committee to hear and make recommendations to the Vice President on formal student grievances concerning nonacademic matters which include all matters not covered by 6.8.3. A student may not file a grievance under this procedure involving matters arising in University housing. A student may not file a grievance which affects students as a class. On each grievance filed under the nonacademic procedures, the Student Grievance Officer shall recommend to the committee whether sufficient grounds exist to justify a hearing. Student disciplinary appeals are covered by Section 6.7.3 and may not be the subject of student grievances filed under this section.

Sec. 6.8.5 Hearing Procedures in Original Jurisdiction

Each grievance committee shall recommend to the dean of the unit within twenty working days of receipt of a written statement of any grievance whether to accept a case for hearing. The committee shall hear the case when the dean concurs. The written statement shall contain the following:

A brief narrative of the condition giving rise to the grievance; A designation of the parties involved; and A statement of the remedy requested.

The grievant or any person directly involved shall have the right to challenge any member of the committee for cause. In the event of challenge, the committee shall consider and rule on the challenge. The challenged member shall not vote on the challenge. In the case of disqualification, absence, or other inability to serve, alternates shall serve when possible.

The grievance committee shall recommend to the dean of the unit whether there are sufficient grounds to accept a case for hearing. The committee shall notify, in writing, all persons directly involved as to the reason for its recommendation. The action of the grievance committee as to whether to grant a hearing when accepted by the dean of the unit shall be final and binding on all parties except when subject to the conditions of appeal. If a case is to be heard, such hearing shall be granted within thirty working days of receipt of the written statement of grievance, although such hearing may be subject to reasonable delay caused by availability of parties, or vacations, unless the grievance committee determines that delay would cause hardship to one or more of the parties to the grievance.

Sec. 6.8.6 Unit Academic Grievance Committee Report

Each Unit Academic Grievance Committee shall make its report, with recommendations for settlement of the case, to the dean of the unit with copies to the persons directly involved in the grievance. In the event that the final decision of the dean is not in accord with the grievance committee's recommendation, the reasons for that decision shall be stated in writing to all persons directly involved and to the grievance committee.

If the grievance directly involves the dean, the report of the grievance committee shall be referred for decision to the University Provost. The dean shall also receive a copy of the report.

Sec. 6.8.7 Nonacademic Grievance Committee Report

The Nonacademic Grievance Committee shall make its report, with recommendations for settlement of the case, to the Vice President for Student Affairs with copies to the persons directly involved in the grievance and to the proper administrative officer. In the event that the final decision of the Vice President for Student Affairs or of the proper administrative officer is not in accord with the grievance committee's recommendation, the reasons for that decision shall be stated in writing to all persons directly involved and to the grievance committee.

If the grievance directly involves the Vice President for Student Affairs, the report of the grievance committee shall be referred to the President or his designee. The Vice President for Student Affairs shall also receive a copy of the report.

When the desired remedy lies outside the jurisdiction of the Vice President for Student Affairs, the vice president shall forward the decision to the appropriate vice president or an administrator designated by the President as having a role comparable to that of a vice president for appropriate action. If the recommended remedy is not implemented, the responsible administrator shall state the reasons in writing to the Vice President for Student Affairs and all persons directly involved in the grievance.

Sec. 6.8.8 Rehearing

A grievance committee, within twenty-one working days after the delivery of its report, may be petitioned to reconsider its decision upon the basis of evidence of misrepresentation of material facts or upon the basis of newly discovered evidence clearly not available at the original hearing.

Sec. 6.8.9 University Student Grievance Committee

The University Student Grievance Committee shall consist of four faculty members and three student members. The President of the University shall select one of the committee's faculty members to serve as chair of the committee. The chair shall vote only in the case of a tie in the voting by the other members of the committee. The committee shall also have three alternate faculty members and three alternate student members. The faculty members shall be elected for staggered three-year terms by the Faculty Senate. The student members shall be elected for one-year terms by the Student Senate. Insofar as possible, the faculty and student members shall be selected in such a manner as to be representative of the broad range of academic units at the University of Louisville.

Sec. 6.8.10 Original Jurisdiction of the University Student Grievance Committee

The University Student Grievance Committee shall have original but not exclusive jurisdiction over grievances which involve two or more academic units or involve issues which either the Unit Academic Grievance Committee or Nonacademic Grievance Committee can show that it is unable to consider, or are outside its jurisdiction, or involve disagreement among two or more student grievance committees.

Sec. 6.8.11 Appellate Jurisdiction of the University Student Grievance Committee

If the final decision of a dean, vice president, or an administrator designated by the President as having a role comparable to that of vice president is not in concurrence with the recommendation of the grievance committee, any party directly involved in a grievance may appeal to the University Student Grievance Committee within twenty-one working days from the date of the final decision of the responsible administrator.

An appeal to or a hearing by the University Student Grievance Committee shall be based upon the record established by the Unit Academic Grievance Committee or the Nonacademic Grievance Committee. The committee then may request additional information.

Sec. 6.8.12 Formal Procedure

Both the appellate and the original jurisdiction of the University Student Grievance Committee shall be initiated through a written grievance to the chair of the University Student Grievance Committee with a copy sent to the Office of the President. The University Student Grievance Committee shall decide whether there are sufficient grounds for a hearing and in doing so it shall consult with the Student Grievance Officer.

Sec. 6.8.13 Hearing Procedure

If a grievance is to be heard involving original jurisdiction, the University Student Grievance Committee shall first hear evidence presented by the grievant. The committee shall not be bound by strict rules of evidence and may admit any evidence of probative value in determining the issues involved. Every possible effort shall be made to obtain the most reliable evidence available. All parties in a grievance shall have the right of one peremptory challenge with reference to the membership of the committee.

Sec. 6.8.14 Remedies

In a case involving original jurisdiction the University Student Grievance Committee shall render a finding of fact and, where appropriate, recommend a remedy after hearing all of the evidence.

In a case involving appellate jurisdiction the University Student Grievance Committee must not substitute its judgment on the merits for that of any faculty body or administrator whose decision is being considered. The committee may affirm the decision of a faculty body or administrator whose decision is the subject of the grievance, but should the committee find that the decision being appealed was not based on proper consideration, it may direct that a reconsideration be made, indicating specifically the errors it believes have been committed. After such reconsideration, the committee shall recommend affirmation, modification, or reversal of the decision as reconsidered, and shall submit same as the committee report.

Reports of the University Student Grievance Committee involving grievances concerned with academic matters shall be sent to the vice president responsible for the academic unit involved. Reports of the University Student Grievance Committee involving a grievance against a vice president or involving a grievance of a nonacademic nature shall be sent to the Office of the President. The vice president and the Office of the President shall act upon the committee's report in the following manner:

The appropriate vice president or the Office of the President may accept the remedy recommended by the University Student Grievance Committee within twenty-eight working days, in which case the appropriate vice president or the Office of the President shall take action to implement the remedy.

The appropriate vice president or the Office of the President may remand the case once if in its judgment the finding of facts was clearly contrary to the weight of the credible evidence.

The appropriate vice president or the Office of the President may disagree with the recommendation in whole or in part, and in so doing it shall state its recommendations and reasons therefor, in writing, to the University Student Grievance Committee and to all persons directly involved, and shall provide an opportunity for response before taking final action. The appropriate vice president or the Office of the President is responsible for taking final action.

Student Grievance Officer

Professor Joy Hart from the Department of Education was appointed as the Student Grievance Officer. Professor Hart was chosen by the Office of the President from a list of names submitted by the Student Government Association. Professor Hart has served at UofL since 1990 and brings a wealth of knowledge and experience to the position. The main role of the Student Grievance Officer is to inform students of their rights and obligations under the University grievance procedures as listed in the Redbook.

Dr. Joy Hart

joy.hart@louisville.edu

(502) 852-6293

*Taken from [The Redbook](#)

University Policies Relevant to Graduate Education

This section of the Handbook alerts you to important University policies and where you can find more extensive information on the UofL website.

[Student Handbook](#)

The University of Louisville's *Student Handbook* informs students of academic matters, opportunities for involvement, and describes programs/services to help improve the quality of each student's educational experience. The *Handbook* also provides information about the policies governing students during their tenure at the University. These policies express expectations of behavior and protect the rights of the individual. Each student or student group is held responsible for the policies and procedures of the University currently in effect or put into effect by the appropriate authorities of the University of Louisville.

[Code of Student Conduct](#)

The Code of Student Conduct is the University's policy regarding non-academic misconduct and discipline of students. The primary purpose for the imposition of non-academic discipline in the University campus setting is to preserve and protect a quality educational environment. The Code of Student Conduct is published in the Student Handbook and through the Student Life Office, Student Activities Center, Room W302. If you have any questions or would like information pertaining to reporting an alleged incident of non-academic misconduct, please contact the Associate Director of Student Life at 852-6933. Academic related misconduct of students is not covered by the *Code of Student Conduct*, and falls within the jurisdiction of the individual academic units of the University.

[Code of Student Rights and Responsibilities](#)

The Code of Student Rights and Responsibilities is set forth in writing in order to give students general notice of their rights and responsibilities at the University of Louisville

Code of Student Rights and Responsibilities (sections most relevant to graduate education)

Section 1. Purpose: The Code of Student Rights and Responsibilities is set forth in writing in order to give students general notice of their rights and responsibilities at the University of Louisville. Further rights and responsibilities are set forth in other University rules and policies, including the Code of Student Conduct, Residence Hall contracts, and academic unit bulletins. It is the students' responsibility to be aware of all University rules and policies; students should check with the office of the Assistant Vice President for Student Life and with their academic units if they have any questions about the purposes or intent of these policies.

The University is a public educational institution for adults rather than a custodial institution. Consistent with the role of the University to educate its students and to stimulate student autonomy and independence, University regulation and supervision of student life on and off campus is limited. The University does not assume responsibility or liability for the conduct of its students; responsibility and liability for student conduct rests with the student as inherent attributes of his or her adult status, concurrently with the student's freedom of choice regarding his or her presence at the University and his or her own conduct and associations.

