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SCOPE OF THIS HANDBOOK

Welcome to the UAF Counseling program! We are dedicated to a positive learning environment that is enriching to the students in our program. This handbook contains important policy statements and required forms for new and current students. In addition to this handbook, you are required to also read relevant policies listed in the UAF Course Catalog (https://uaf.edu/catalog/), review the UAF counseling program website, and read the handbook for practicum and internship.

COUNSELING PROGRAM OPTIONS

The Counseling Program offers the following options:
1. A Master of Education degree with a specialization in Elementary School Counseling (K-8)
2. A Master of Education degree with a specialization in Secondary School Counseling (7-12)
3. A Master of Education degree with a specialization in K-12 School Counseling
4. A Master of Education degree with a specialization in Clinical Mental Health Counseling
5. A Master of Education degree with a specialization in both School Counseling (Elementary, Secondary, or K-12) and Clinical Mental Health Counseling
6. A School Counselor Certification Program (Elementary, Secondary, or K-12) for students already holding a master’s degree in education or one of the helping professions

Students must declare which track they intend to pursue (School Counseling, Clinical Mental Health Counseling or both) by the 2nd semester of their coursework.

If the counseling program changes the curriculum while students are completing the program, students may choose to follow their original curriculum contained in the UAF General Catalog and Counseling Student Handbook from the year when the student matriculated or the student may change to follow the curriculum in the new General Catalog or new Counseling Student Handbook. The curriculum may not be combined; a choice of catalog and handbook is required. All students are required to follow all non-curriculum policy changes implemented.

PROGRAM DESCRIPTION

The master’s degree (M. Ed.) in Counseling offers two concentrations: Clinical Mental Health Counseling and School Counseling. Each concentration includes a set core curriculum with additional coursework and internships that are specific to the concentration. The program utilizes a developmental approach to prepare counselors-in-training. Emphasis is on general problem-solving skills as well as helping individuals plan and monitor their own educational and occupational direction. Counselors-in-training are also prepared to respond to individuals and to work cooperatively with parents, teachers, and community members to provide the best possible services.
The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), has granted accreditation to the following programs in the UAF School of Education Counseling Program: Clinical Mental Health Counseling (M. Ed.), and School Counseling (M. Ed.).

The University of Alaska Graduate Counseling Program prepares students to become culturally responsive effective practitioners through coursework and supervised internship experiences that emphasize an ecological perspective. Students who complete the School Counseling track, a 48 credit-hour program, are eligible to be licensed as professional school counselors in the state of Alaska. Students who complete the Clinical Mental Health Counseling track, a 60 credit-hour program, are eligible for licensure as mental health counselors, following completion of post-degree requirements. Students who complete this track are eligible to work in community/mental health agencies or as private clinicians once licensed.

The Counseling Program features small class sizes, highly experienced professors, and a counselor training clinic that is shared with the University of Alaska Fairbanks (UAF) Psychology program. Group Counseling (COUN 674) is held in the clinic on the 2nd floor of the Gruening Building on the Fairbanks campus. Students who are completing either the school or clinical mental health program track through distance education are required to complete a week-long intensive for COUN F674 Group Counseling on the Fairbanks campus.

The Counseling Program provides preparation for developmental guidance, individual and group counseling, consultation, and program development. Course work includes school and/or clinical mental health internship experiences.

School internships require a minimum of 600 (1200 for K-12) total hours in a public school under the supervision of certified school counselors. Of the 600 hours, 240 (480 for K-12) must be direct contact hours. *Note: the minimum number of hours for one level of school certification (elementary or secondary) is 600. The minimum number of hours for K-12 certification is 1200.*

Clinical mental health internships require 600 total hours in a community setting working under licensed professionals. Of the 600 hours, 240 must be direct contact hours.

**SCHOOL OF EDUCATION MISSION STATEMENT**

School of Education is dedicated to culturally responsive, place-based teaching, counseling, research and service for Alaska’s diverse communities.

**COUNSELING PROGRAM MISSION STATEMENT**

The UAF Counseling Program is committed to providing future counselors with transformative educational experiences grounded in active adult learning theory. We are invested in deconstructing colonialism to engage students from diverse backgrounds to claim
space in the educational setting and the counseling profession. The faculty strives to develop culturally attuned counselors serving diverse populations across Alaska, nationally, and internationally.

We subscribe to the scientist-practitioner-advocate model, teaching student responsiveness to the changing requirements of a dynamic, pluralistic society with new and emerging evidenced-based practices that accommodate culturally diverse worldviews. A key aim is to facilitate bi-directional learning opportunities to enhance student self-awareness, insight, empathy, compassion, curiosity, understanding, and commitment. We provide high quality counselor preparation grounded in current research, program evaluation, and improvement.

The program is consistent with the guidelines which have been set by the national accrediting body, the Council for the Accreditation of Counseling and Related Programs (CACREP), along with the university standards set by the Northwest Commission on Colleges and Universities (NWCCU), and the National Council for Accreditation of Teacher Education (NCATE), which recently changed its name to the Council for the Accreditation of Educator Preparation (CAEP). In addition to the Counseling Department mission statement, the faculty has formalized seven objectives that specify how we intend to fulfill our mission.

**COUNSELING PROGRAM COMMITMENTS**

The faculty of the UAF Counseling program will:

1. Foster in our students an awareness of the need for lifelong learning and the value of continuing to seek opportunities for professional and personal growth.
2. Infuse current research into counseling program courses and field experiences by:
   a. Faculty utilizing and contributing to the research to enhance student competency
   b. Students demonstrating the ability to locate, analyze, and synthesize research to inform their practice
3. Contribute to the Alaskan context by:
   a. delivering distance education opportunities for rural students
   b. partnering with state licensing board and local military installations
   c. fostering community partnerships with agencies and schools throughout the state of Alaska
   d. serving on community boards, coalitions, and alliances
   e. presenting at local, state, regional, national and international conferences
4. Engage current and former students in research-related and professional activities
   a. organizing and facilitating Defense Week to showcase student projects and theses
   b