Section 4. Classroom Rights and Responsibilities:

- 1. A student shall be evaluated on demonstrated knowledge and academic performance, and not on the basis of personal or political beliefs or on the basis of race, color, national origin, religion, sex, age, or handicap not affecting academic performance.***

2. ***A student has freedom of inquiry, of legitimate classroom discussion, and of free expression of his or her opinion, subject to the teacher's responsibilities to maintain order and to complete the course requirements.***
3. ***A student is responsible for fulfilling the stated requirements of all courses in which he or she is enrolled.***
4. ***A student has the right:***
 - a. To be informed in reasonable detail at the first or second class meeting about the nature of the course and to expect the course to correspond generally to its description in the appropriate University catalog or bulletin;
 - b. to be informed in writing and in reasonable detail at the first or second class meeting of course requirements and assignments;
 - c. to be informed in writing and in reasonable detail at the first or second class meeting of standards and methods used in evaluating the student's academic performance;
 - d. to be informed in writing of any necessary changes in assignments, requirements, or methods of grading during the semester with the reasons for such changes.
5. ***A student has the right to confidentiality in the student/teacher relationship regarding the student's personal or political beliefs. Disclosures of a student's personal or political beliefs, expressed in writing or in private conversation, shall not be made public without explicit permission of the student.***

Charges of violations of these classroom rights and responsibilities shall be handled through the appropriate academic unit level procedures.

Section 5. Academic Dishonesty:

Academic dishonesty is prohibited at the University of Louisville and all of its programs. It is a serious offense because it diminishes the quality of scholarship, makes accurate evaluation of student progress impossible, and defrauds those in society who must ultimately depend upon the knowledge and integrity of the institution and its students and faculty. Academic dishonesty includes, but is not limited to, the following:

1. ***Cheating:***
 - a. Using or attempting to use books, notes, study aids, calculators, or any other documents, devices, or information in any academic exercise without prior authorization by the teacher.
 - b. Copying or attempting to copy from another person's paper, report, laboratory work, computer program, or other work material in any academic exercise.
 - c. Procuring or using tests or examinations, or any other information regarding the content of a test or examination, before the scheduled exercise without prior authorization by the teacher.
 - d. Unauthorized communication during any academic exercise.
 - e. Discussing the contents of tests or examinations with students who have not yet taken the tests or examinations if the instructor has forbidden such discussion.
 - f. Sending a substitute to take one's examination, test, or quiz, or to perform one's field or laboratory work; acting as a substitute for another student at any examination, test, or quiz, or at a field or laboratory work assignment.
 - g. Conducting research or preparing work for another student, or allowing others to conduct one's research or prepare one's work, without prior authorization by the teacher.

Except when otherwise explicitly stated by the teacher, examination questions shall become public after they have been given.

2. ***Fabrication:*** Inventing or making up data, research results, information, or procedures, such as:
 - a. Inventing or making up data, research results, information, or procedures.
 - b. Inventing a record of any portion thereof regarding internship, clinical, or practicum experience.

3. **Falsification:** Altering or falsifying information, such as:
 - a. Changing grade reports or other academic records.
 - b. Altering the record of experimental procedures, data, or results.
 - c. Altering the record of or reporting false information about internship, clinical, or practicum experiences.
 - d. Forging someone's signature or identification on an academic record.
 - e. Altering a returned examination paper in order to claim that the examination was graded erroneously.
 - f. Falsely citing a source of information.
4. **Multiple Submissions:** The submission of substantial portions of the same academic work, including oral reports, for credit more than once without prior authorization by the teacher involved.
5. **Plagiarism:** Representing the words or ideas of someone else as one's own in any academic exercise, such as:
 - a. Submitting as one's own a paper written by another person or by a commercial "ghost writing" service.
 - b. Exactly reproducing someone else's words without identifying the words with quotation marks or by appropriate indentation, or without properly citing the quotation in a footnote or reference.
 - c. Paraphrasing or summarizing someone else's work without acknowledging the source with a footnote or reference.
 - d. Using facts, data, graphs, charts, or other information without acknowledging the source with a footnote or reference. Borrowed facts or information obtained in one's research or reading must be acknowledged unless they are "common knowledge". Clear examples of "common knowledge" include the names of leaders of prominent nations, basic scientific laws, and the meaning of fundamental concepts and principles in a discipline. The specific audience for which a paper is written may determine what can be viewed as "common knowledge." For example, the facts commonly known by a group of chemists will differ radically from those known by a more general audience. Students should check with their teachers regarding what can be viewed as "common knowledge" within a specific field or assignment, but often the student will have to make the final judgment. When in doubt, footnotes or references should be used.
6. **Complicity in Academic Dishonesty:** Helping or attempting to commit an academically dishonest act. The academic units may have additional guidelines regarding academic dishonesty. It is the student's responsibility to check with their teachers and academic units to obtain those guidelines.

Section 6. Discipline Procedures for Academic Dishonesty:

Charges of academic dishonesty shall be handled through the appropriate academic unit level procedures. An academic unit that determines that a student is guilty of academic dishonesty may impose any academic punishment on the student that it sees fit, including suspension or expulsion from the academic unit. A student has no right to appeal the final decision of an academic unit. However, a student who believes that he or she has been treated unfairly, has been discriminated against, or has had his or her rights abridged by the academic unit may file a grievance with the Unit Academic Grievance Committee, pursuant to the provisions of the Student Academic Grievance Procedure; the Unit Academic Grievance Committee may not substitute its judgment on the merits for the judgment of the academic unit. An academic unit that suspends or expels a student from the academic unit because the student has been found guilty of academic dishonesty may recommend to the University Provost in writing that the student also be suspended or expelled from all other programs and academic units of the University. Within four weeks of receiving such a recommendation, the Provost shall issue a written decision. Neither the student nor the academic unit shall have the right to appeal the Provost's decision. However, a student who believes that he or she has been treated unfairly, has been discriminated against, or has had his or her rights abridged by the issuance of a decision by the Provost may file a grievance with the University Student Grievance Committee, pursuant to the provisions of the Student

Academic Grievance Procedure; the University Student Academic Grievance Committee may not substitute its judgment on the merits for the judgment of the Provost.

Section 7. Campus Expression:

- 1. *Students have the right of freedom of expression to the extent allowed by law.***
- 2. *Students may picket or demonstrate for a cause, subject to the following conditions:***
 - a. The students must act in an orderly and peaceful manner.
 - b. The students must not in any way interfere with the proper functioning of the University.
 - c. Where students demonstrate in an area not traditionally used as an open public forum, the University reserves the right to make reasonable restrictions as to time, place, and manner of the student demonstrations.
- 3. *Students may distribute written material on campus without prior approval, providing such distribution does not disrupt the operations of the University or violate University rules.***
- 4. *Students may invite to campus and hear on campus speakers of their choice on subjects of their choice; approval will not be withheld by any University official for the purpose of censorship.***

Section 12. Student Records:

The privacy and confidentiality of all student records shall be preserved in accordance with applicable laws. The University shall establish and adhere to a clear and definitive records policy.

Following policies are found on the [UofL Dean of Students website](#)

[Absence Notification](#)

Students and instructors are encouraged to deal directly with one another concerning all student absences. However, in the event students find they must be away from classes due to a sudden illness, emergency, or death in the family *and* are unable to make contact with their instructor(s), they may request an Instructor Notification by contacting the Dean of Students Office (DOS).

[Alcohol Policy](#)

If UofL students at least 21 years of age decide to drink alcohol, the University explicitly counsels only low risk use and condemns the misuse and abuse of alcohol.

[Classroom Disruption Policy](#)

Classroom Disruption is considered a violation of the Code of Student Conduct.

[Emergency Procedures](#)

The University's police, health and safety officials work with agencies throughout the community to review Louisville's readiness for natural or man-made emergencies. The emergency procedures listed on the website are designed to assist and guide members of the UofL community when emergencies occur.

Missing Persons Policy

This policy has been designed to comply with the Higher Education Opportunity Act of 2008 for colleges and universities to establish a missing person policy for its on-campus residents.

[Social Media Guidelines](#)

The website provides a list of considerations for social media use.

[Speech and Literature Distribution Policy](#)

This procedure applies to individuals and groups, not part of the campus community, who wish to engage in speech activities (including leafleting) within the demarcated boundaries of the University.

[Student Sexual Misconduct](#)

This policy outlines student expectations, reporting options, and resources for all students, employees, University visitors, or third parties within the University community, regardless of sexual orientation or gender identity.

[The Redbook](#)

The Redbook is a basic governance document of the University.

Program, Department, College, and University Resources

ECPY Counseling Skills and Research Lab

The ECPY Counseling Skills and Research Lab, reserved for use by ECPY, is located in the in the 372 Porter Building Suite, which consists of the 372 classroom and the four adjoining lab rooms (373, 374, 375, 376). The primary purposes of the lab are to provide physical facilities for counseling skills practice and space to enhance in counseling and supervision. Phone 502-852-6884 for information.

CEHD Graduate Student Association

The College of Education and Human Development Graduate Student Association (GSA) represents and serves all masters and doctoral students enrolled in the College. GSA goals are to provide information, resources, professional development events, and mutual support for students both on-campus and at a distance. The GSA represents the College on the Graduate Student Council (GSC). In addition, the GSA is a Recognized Student Organization (RSO) at the University of Louisville. As a graduate student in the College of Education and Human Development, you are automatically a member of this organization. There are NO dues or fees to pay! This may be the only time in your graduate student career that you are offered something for nothing!

Education Resource Technology Center (ERTC)

The ERTC, a unit in the College of Education and Human Development, provides readily-available technology services that support academic learning and research for faculty, staff, and students in the College of Education and Human Development. The Center in 201 Porter provides a quiet space for students to study and is equipped with computers (with student-relevant software) for student use. The ERTC also provides printing, faxing, copying, laminating, and die cutting services to faculty, staff, and students. To reach the ERTC, call (502) 852-6437.

University Libraries

The University of Louisville Libraries & Archives offer a broad range of special collections and primary source materials. Most of the libraries within the system are located on the Belknap Campus, just south of downtown Louisville. The William F. Ekstrom Library, located on the Belknap campus, is the library most often frequented by ECPY faculty and students. It contains more than 1.5 million volumes and 5,658 journal subscriptions supporting research and teaching in the humanities, social sciences, life sciences, business, education, physical sciences, engineering and technology. The Ekstrom Library also provides quiet study space and group areas for faculty and student meetings and discussions. The student UofL identification card (Cardinal Card) serves as a library card providing access to library services.

Student Health and Insurance

The University of Louisville offers a Comprehensive Medical Plan to meet student health care needs. This Comprehensive plan is a major medical and hospitalization plan which has coverage for both inpatient and outpatient services. Similar to an HMO, the Health Services Office serves as the primary care provider and a referral is necessary for most services rendered outside of the Student Health Services. Purchase of the Comprehensive Plan provides coverage for physician visits at the Health Services Office (HSO) which has two clinical locations.

To be eligible for coverage under the Comprehensive Plan, students must be one of the following: an undergraduate student taking 6 or more credit hours or a graduate student taking 3 or more hours or degree candidate. GTA, GTS and GRA students receiving a stipend check from the University receive the Comprehensive Plan coverage as a benefit of their employment. If you believe you are eligible for this benefit

please check with your department to verify coverage. Dependents of insured students are eligible for the Comprehensive Medical benefits for an additional premium. Insured spouses are eligible for coverage at the Health Service Office facilities. Children under the age of 18 are not eligible for the Health Services benefit and cannot be seen in the Health Services Office.

The Health Service Offices operate 12 months of the year. The Belknap Office is located on the main Campus, 2207 South Brook Street, in the Student Health & Counseling Building, between the Student Activities Center and the Post Office. The Health Sciences Center (HSC) Office is located at 550 South Jackson Street, Ambulatory Care Building (ACB) 1st Floor. For more information and appointments, please call the Belknap Office at (502) 852-6479 or the HSC Office at (502) 852-6446. The Insurance Advocate can be reached at (502) 852-6519.

Cardinal Success Program @ Shawnee

The Cardinal Success Program @ Shawnee is an innovative partnership between CEHD, Department of Counseling and Human Development, the Academy @ Shawnee, and the west Louisville community. By design, it brings access to quality counseling psychology services to students from a traditionally underserved area of the community. Services are provided by graduate-level students working under the direct supervision of a licensed mental health professional who also serves as UofL faculty.

The program is fully integrated into the daily activities of The Academy @ Shawnee and employs a collaborative approach to service delivery by creating a team comprised of teacher, parent, and counselor to support the social-emotional development of each student referred. Services offered include consultation, individual, group, and family counseling, career and college readiness services and psychological assessment. The Cardinal Success Program is an example of true community engagement in the spirit of the UofL Signature Partnership Initiative.

University of Louisville Counseling Center

The University Counseling Center provides mental health services to students without cost. Information about Center services is readily available on the Center website. All currently enrolled University of Louisville students are eligible for no-cost services at the University Counseling Center. Services include individual counseling, group counseling, couples counseling if both individuals are currently enrolled students, and referral services. In addition, the Counseling Center conducts mediation for students who are experiencing a non-academic personal dispute with other students or with faculty/staff. Use of University Counseling Center services is confidential. For an appointment, call the Counseling Center at (502) 852-6585.

The Disability Resource Center (DRC)

The Disability Resource Center (DRC) staff is committed to the provision of effective accommodations and advocacy for students with disabilities. Services are tailored to meet the needs of individual students based on their specific disabilities. The services provided by the DRC include, but are not limited to: testing accommodations, supplemental note-takers, interpreters, access to assistive technology, and assistance in obtaining textbooks in alternate format. The Disability Resource center can be reached at (502) 852-6938.

The Office for LGBT Services

The Office for Lesbian, Gay, Bisexual, and Transgender (LGBT) Services works to strengthen and sustain an inclusive campus community at the University of Louisville, one that welcomes people of all sexual orientations, gender identities, and gender expressions through support, educational resources, and advocacy. The Office for LGBT Services is part of the Intersection, a space where LGBT and other students come together to explore social justice issues and work across their differences to support the university's broadest vision for a diverse, welcoming campus. All students, regardless of sexual orientation or gender identity/expression, are welcome at the Intersection! If you are looking for a place where you can be yourself

and meet new friends, come see us. The Center offers support for LGBT members of the university and their allies, including students, faculty, staff, alumni, and visitors; consultation about LGBT issues; educational, social, and supportive programming; coordination for LGBT-related groups and clubs on campus; and comfortable, accessible space for anyone interested in a place to talk, listen, or find support. You can reach the office at (502) 852-0695.

[Career Development Center](#)

The primary purpose of the Career Development Center is to assist students and alumni in developing, evaluating, and/or implementing career, education and employment decisions. The Center assists students in finding part-time employment and can be reached at (502) 852-6701.

[Student Activities Center](#)

The Student Activities Center, or SAC, is the main hub for student activities on the University of Louisville campus. The west wing of the SAC houses the campus bookstore, campus food services, a fast-food court, the Cardinal Corner Game Room, SAC Multipurpose room as well as the Student Activities and Dean of Students offices. The east wing of the SAC includes the Athletics and Intramurals offices and the student recreation center. This facility includes a weight room, cardio equipment, four full size basketball courts, racquetball courts and an aerobics room. The student recreational center offers other services that keep University of Louisville students happy, healthy, and engaged.

[Cardinal Card](#)

The Cardinal Card is the official identification card for University of Louisville students, faculty, and staff. It serves as an identification card, library card, vehicle for [Cardinal Cash purchases](#) (printing and copying, dining locations on and off-campus, vending, etc.), facilities/door access, access to athletic facilities, discounts, and free TARC Service.

Appendix A: PRACTICUM/INTERNSHIP SITE REQUEST FORM

All ECPY Counselor Education & Supervision students planning to enroll in practicum or internship in a future semester must complete this form and return it to **Amanda Bringhurst** (ECPY Office, Room 320). It is essential that you provide your current UofL email address and check your email frequently for information about your placement. Students should NOT contact any practicum or internship site on their own unless given prior approval. Students will be contacted via email some time before the beginning of the semester. At that time, information will be disseminated and the scheduling of interviews will begin.

Please complete the following information in the spaces provided below. Be sure to **PRINT CLEARLY**.

Date: _____

Please indicate the future semester that you plan to enroll in a practicum or internship:

Spring 20 _____ Summer 20 _____ Fall 20 _____

Name: _____

Student ID #: _____ UofL email: _____

Address: _____

Home Phone: _____ Cell or Work Phone: _____

1. **Program of Study:** Counseling Psych _____ Clinical Mental Health _____

Your Level: CES PhD _____ CP PhD _____ MEd _____

2. **Faculty Advisor:** _____

3. **Do you have an undergraduate degree in psychology or sociology?** Yes _____ No _____

4. **Are you seeking a practicum where you work?** Yes _____ No _____

If yes, where do you work? _____ Job Title: _____

5. **Are you seeking a:** Clinical practicum/internship _____ or an Assessment practicum _____?

6. **Are you currently at a practicum/internship?** Yes _____ No _____

If yes, list name of current site: _____ Site Phone # _____

Name of Site Supervisor: _____ Supervisor's e-mail: _____

7. **Would you like to continue at this site?** Yes _____ No _____

If no, why?

8. Please list previous practicum/internship experiences:

9. Some of our sites require driving 30 to 45 minutes. Do you have transportation to get to sites outside of Metro-Louisville?

Yes _____ No _____

There are a variety of types of practicum/internship counseling experiences offered in the area. Some of the populations with whom you could be working are inpatient, outpatient, children/adolescents, and adults. We cannot guarantee that every student will get the population or site they prefer; however, we will do our best to accommodate you.

10. Would you like to work with children (under 13 yrs old)? Yes _____ No _____ Unsure _____

11. Would you like to work with adolescents (over 13 yrs old)? Yes _____ No _____ Unsure _____

12. Would you like to work with adults? Yes _____ No _____ Unsure _____

13. Would you like to work in a residential setting? Yes _____ No _____ Unsure _____

14. Would you like to work in an in-patient hospital setting? Yes _____ No _____ Unsure _____

15. Would you like to work in community mental health setting? Yes _____ No _____ Unsure _____

16. Would you like to work in a college counseling setting? Yes _____ No _____ Unsure _____

17. Would you like to work with children with developmental disorders (e.g., autism)? Yes _____ No _____ Unsure _____

18. Would you like to work within a school setting (e.g., high school)? Yes _____ No _____ Unsure _____

19. Would you like to work within forensic setting (e.g., prison)? Yes _____ No _____ Unsure _____

20. Would you like to work with refugees? Yes _____ No _____ Unsure _____

21. Would you like to work with military personnel or veterans? Yes _____ No _____ Unsure _____

22. Any other information that would be helpful for placing you at a site:

IF YOU ARE CURRENTLY WORKING, practicum/internship placements require 16 to 20 hours per week. ALL sites require these hours to be done during business hours (e.g., 8am to 5pm)

23. Will you be able to adjust your work schedule to accommodate 16 to 20 hours during typical business hours?

Yes_____ No_____

24. Please describe in writing what your plans are for your future. That is, please describe where you plan to work and what population you want to work after you graduate. (Please attach no more than 1 page.)

COURSE LISTED BELOW ARE PREREQUISITES FOR PRACTICUM

Indicate the semester when courses were completed. Example: S12, U12, F12

_____ ECPY 619 Empirical & Theoretical Foundations of Counseling Psychotherapy

_____ ECPY 629 Theories & Techniques of Counseling Psychotherapy

_____ ECPY 730 Social, Legal & Ethical Issues in Counseling

ADDITIONAL COURSES YOU MAY HAVE TAKEN TO PREPARE FOR PRACTICUM

Indicate the semester when courses were completed. Example: S12, U12, F12

_____ ECPY 621 Differential Diagnosis

_____ ECPY 650 Group Process & Practice

_____ ECPY 633 Multicultural Issues

_____ ECPY 670 Career Development & Counseling

**ASSESSMENT COURSES
Clinical Mental Health**

_____ ECPY 540 Evaluation & Measurement in Education

_____ ECPY 640 Assessment Methods for Counselors

Counseling Psychology

_____ ECPY 540 Evaluation & Measurement in Education

_____ ECPY 648 Intellectual Assessment (**Prerequisite for an assessment practicum.**)

_____ ECPY 649 Personality Assessment (**Prerequisite for an assessment practicum.**)

Please NOTE: ECPY 621 is required by a majority of sites. If you have not taken Differential Diagnosis, your placement possibilities are limited.

ALL PRACTICUM STUDENTS MUST TURN IN PROOF OF PROFESSIONAL LIABILITY INSURANCE PRIOR TO OR ON THE FIRST DAY OF YOUR PRACTICUM/INTERNSHIP CLASS. PROOF OF INSURANCE MUST BE SUBMITTED TO AMANDA BRINGHURST.

ATTACH A CURRENT CURRICULUM VITAE

Program Coordinator Signature: _____ Date: _____

Student Signature: _____ Date: _____

**Appendix B: UNIVERSITY OF LOUISVILLE
DEPARTMENT OF COUNSELING AND HUMAN DEVELOPMENT**

**ECPY 780 ADVANCED PRACTICUM – COUNSELOR EDUCATION AND SUPERVISION
STUDENT PRACTICUM AGREEMENT**

Practicum Site Supervisor: _____ Student: _____

Practicum site: _____

- I am enrolled in the Counselor Education and Supervision Ph.D. program at the University of Louisville.
- I have completed a master's degree in counseling as a prerequisite for ECPY 780 Advanced Practicum.
- I am required to complete a minimum of 100 hours of experience during the practicum.
- I am required to accumulate a minimum of 40 direct service hours. This may include individual, couple, family, or group counseling; crisis intervention; initial intake assessments; psychoeducational groups; and consultation with individuals significant to client functioning.
- I will function as a professional at my site and follow the ethical standards of my profession including those related to confidentiality. I understand this applies to all interactions with clients and client records including video or audio tapes and notes.
- I am required to have a minimum of one hour of individual supervision with my on-site supervisor weekly.
- I am expected to participate in all the professional activities at my site that are deemed appropriate by my site supervisor including staff meetings, case consultations and staffings, and trainings.
- I am required to be covered by malpractice insurance before working with clients at my site. If my site provides insurance that covers students, I must also have insurance that I purchase myself to cover my practice at the site.
- I am required to be aware of any safety issues at my site. It is the responsibility of the site to inform ECPY and me, in advance of placement and in writing, about any hazards or potential risks to my health or well-being at the site. In addition, I should expect that any safety training provided to staff at the site will be provided to me.
- I am required to be oriented to the site in a manner that enables me to become involved in services at the site as soon as possible during the practicum. This may include meetings and/or trainings before the beginning of the semester as determined by the site. In order to become knowledgeable about the site and function efficiently and effectively as a practicum student, I will do the following:
 - tour the practicum site
 - understand the functions performed at the site and how the site operates within a broader system of mental health care
 - understand the regulations that govern providing mental health services at the site including the system of reimbursement for services
 - complete any training required by the site

- set a weekly work schedule
 - establish a consistent time for individual supervision with my practicum supervisor
 - understand the responsibilities/roles/activities required of me at the site
 - understand my record keeping responsibilities
 - work with my supervisor to establish a system for client referral to me
 - work with my supervisor to understand policies and procedures for taping client sessions to be used to evaluate my work as a counselor
- I am required to be onsite for the entire semester regardless of when minimum requirements are satisfied.
 - I am required to attend 2.5 hours of group supervision with my University faculty supervisor each week as part of the requirements to complete ECPY 780 Advanced Practicum.
 - I must complete all site and University requirements in order to complete the practicum.

My site supervisor and I have established the following goals for my practicum work at the site (improvement of specific counseling skills, application of specific approach or techniques, access to specific client populations, expectations from supervision, etc.). The goals are appropriate given that this is my first semester of clinical practice:

I have read and understand the expectations listed above and agree to fulfill them during the course of my practicum.

I have kept a copy of this agreement for future reference.

Student Name

Signature

Date

**Appendix C: UNIVERSITY OF LOUISVILLE
DEPARTMENT OF COUNSELING AND HUMAN DEVELOPMENT**

ECPY 780 ADVANCED PRACTICUM

PROOF OF MALPRACTICE INSURANCE

I have obtained malpractice insurance through: _____

Name of organization: _____

Name of policy provider: _____

Street

City State Zip

Telephone Policy Number

Practicum Student Name Practicum Student Signature Date

**Appendix D: UNIVERSITY OF LOUISVILLE
DEPARTMENT OF COUNSELING AND HUMAN DEVELOPMENT
COUNSELOR EDUCATION AND SUPERVISION**

**ECPY 780 ADVANCED PRACTICUM
SITE SUPERVISOR PRACTICUM AGREEMENT**

Practicum Site Supervisor: _____ Student: _____

Practicum site: _____

On behalf of my agency, I agree to the following:

- My agency will provide a minimum of 100 hours per semester of practicum experience for the student listed above.
- I will provide a minimum of one hour of person-to-person individual supervision weekly.
- I will complete a midterm and end-of-semester evaluation of the student using forms provided by the University of Louisville by the following dates. I understand that the student will provide me with the forms.

	<u>Fall</u>	<u>Spring</u>	<u>Summer</u>
Date for Midterm evaluation:	October	February	June
Date for Final evaluation:	December	April	August

- My agency will provide a safe environment for the practicum student. Any safety hazards or potential risks to the student's health or well-being will be made known to the student and the ECPY Department in advance, in writing, before placement.

I am aware that:

- The student is enrolled in the Counselor Education and supervision Ph.D. program at the University of Louisville.
- The student has a master's degree in counseling as a prerequisite for ECPY 780 Advanced Practicum.
- The student is required to complete a minimum of 100 hours of practicum experience during the semester.
- The student is required to accumulate a minimum of 40 direct service hours. This may include individual, couple, family, or group counseling (including co-therapy with a supervisor); crisis intervention; initial intake assessments; psychoeducational groups; and consultation with individuals significant to client functioning.
- The student should function as a professional at my site and follow ethical standards for performance including those related to confidentiality. This applies to all interactions with clients and client records including video or audio tapes and notes.

- The student is required to have a minimum of one hour of individual supervision with me weekly.
- The student is expected to participate in all the professional activities at the site that I determine are appropriate including staff meetings, case consultations and staffings, and trainings.
- The student is required to be covered by malpractice insurance before working with clients at the site. If the site provides insurance that covers students, the student must also have insurance that he/she purchases to cover practice at the site.
- The student is required to be aware of any safety issues at the site. It is the responsibility of the site to inform ECPY and the student, in advance of placement and in writing, about any hazards or potential risks to the student's health or well-being at the site. In addition, the student should be expected to attend any safety training provided to staff at the site.
- The student should be oriented to the site in a manner that enables him/her to become involved in services at the site as soon as possible during the practicum. This may include meetings and/or trainings before the beginning of the semester as determined by the site. In order to become knowledgeable about the site and function efficiently and effectively the student should do the following:
 - tour the practicum site
 - understand the functions performed at the site and how the site operates within a broader system of mental health care
 - understand the regulations that govern providing mental health services at the site including the system of reimbursement for services
 - complete any training required by the site
 - set a weekly work schedule
 - establish a consistent time for individual supervision
 - understand the responsibilities/roles/activities required of the student at the site
 - understand record keeping responsibilities
 - work with me to establish a system for client referral to the student
 - work with me to understand policies and procedures for taping client sessions to be used to evaluate the student's work as a counselor
- The student is required to be onsite for the entire semester regardless of when minimum requirements are satisfied.
- The student is required to attend 2.5 hours of group supervision with the University faculty supervisor each week as part of the requirements to complete ECPY 780 Advanced Practicum.
- The student must complete all site and University requirements in order to complete the practicum.

I will work to ensure that the student is able to fulfill the responsibilities listed above. As an integral part of my responsibility as a supervisor I will:

- Establish a consistent time for individual supervision
- Provide feedback to the student on all aspects of his/her work at the site
- Assist the student in taping counseling sessions as governed by policy at the site
- Review all case notes, treatment plans, written reports, and other case documents
- Ensure a professional qualified to supervise is onsite when the student is working with clients
- Contact the University faculty supervisor if I have concerns about the student

MY INFORMATION:

Licensure:

License: _____ License #: _____ State: _____

Field of Study: _____ Academic degree: _____

Years of experience: _____

I have received formal training in supervision (course, seminar, board training, etc.):

YES NO

Contact Information:

Agency: _____

Address: _____

Phone (with extension): _____

Email address: _____

The student and I have developed goals for internship that are listed on the student's Practicum Agreement. I agree to help the student achieve the goals.

I have read and understand the supervisory expectations listed above and agree to fulfill them during the student's practicum.

I agree to ongoing communication with the student's University-based faculty supervisor to assess student development. I also agree to contact the supervisor if I am aware of any issues with the student that would keep him/her from successfully completing internship.

I have kept a copy of this agreement for future reference.

Supervisor Name

Signature

Date

**Appendix E: UNIVERSITY OF LOUISVILLE
DEPARTMENT OF COUNSELING AND HUMAN DEVELOPMENT
Ph.D. in COUNSELOR EDUCATION AND SUPERVISION**

PRACTICUM/INTERNSHIP MIDTERM EVALUATION

Student Name: _____ Date of Evaluation: _____

Number of Previous Practicum/Internship Experiences: _____

Supervisor Name: _____ Semester: _____

Practicum/Internship Site: _____

Type of Site (e.g., CMHC, Hospital, UCC, VA, etc.): _____

The areas of competency listed below are considered to be important areas of knowledge, awareness, and skills for the practice of counseling and psychotherapy. Student development varies depending upon individual differences and previous clinical training. Please provide the student with feedback based on his/her level of professional development.

Please use the following scale to rate your supervisee on the 10 items below:

- +3 Strongly Above Expectations: The trainee has shown strong evidence of the knowledge, awareness, and/or skill. Performance is highly consistent.
- +2 Above Expectations: The trainee has shown some evidence of the knowledge, awareness, and/or skill. Performance is mostly consistent.
- +1 Slightly Above Expectations: The trainee has shown some evidence of the knowledge, awareness, and/or skill. Performance is fairly consistent.
- 0 Meets Expectations: The trainee has shown some evidence of the knowledge, awareness, and/or skill. Performance is inconsistent.
- 1 Slightly Below Expectations: This is an emerging knowledge, awareness, and/or skill for trainee. The trainee's knowledge, awareness, and/or skill are not very evident in their performance or discussions. Extra attention and focus should be provided in supervision.
- 2 Below Expectations: Trainee lacks understanding and demonstrates minimal to no evidence of the knowledge, awareness, and/or skill. Extra attention and focus should be provided in supervision. Remedial work may be required.
- 3 Extremely Below Expectations: Trainee demonstrates problematic or harmful behavior requiring immediate attention. Immediate attention and remedial work will be required.
- N/A Not applicable for this training experience or not assessed by this supervisor.

Training Area	Supervisor Rating	Student Rating
<p>1. Assessment, Diagnosis & Case Conceptualization (e.g., gathers critical information, formulates meaningful case conceptualizations, develops appropriate treatment goals, flexible and knowledgeable about theoretical approaches, knowledgeable about DSM-5, incorporates cultural considerations) Comments:</p>		
<p>2. Intervention (e.g., uses basic interviewing skills, forms working alliance with clients, tolerates difficult emotions with clients, knowledgeable and flexible with interventions and takes into consideration cultural factors, develops appropriate plan to address treatment goals, is respectful and nonjudgmental with clients, maintains professional boundaries, deals with ruptures effectively) Comments:</p>		
<p>3. Crisis Intervention (e.g., assess and intervenes during crisis situations appropriately, ability to conduct suicidal and homicidal assessments effectively, assess potential of child and elder abuse and/or neglect effectively, follows up appropriately, demonstrates ability to remain calm during crisis situations) Comments:</p>		
<p>4. Consultation and Outreach (e.g., knowledgeable about when to consult, collaborates with colleagues and other departments professionally, conducts clear, professional, and effective outreach programs that are relevant to student populations) Comments:</p>		
<p>5. Personal Characteristics (e.g., ability to assess own strengths and weaknesses, empathizes with others, ability to identify personal distress, understands impact of self on others, demonstrates professionalism, actively participates in seminars) Comments:</p>		
<p>6. Relationships and Interpersonal Issues (Colleagues, Agency) (e.g., works collaboratively with colleagues including support staff and peers, provides constructive feedback and support to peers, willing to take risks and be transparent with peers, receives feedback non-defensively, willing to acknowledge and work through interpersonal conflict with colleagues) Comments:</p>		

<p>7. Use of Supervision (e.g., open and non-defensive to supervisory evaluation and feedback, self-reflects and self-evaluates regarding clinical skills and use of supervision, demonstrates good judgment as to when supervisory input is necessary, transparent with supervisor, willing to take risks and acknowledge mistakes, applies what is discussed in supervision to interactions with clients) Comments:</p>		
<p>8. Management and Administration (e.g., completes delegated and administrative tasks in a timely manner, follows agency's policies and operating procedures, maintains organized and timely notes and client records) Comments:</p>		
<p>9. Diversity – Individual and Cultural Differences (e.g., knowledgeable about one's cultural worldview, recognizes biases and stereotypes, willing and open to work through emotional responses regarding cultural diversity, willing and open for self-reflection, knowledgeable about the impact of diversity in clinical situations, advocates for positive change in system, infuses culture and diversity into all aspects of professional work) Comments:</p>		
<p>10. Ethical and Legal Standards (e.g., Knowledgeable about ethical principles and legal mandates, recognizes and analyzes ethical dilemmas and legal issues appropriately, seeks appropriate information and consultation when faced with ethical issues, behaves ethically across all aspects of professional work) Comments:</p>		

Additional Supervisor Comments:

Additional Trainee Comments:

Trainee Signature: _____ Date: _____

Site Supervisor Signature: _____ Date: _____

University Supervisor Signature: _____ Date: _____

**Appendix F: UNIVERSITY OF LOUISVILLE
DEPARTMENT OF COUNSELING AND HUMAN DEVELOPMENT**

**Ph.D. IN COUNSELOR EDUCATION AND SUPERVISION
PRACTICUM/INTERNSHIP FINAL EVALUATION**

Student Name: _____ Date of Evaluation: _____

Number of Previous Practicum/Internship Experiences: _____

Supervisor Name: _____ Semester: _____

Practicum/Internship Site: _____

Type of Site (e.g., CMHC, Hospital, UCC, VA, etc.): _____

The areas of competency listed below are considered to be important areas of knowledge, awareness, and skills for the practice of counseling and psychotherapy. Student development varies depending upon individual differences and previous clinical training. Please provide the student with feedback based on his/her level of professional development.

Please use the following scale to rate your supervisee on the items below:

- +3 Strongly Above Expectations: The trainee has shown strong evidence of the knowledge, awareness, and/or skill. Performance is highly consistent.
- +2 Above Expectations: The trainee has shown some evidence of the knowledge, awareness, and/or skill. Performance is mostly consistent.
- +1 Slightly Above Expectations: The trainee has shown some evidence of the knowledge, awareness, and/or skill. Performance is fairly consistent.
- 0 Meets Expectations: The trainee has shown some evidence of the knowledge, awareness, and/or skill. Performance is inconsistent.
- 1 Slightly Below Expectations: This is an emerging knowledge, awareness, and/or skill for trainee. The trainee's knowledge, awareness, and/or skill are not very evident in their performance or discussions. Extra attention and focus should be provided in supervision.
- 2 Below Expectations: Trainee lacks understanding and demonstrates minimal to no evidence of the knowledge, awareness, and/or skill. Extra attention and focus should be provided in supervision. Remedial work may be required.
- 3 Extremely Below Expectations: Trainee demonstrates problematic or harmful behavior requiring immediate attention. Immediate attention and remedial work will be required.
- N/A Not applicable for this training experience or not assessed by this supervisor.

I. Assessment / Diagnosis / Case Conceptualization		
	Supervisor Rating	Student Rating
1. Effectively gathers information about the nature and severity of clients' presenting concerns.		
2. Formulates meaningful case conceptualizations and hypotheses concerning client behavior and dynamics.		
3. Develops treatment goals that are appropriate.		
4. Knowledgeable about and open to various theoretical approaches and their application to diverse clients.		
5. Knowledgeable about when to seek further information to conceptualize the client.		
6. Demonstrates competence using diagnostic criteria (DSM-5) including differential diagnoses.		
7. Incorporates cultural considerations into assessment, diagnosis, treatment planning, and case conceptualizations.		
OVERALL RATING		
Comments:		

II. Intervention		
	Supervisor Rating	Student Rating
1. Uses basic interviewing skills effectively, including initiating & terminating the interview appropriately.		
2. Ability to form a working alliance with clients.		
3. Tolerates difficult emotions and explores clients' feelings.		
4. Deals with ruptures effectively and negotiates differences with clients.		
5. Knowledgeable about different interventions, demonstrates flexibility and knowledge about when to change interventions, and selects interventions based on client needs.		
6. Adapts and tailors interventions and mainstream treatment methods to be culturally relevant and congruent to clients.		

7. Refers clients to appropriate resources when appropriate (e.g., psychiatry, group, community therapists, agencies).		
8. Considers empirically supported treatments or evidence-based treatments.		
9. Prepares clients for termination of treatment appropriately and sensitively.		
10. Understands and maintains appropriate professional boundaries with clients.		
OVERALL RATING		
Comments:		

III. Crisis intervention		
	Supervisor Rating	Student Rating
1. Assesses crisis situations appropriately.		
2. Intervenes during crisis situations appropriately.		
3. Conducts suicidal and homicidal assessments thoroughly, effectively and appropriately. Elicits relevant information.		
4. Assesses for potential child and elder abuse/neglect and domestic violence thoroughly, effectively, and appropriately. Elicits relevant information.		
5. Seeks appropriate consultation or supervision when encountering crisis situations.		
6. Follows-up with client needs related to the crisis and provides case management when appropriate.		
7. Demonstrates ability to remain calm during a crisis situation.		
OVERALL RATING		
Comments:		

IV. Consultation and Outreach		
	Supervisor Rating	Student Rating

1. When seeking consult, trainee maintains rapport with colleagues and is aware of other disciplines' contributions.		
2. Knowledgeable about when to consult with other professionals or supervisors.		
3. Knowledgeable about didactic learning strategies that take into consideration developmental and individual differences during outreach programs.		
4. Demonstrates comfort in presenting to audiences and engages audience when presenting.		
5. Demonstrates clear and effective communication skills in both consultation and outreach.		
OVERALL RATING		
Comments:		

V. Personal Characteristics		
	Supervisor Rating	Student Rating
1. Monitors and accurately assesses own strengths and weaknesses (i.e., self-awareness).		
2. Empathizes with thoughts, feelings, and needs of others (i.e., empathy).		
3. Demonstrates ability to identify personal distress and uses resources that support healthy functioning when experiencing personal distress (i.e., self-care).		
4. Demonstrates awareness of one's own feelings toward clients and understands client's impact on self.		
5. Understands impact of self on others including colleagues and clients.		
6. Demonstrates consistent attendance of meetings and seminars and if there are absences, takes the initiative to plan ahead and/or to follow-up after the absence(s) to be caught up.		
7. Demonstrates professionalism in the workplace (e.g., dress, work ethic, timeliness)		
OVERALL RATING		
Comments:		

VI. Relationships and Interpersonal Issues (Colleagues, Agency)		

	Supervisor Rating	Student Rating
1. Works collaboratively with peers and colleagues.		
2. Provides constructive feedback and support to peers.		
3. Receives feedback non-defensively from peers.		
4. Respects support staff roles and persons.		
5. Willing to acknowledge and correct interpersonal conflict with colleagues if applicable.		
OVERALL RATING		
Comments:		

VII. Use of Supervision		
	Supervisor Rating	Student Rating
1. Open and non-defensive to supervisory evaluation and feedback.		
2. Self-reflects and self-evaluates regarding clinical work with clients.		
3. Willing to voice own opinion and does not inappropriately defer to supervisor.		
4. Demonstrates good judgment as to when supervisory input is necessary.		
5. Communicates self to the supervisor when appropriate (i.e., transparency)		
6. Willing to take risks and acknowledge troublesome areas and make mistakes.		
7. Applies what is discussed in supervision to interactions with clients.		
OVERALL RATING		
Comments:		

VIII. Management and Administration

	Supervisor Rating	Student Rating
1. Follows agency's policies and operating procedures.		
2. Documents crisis assessments appropriately.		
3. Maintains organized and timely notes and client records. Notes are completed within the week and prior to any significant leave; documents are up-to-date.		
OVERALL RATING		
Comments:		

IX. Diversity – Individual and Cultural Differences

	Supervisor Rating	Student Rating
1. Knowledge of one's own beliefs, values, attitudes, assumptions in the context of diversity.		
2. Recognizes own biases and stereotypes, personal limitations, and areas for future growth and takes action to reduce such biases.		
3. Open to exploring one's feelings and reactions to power and diversity issues.		
4. Knowledge about the nature and impact of diversity in different clinical situations.		
5. Facilitates discourse and acts as an ally when oppression or poor treatment is imposed on stigmatized and underserved groups.		
6. Infuses culture and diversity into all aspects of professional work.		
7. Demonstrates respect for and values differing worldviews in all domains of professional practice and professional interactions.		
OVERALL RATING		
Comments:		

X. Ethical and Legal Standards

	Supervisor Rating	Student Rating
1. Knowledgeable about ethical principles, legal mandates, and standards of professional conduct.		
2. Recognizes and analyzes ethical dilemmas and legal issues using ethical decision-making skills across the range of professional activities in the clinical setting.		
3. Seeks appropriate information and consultation when faced with ethical issues and dilemmas.		
4. Behaves ethically across all aspects of professional work.		
OVERALL RATING		
Comments:		

Additional Supervisor Comments:

Additional Trainee Comments:

Trainee Signature: _____

Date: _____

Site Supervisor Signature: _____

Date: _____

University Supervisor Signature: _____

Date: _____

**Appendix G: COUNSELOR EDUCATION PROGRAMS
DEPARTMENT OF COUNSELING AND HUMAN DEVELOPMENT**

**COUNSELOR EDUCATION AND SUPERVISION Ph.D.
ANNUAL REVIEW PROCEDURES**

Annual reviews of all students in the Clinical Mental Health Counseling M.Ed., School Counseling M.Ed., and Counselor Education and Supervision Ph.D. programs take place in late spring at the end of the academic year. The purposes of the annual review are to (1) track student progress, (2) inform students about their progress in the program, and (3) take appropriate action if there is concern about a student's progress.

In mid-spring semester, the following forms should be distributed to all students with a due date that allows for review in late May or early June:

- M.Ed. Programs in Clinical Mental Health Counseling and School Counseling Student Annual Review PROFESSIONAL DEVELOPMENT ACTIVITIES REPORT
- Counselor Education and Supervision Ph.D. Program: Student Annual Progress Report

Dates should be set for both the M.Ed. and Ph.D. reviews. The Ph.D. review should take place before the ECPY Doctoral Review.

Before the annual review meetings, the following information should be assembled:

- For each student in the three programs: transcript, annual review letter from previous year, any information related to concerns with the student in the previous year
- Copies of the annual review form for M.Ed. students (M.Ed. Programs in Clinical Mental Health Counseling and School Counseling Student Annual Review Summary of Student Assessment Information) to rate each student at the meeting
- Student enrollment lists for each program

Process for Clinical Mental Health Counseling and School Counseling M.Ed. students:

At the review meeting:

1. Faculty review each student using available information sources listed above.
2. Faculty fill out the annual review form for each student
3. Faculty make a recommendation (student should continue in the program, student should be reviewed after another semester, student should be offered remedial assistance, student should be discouraged from continuing in the program, process should be initiated to determine whether student should be dismissed from the program) and indicated on the annual review form
4. Faculty discuss and make a decision about strategy for addressing students rated in the following categories: student should be reviewed after another semester, student should be offered remedial assistance, student should be discouraged from continuing in the program, process should be

initiated to determine whether student should be dismissed from the program. **Decisions should be recorded on the annual review form.**

After the review meeting (within two weeks):

Prepare annual review letters for all students rated “student should continue in the program”. Program coordinators are responsible for having the letters prepared and mailed.

Initiate appropriate action for any student rated in the following categories: student should be reviewed after another semester, student should be offered remedial assistance, student should be discouraged from continuing in the program. **Advisors are responsible for initiating action unless the faculty decide another strategy is warranted.**

If for other than academic reasons or time limits for degree exceeded, initiate ECPY procedure for possible student dismissal using ECPY Retention and Dismissal Policy for any student rated “process should be initiated to determine whether student should be dismissed from the program.”

Process for Counselor Education and Supervision Ph.D. students:

In accordance with ECPY policy, all ECPY doctoral students are reviewed at the department level. As preparation for the ECPY faculty review, Counselor Education faculty review the Counselor Education and Supervision Ph.D. students using the information sources listed above and make recommendations to be presented at the ECPY annual review meeting.

At the review meeting:

1. Faculty review each student using available information sources listed above. Faculty should consider (1) student’s progress through the program of study; student’s readiness/performance on comprehensive examination; progress on dissertation proposal, progress on dissertation, student performance in practicum and internship; student’s dispositions that affect academic performance and progress
2. Faculty summarize major points from the review: progress, problems/issues, student’s successes and accomplishments
3. Faculty determine student status: more than satisfactory progress, satisfactory performance, progress but with reservations, little or no progress
4. Faculty determine recommendation for ECPY meeting: Continue in program, continue in program with conditions, dismiss from program

After the review meeting:

1. Present recommendations at the ECPY doctoral review meeting.
2. Gather additional input and determine action.
3. Prepare annual review letters by date determined by department chair. Academic advisors are responsible for preparing the review letters cosigned by the department chair and the advisor.
4. Faculty advisors initiate any actions determined in the annual review process. The advisor (student’s program/dissertation chairperson) is responsible for working with the student to remediate any concerns that are documented in the letter.
5. If for other than academic reasons or time limits exceeded in degree phases, initiate ECPY procedure for possible student dismissal using ECPY Retention and Dismissal Policy.

**Appendix H: DEPARTMENT OF EDUCATIONAL AND COUNSELING PSYCHOLOGY,
COUNSELING, AND COLLEGE STUDENT PERSONNEL**

**COUNSELOR EDUCATION AND SUPERVISION Ph.D. PROGRAM
STUDENT ANNUAL PROGRESS REPORT**

The Department of Educational and Counseling Psychology reviews the progress of all doctoral students in May each year. Please complete the following annual review form for the academic year from June 1 (last summer) through May 31 (this year). In conjunction with faculty input, we use this comprehensive form to give us a more complete picture of your accomplishments during the year.

Your annual evaluation will be based, in part, on what you include here. In each section please include a narrative about your progress in each area and goals for the upcoming year. If a question is not relevant for you, please mark it N/A.

Please return this form to Amanda Bringhurst by May 1 with a copy of your vita/resume.

1. **General Information** Name: _____ Date: _____

How many years have you been in the program? _____

Financial Aid Status (Fellowship, Assistantship, Grant, Self-Supporting): _____

How many years have you received financial support for doctoral study? _____

Program Committee Chairperson: _____

Members of Program Committee: _____

Has your program of study been signed and filed? _____

Comprehensive Examination Status: Expected Year: _____ Year Passed: _____

Dissertation Committee Chairperson: _____

Members of Dissertation Committee: _____

Has your dissertation proposal been approved by your committee? _____

Have your orals for the dissertation been scheduled? _____

In what semester do you plan to graduate? _____

Please list your membership in professional counseling organizations: _____

2. **What are your career goals?** _____

3. **Academic Performance.** Current GPA _____

List courses completed this past academic year (Fall, Spring, and Summer) and grades earned (or add a transcript). _____

4. **Research Activities.** List all publications **in the past year.** _____

List all manuscripts submitted for review **in the past year.** _____

List all research activities in which you participated **during the past year** (e.g., research team involvement, journal manuscript review, grant writing activity, help with data gathering). _____

5. Dissertation (check all that apply)

- _____ Committee formed
- _____ Proposal in progress
- _____ Proposal defended
- _____ Data gathered
- _____ Dissertation defended

Dissertation Title: _____

6. Conference Presentations. List any local, state, regional, national, or international conference presentations during the past year. _____

7. Conferences/workshops/trainings attended. List any conferences/workshops/trainings attended during the past year. _____

8. Teaching. In the past year, list any classes that you taught or in which you served as a teaching assistant (as part of internship or otherwise). Give a short description of how this experience benefitted you and helped you attain your career goals. _____

9. Clinical Work. For practicum and internship courses, list total direct service client contact hours. Give a short description of how this experience benefitted you and helped you attain your career goals. How are you developing as a multicultural, ethically competent, and theory-guided clinician? _____

10. Supervision. List any experience you have serving as a clinical supervisor. Give a short description of how this experience benefitted you and helped you attain your career goals. _____

11. Additional Activities. Other mental health related activities (e.g. prevention, consultation, advocacy, administration). List any experience you have had in these areas. Give a short description of how this experience benefitted you and helped you attain your career goals.

List any additional activities that may assist the program faculty in evaluating your work. Include committee memberships, involvement in professional organizations, awards, student governance involvement, etc.

PLEASE KEEP A COPY OF THIS COMPLETED FORM FOR YOUR RECORDS.

**Appendix I: UNIVERSITY OF LOUISVILLE
Ph.D. IN COUNSELOR EDUCATION AND SUPERVISION**

**ECPY 782 Internship in Counselor Education and Supervision
RESEARCH, CONSULTATION, PREVENTION &/OR ADMINISTRATION
SUPERVISOR RATING**

Student Name _____ Supervisor _____

Focal area(s) of Internship _____ Semester _____

Please check which of the following PROFESSIONAL IDENTITY FOUNDATIONS AND KNOWLEDGE and DOCTORAL LEARNING OUTCOMES were addressed in this internship (see below for a key to the standards):

Professional Identity Foundations: **A. B. (1., 2., 3., 4.)**

Professional Identity Knowledge: **C. (1., 2., 3., 4., 5., 6., 7.)**

Research and Scholarship: **E. Knowledge (1., 2., 3., 4.); F. Skill/Practices (1., 2., 3., 4., 5., 6.)**

Leadership and Advocacy: **I. Knowledge (1., 2., 3.,4., 5.); J. Skill/Practices (1., 2.)**

Please use the scale below to rate the doctoral intern who has engaged in research, consultation, prevention, and/or administration activities under your supervision:

Key:

- 0 Strongly Disagree
- 1 Disagree
- 2 Neutral
- 3 Agree
- 4 Strongly Agree

	RATING				
1. Intern completed assignments/activities in a timely manner.	0	1	2	3	4
2. Intern interacted with others in a professional manner.	0	1	2	3	4
3. Intern demonstrated adequate knowledge of content area.	0	1	2	3	4
4. Intern was well organized and prepared.	0	1	2	3	4
5. Intern demonstrated flexibility.	0	1	2	3	4
6. Intern was approachable.	0	1	2	3	4
7. Intern demonstrated an ability to accept and integrate feedback.	0	1	2	3	4

8. Intern had the opportunity to substantially contribute to internship activities.	0	1	2	3	4
9. The quality of the intern's contribution was developmentally appropriate.	0	1	2	3	4
10. Intern was willing to spend time in preparation, reading, learning new information, etc.	0	1	2	3	4
11. Intern was ethically responsible.	0	1	2	3	4
12. Intern was proactive in getting involved in internship activities.	0	1	2	3	4
13. Intern demonstrated leadership.	0	1	2	3	4
14. Intern was enthusiastic about involvement in internship activities.	0	1	2	3	4

Comments:

Supervisor signature: _____ **Date:** _____

Student signature: _____ **Date:** _____

Key to PROFESSIONAL IDENTITY FOUNDATIONS AND KNOWLEDGE and DOCTORAL LEARNING OUTCOMES:

PROFESSIONAL IDENTITY FOUNDATIONS

A. Doctoral program objectives address the professional leadership roles of counselor education, supervision, counseling practice, and research competencies expected of doctoral graduates.

B. It is expected that doctoral students will have experiences designed to help them accomplish the following:

1. Develop an area of professional counseling expertise as demonstrated through scholarly publications and/or presentations.
2. Develop collaborative relationships with program faculty in teaching, supervision, research, professional writing, and service to the profession and the public.
3. Participate in appropriate professional counseling organizations.
4. Contribute to and promote scholarly counseling research.

PROFESSIONAL IDENTITY KNOWLEDGE

C. Learning experiences beyond the entry level are required in all of the following content areas:

1. Theories pertaining to the principles and practice of counseling, career development, group work, systems, consultation, and crises, disasters, and other trauma causing events.
2. Theories and practices of counselor supervision.
3. Instructional theory and methods relevant to counselor education.
4. Pedagogy relevant to multicultural issues and competencies, including social change theory and advocacy action planning.
5. Design, implementation, and analysis of quantitative and qualitative research.
6. Models and methods of assessment and use of data.
7. Ethical and legal considerations in counselor education and supervision (e.g., *ACA Code of Ethics*, other relevant codes of ethics, standards of practice).

RESEARCH AND SCHOLARSHIP

E. Knowledge:

1. Understands univariate and multivariate research designs and data analysis methods.
2. Understands qualitative designs and approaches to qualitative data analysis.
3. Knows models and methods of instrument design.
4. Knows models and methods of program evaluation.

F. Skill/Practices:

1. Demonstrates the ability to formulate research questions appropriate for professional research and publication.
2. Demonstrates the ability to create research designs appropriate to quantitative and qualitative research questions.
3. Demonstrates professional writing skills necessary for journal and newsletter publication.
4. Demonstrates the ability to develop and submit a program proposal for presentation at state, regional, or national counseling conferences.
5. Demonstrates the ability to write grant proposals appropriate for research, program enhancement, and/or program development.
6. Demonstrates the ability to create and implement a program evaluation design.

LEADERSHIP AND ADVOCACY

I. Knowledge:

1. Understands theories and skills of leadership.
2. Understands advocacy models.
3. Identifies current multicultural issues as they relate to social change theories.

4. Understands models, leadership roles, and strategies for responding to community, national, and international crises and disasters.
5. Understands current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession.

J. Skills/Practices:

1. Demonstrates the ability to provide leadership or contribute to leadership efforts of professional organizations and/or counseling programs.

Demonstrates the ability to advocate for the profession and its clientele.

Appendix J: Ph.D. IN COUNSELOG EDUCATION AND SUPERVISION

ECPY 782 Internship in Counselor Education and Supervision RESEARCH, CONSULTATION, PREVENTION &/OR ADMINISTRATION STUDENT SELF-ASSESSMENT

Student Name _____ Supervisor _____

Focal area(s) of Internship _____ Semester _____

Please check which of the following PROFESSIONAL IDENTITY FOUNDATIONS AND KNOWLEDGE and DOCTORAL LEARNING OUTCOMES were addressed in this internship (see below for a key to the standards):

Professional Identity Foundations: **A. B. (1., 2., 3., 4.)**

Professional Identity Knowledge: **C. (1., 2., 3., 4., 5., 6., 7.)**

Research and Scholarship: **E. Knowledge (1., 2., 3., 4.); F. Skill/Practices (1., 2., 3., 4., 5., 6.)**

Leadership and Advocacy: **I. Knowledge (1., 2., 3.,4., 5.); J. Skill/Practices (1., 2.)**

Please use the scale below to rate yourself in the teaching and/or supervision activities you completed for your doctoral internship experience:

Key:

- 0 Strongly Disagree
- 1 Disagree
- 2 Neutral
- 3 Agree
- 4 Strongly Agree

	RATING				
1. I completed assignments/activities in a timely manner.	0	1	2	3	4
2. I interacted with others in a professional manner.	0	1	2	3	4
3. I demonstrated adequate knowledge of content area.	0	1	2	3	4
4. I was well organized and prepared.	0	1	2	3	4
5. I demonstrated flexibility.	0	1	2	3	4
6. I was approachable.	0	1	2	3	4
7. I demonstrated an ability to accept and integrate feedback.	0	1	2	3	4

8. I had the opportunity to substantially contribute to internship activities.	0	1	2	3	4
9. My contribution was appropriate given my knowledge and skill levels.	0	1	2	3	4
10. I was willing to spend time in preparation, reading, learning new information, etc.	0	1	2	3	4
11. I was ethically responsible.	0	1	2	3	4
12. I was proactive in getting involved in internship activities	0	1	2	3	4
13. I demonstrated leadership.	0	1	2	3	4
14. I was enthusiastic about my internship work.	0	1	2	3	4

Identify 3 ways you developed personally & professionally during this experience:

- 1.
- 2.
- 3.

Identify 3 goals for continued personal & professional development in this area:

- 1.
- 2.
- 3.

Comments:

Student Signature: _____ **Date:** _____

Key to PROFESSIONAL IDENTITY FOUNDATIONS AND KNOWLEDGE and DOCTORAL LEARNING OUTCOMES:

PROFESSIONAL IDENTITY FOUNDATIONS

A. Doctoral program objectives address the professional leadership roles of counselor education, supervision, counseling practice, and research competencies expected of doctoral graduates.

B. It is expected that doctoral students will have experiences designed to help them accomplish the following:

1. Develop an area of professional counseling expertise as demonstrated through scholarly publications and/or presentations.
2. Develop collaborative relationships with program faculty in teaching, supervision, research, professional writing, and service to the profession and the public.
3. Participate in appropriate professional counseling organizations.
4. Contribute to and promote scholarly counseling research.

PROFESSIONAL IDENTITY KNOWLEDGE

C. Learning experiences beyond the entry level are required in all of the following content areas:

1. Theories pertaining to the principles and practice of counseling, career development, group work, systems, consultation, and crises, disasters, and other trauma causing events.
2. Theories and practices of counselor supervision.
3. Instructional theory and methods relevant to counselor education.
4. Pedagogy relevant to multicultural issues and competencies, including social change theory and advocacy action planning.
5. Design, implementation, and analysis of quantitative and qualitative research.
6. Models and methods of assessment and use of data.
7. Ethical and legal considerations in counselor education and supervision (e.g., *ACA Code of Ethics*, other relevant codes of ethics, standards of practice).

RESEARCH AND SCHOLARSHIP

E. Knowledge:

1. Understands univariate and multivariate research designs and data analysis methods.
2. Understands qualitative designs and approaches to qualitative data analysis.
3. Knows models and methods of instrument design.
4. Knows models and methods of program evaluation.

F. Skill/Practices:

1. Demonstrates the ability to formulate research questions appropriate for professional research and publication.
2. Demonstrates the ability to create research designs appropriate to quantitative and qualitative research questions.
3. Demonstrates professional writing skills necessary for journal and newsletter publication.
4. Demonstrates the ability to develop and submit a program proposal for presentation at state, regional, or national counseling conferences.
5. Demonstrates the ability to write grant proposals appropriate for research, program enhancement, and/or program development.
6. Demonstrates the ability to create and implement a program evaluation design.

LEADERSHIP AND ADVOCACY

I. Knowledge:

1. Understands theories and skills of leadership.

2. Understands advocacy models.
3. Identifies current multicultural issues as they relate to social change theories.
4. Understands models, leadership roles, and strategies for responding to community, national, and international crises and disasters.
5. Understands current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession.

J. Skills/Practices:

1. Demonstrates the ability to provide leadership or contribute to leadership efforts of professional organizations and/or counseling programs.
2. Demonstrates the ability to advocate for the profession and its clientele.

**Appendix K: UNIVERSITY OF LOUISVILLE
Ph.D. IN COUNSELOR EDUCATION AND SUPERVISION**

**ECPY 782 INTERNSHIP IN COUNSELOR EDUCATION AND SUPERVISION
TEACHING OR CLINICAL SUPERVISION
SUPERVISOR RATING**

Student Name _____ Supervisor _____

Focal area(s) of Internship _____ Semester _____

Please check which of the following PROFESSIONAL IDENTITY FOUNDATIONS AND KNOWLEDGE and DOCTORAL LEARNING OUTCOMES were addressed in this internship (see below for a key to the standards):

- Professional Identity Foundations: **A. B. (1., 2., 3., 4.)**
 Professional Identity Knowledge: **C. (1., 2., 3., 4., 5., 6., 7.)**
 Supervision: **A. Knowledge (1., 2., 3., 4.); B Skill/Practices (1., 2.)**
 Teaching: **C. Knowledge (1., 2., 3.); D. Skill/Practices (1., 2., 3.)**

Please use the scale below to rate the doctoral intern who has engaged in research, consultation, prevention, and/or administration activities under your supervision:

Key:

- 0 Strongly Disagree
- 1 Disagree
- 2 Neutral
- 3 Agree
- 4 Strongly Agree

	RATING				
1. Intern worked with instructor to plan curriculum and assessments.	0	1	2	3	4
2. Intern engaged fully with students in this class.	0	1	2	3	4
3. Intern was prepared to teach and/or supervise and was well organized.	0	1	2	3	4
4. Intern provided students feedback in a professional manner.	0	1	2	3	4
5. Intern demonstrated adequate knowledge of content area and/or supervision.	0	1	2	3	4
6. Intern managed classroom instruction and student behavior.	0	1	2	3	4
7. Intern had the opportunity to provide direct instruction and/or supervision.	0	1	2	3	4

8. Students in the class approached the intern for assistance.	0	1	2	3	4
9. Intern worked cooperatively with supervising faculty.	0	1	2	3	4
10. Intern demonstrated appropriate instructional and/or supervisory behavior.	0	1	2	3	4
11. Intern was interested in and promoted interest in the course material.	0	1	2	3	4
12. Intern was willing to learn new academic content relevant to the course.	0	1	2	3	4
13. Intern was ethically responsible.	0	1	2	3	4
14. Intern was proactive in getting involved in internship activities.	0	1	2	3	4

Comments:

Supervisor signature: _____ **Date:** _____

Student signature: _____ **Date:** _____

Key to PROFESSIONAL IDENTITY FOUNDATIONS AND KNOWLEDGE and DOCTORAL LEARNING OUTCOMES:

PROFESSIONAL IDENTITY FOUNDATIONS

A. Doctoral program objectives address the professional leadership roles of counselor education, supervision, counseling practice, and research competencies expected of doctoral graduates.

B. It is expected that doctoral students will have experiences designed to help them accomplish the following:

1. Develop an area of professional counseling expertise as demonstrated through scholarly publications and/or presentations.
2. Develop collaborative relationships with program faculty in teaching, supervision, research, professional writing, and service to the profession and the public.
3. Participate in appropriate professional counseling organizations.
4. Contribute to and promote scholarly counseling research.

PROFESSIONAL IDENTITY KNOWLEDGE

C. Learning experiences beyond the entry level are required in all of the following content areas:

1. Theories pertaining to the principles and practice of counseling, career development, group work, systems, consultation, and crises, disasters, and other trauma causing events.
2. Theories and practices of counselor supervision.
3. Instructional theory and methods relevant to counselor education.
4. Pedagogy relevant to multicultural issues and competencies, including social change theory and advocacy action planning.
5. Design, implementation, and analysis of quantitative and qualitative research.
6. Models and methods of assessment and use of data.
7. Ethical and legal considerations in counselor education and supervision (e.g., *ACA Code of Ethics*, other relevant codes of ethics, standards of practice).

SUPERVISION

A. Knowledge:

1. Understands the purposes of clinical supervision.
2. Understands theoretical frameworks and models of clinical supervision.
3. Understands the roles and relationships related to clinical supervision.
4. Understands legal, ethical, and multicultural issues associated with clinical supervision.

B. Skill/Practices:

1. Demonstrates the application of theory and skills of clinical supervision.
2. Develops and demonstrates a personal style of supervision.

TEACHING

C. Knowledge:

1. Understands the major roles, responsibilities, and activities of counselor educators.
2. Knows instructional theory and methods relevant to counselor education.
3. Understands ethical, legal, and multicultural issues associated with counselor preparation training.

D. Skill and Practices:

1. Develops and demonstrates a personal philosophy of teaching and learning.
2. Demonstrates course design, delivery, and evaluation methods appropriate to course objectives.
3. Demonstrates the ability to assess the needs of counselors in training and develop techniques to help students develop into competent counselors.

Appendix L: Ph.D. IN COUNSELOR EDUCATION AND SUPERVISION

ECPY 782 INTERNSHIP IN COUNSELOR EDUCATION AND SUPERVISION TEACHING OR CLINICAL SUPERVISION STUDENT SELF-ASSESSMENT

Name _____ Supervisor _____

Focal area(s) of internship _____ Semester _____

Please check which of the following PROFESSIONAL IDENTITY FOUNDATIONS AND KNOWLEDGE and DOCTORAL LEARNING OUTCOMES were addressed in this internship (see below for a key to the standards):

Professional Identity Foundations: **A. B. (1., 2., 3., 4.)**

Professional Identity Knowledge: **C. (1., 2., 3., 4., 5., 6., 7.)**

Supervision: **A. Knowledge (1., 2., 3., 4.); B Skill/Practices (1., 2.)**

Teaching: **C. Knowledge (1., 2., 3.); D. Skill/Practices (1., 2., 3.)**

Please use the scale below to rate yourself in the teaching and/or supervision activities you completed for your doctoral internship experience:

Key:

- 0 Strongly Disagree
- 1 Disagree
- 2 Neutral
- 3 Agree
- 4 Strongly Agree

	RATING				
1. I was able to work with the instructor to plan curriculum and assessments.	0	1	2	3	4
2. I was able to engage fully with students in this class.	0	1	2	3	4
3. I was prepared to teach and/or supervise and was well organized.	0	1	2	3	4
4. I was able to provide students feedback in a professional manner.	0	1	2	3	4
5. I believe I had adequate knowledge of content area and/or supervision.	0	1	2	3	4
6. I was able to manage classroom instruction and student behavior.	0	1	2	3	4
7. I had the opportunity to provide direct instruction and/or supervision.	0	1	2	3	4
8. Students in the class approached me for assistance.	0	1	2	3	4

9. I was able to demonstrate appropriate instructional or supervisory behavior.	0	1	2	3	4
10. I believe this experience aided in my personal and professional development.	0	1	2	3	4
11. I was interested in and promoted interest in the course material.	0	1	2	3	4
12. I was willing to learn new academic content relevant to the course.	0	1	2	3	4
13. I was ethically responsible.	0	1	2	3	4
14. I was proactive in getting involved in internship activities.	0	1	2	3	4

Identify 3 ways you developed personally & professionally during this experience:

- 1.
- 2.
- 3.

Identify 3 goals for continued personal & professional development in this area:

- 1.
- 2.
- 3.

Comments:

Student Signature: _____ **Date:** _____

Key to PROFESSIONAL IDENTITY FOUNDATIONS AND KNOWLEDGE and DOCTORAL LEARNING OUTCOMES:

PROFESSIONAL IDENTITY FOUNDATIONS

A. Doctoral program objectives address the professional leadership roles of counselor education, supervision, counseling practice, and research competencies expected of doctoral graduates.

B. It is expected that doctoral students will have experiences designed to help them accomplish the following:

1. Develop an area of professional counseling expertise as demonstrated through scholarly publications and/or presentations.
2. Develop collaborative relationships with program faculty in teaching, supervision, research, professional writing, and service to the profession and the public.
3. Participate in appropriate professional counseling organizations.
4. Contribute to and promote scholarly counseling research.

PROFESSIONAL IDENTITY KNOWLEDGE

C. Learning experiences beyond the entry level are required in all of the following content areas:

1. Theories pertaining to the principles and practice of counseling, career development, group work, systems, consultation, and crises, disasters, and other trauma causing events.
2. Theories and practices of counselor supervision.
3. Instructional theory and methods relevant to counselor education.
4. Pedagogy relevant to multicultural issues and competencies, including social change theory and advocacy action planning.
5. Design, implementation, and analysis of quantitative and qualitative research.
6. Models and methods of assessment and use of data.
7. Ethical and legal considerations in counselor education and supervision (e.g., *ACA Code of Ethics*, other relevant codes of ethics, standards of practice).

SUPERVISION

A. Knowledge:

1. Understands the purposes of clinical supervision.
2. Understands theoretical frameworks and models of clinical supervision.
3. Understands the roles and relationships related to clinical supervision.
4. Understands legal, ethical, and multicultural issues associated with clinical supervision.

B. Skill/Practices:

1. Demonstrates the application of theory and skills of clinical supervision.
2. Develops and demonstrates a personal style of supervision.

TEACHING

C. Knowledge:

1. Understands the major roles, responsibilities, and activities of counselor educators.
2. Knows instructional theory and methods relevant to counselor education.
3. Understands ethical, legal, and multicultural issues associated with counselor preparation training.

D. Skill and Practices:

1. Develops and demonstrates a personal philosophy of teaching and learning.
2. Demonstrates course design, delivery, and evaluation methods appropriate to course objectives.
3. Demonstrates the ability to assess the needs of counselors in training and develop techniques to help students develop into competent counselors.

**Appendix M: UNIVERSITY OF LOUISVILLE
COUNSELOR EDUCATION AND SUPERVISION***

APPLICATION FOR DOCTORAL COMPREHENSIVE EXAMINATION

Student Name _____ Student ID Number _____

Address _____ Home Phone _____

City, State, Zip _____ Cell or Work Phone _____

Exam to be taken on (date):

COMPREHENSIVE EXAMINATION FORMAT: Essay questions in the areas listed below from the student's Program of Study. Three hours are allotted for each area.

Areas of Study	Hours
Counselor Education and Supervision	3
Social Justice (including prevention and advocacy)	3
Research Methodology and Statistics	3
Specialization (<i>to be determined by Program Committee</i>)	3

PREPARATION AND EVALUATION OF COMPREHENSIVE EXAMINATION

Topic	Question prepared by:	3 Readers
Counselor Education and Supervision		
Social Justice (including prevention and advocacy)		
Research Methodology and Statistics		
Describe area of Specialization:		

Procedures: Each question writer will determine whether any materials can be used during the examination. The student should check with the question writer.

ORAL EXAMINATION FORMAT (optional – maximum of 3 hours)

Chair

Committee member

Committee member

Date

Date

Date

***Applications are due 6 months before the dates of the Comprehensive Examination. Transcripts will be checked to ensure that the student has the prerequisite coursework to take the Comprehensive Examination.**

NOTE: An application must be filed for retakes of failed sections of the Comprehensive Examination.

Date received in ECPY Office: _____

cc: Student, Program Chairperson, All examining faculty, Student's file



**Appendix N: COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
Department of Counseling and Human Development
Counselor Education Program**

**AMERICAN COUNSELING ASSOCIATION CODE OF ETHICS
AGREEMENT**

Prior to enrollment in graduate studies in the Counselor Education Program at the University of Louisville, you must read the ACA Code of Ethics and sign this statement of consent. By signing this form (statement of consent) you agree to abide by the ACA Code of Ethics during your tenure in the program.

The Code can be accessed at the following site: <http://www.counseling.org/knowledge-center/ethics>

I have accessed and read the American Counseling Association (ACA) Code of Ethics. I will adhere to the ACA Code Ethics (Code) and agree to use the Code to inform my actions with clients, student peers, fellow professional counselors and supervisors, and professors. If I have questions about the Code, I will confer with my Advisor during my tenure in the Counselor Education Program. Students who do not comply with the Code may not be allowed to continue in or graduate from the Counselor Education Program.

Student Printed Name: _____ Date: _____

Student Signature: _____ Date: _____

Advisor Signature: _____ Date: _____

Note: The applicability of the Code throughout a student's trajectory in the program does not require her/his membership in ACA. In addition, a student's non-membership status in ACA does not affect a student's obligation to comply with the Code during her/his tenure in the program.

This form is to be signed and returned to Amanda Bringhurst (Room 320) prior to registering for your first course in the Counselor Education Program



**Appendix O: COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
Department of Counseling and Human Development
Counselor Education Program**

CRIMINAL BACKGROUND CHECK

I understand that during the course of the program, I may be required to undergo a Criminal Background check as a requirement of the Counselor Education Program and/or for select practicum and/or internship sites.

Student Printed Name: _____ Date: _____

Student Signature: _____ Date: _____

Advisor Signature: _____ Date: _____

This form is to be signed and returned to Amanda Bringhurst (Room 320) prior to registering for your first course in the Counselor Education Program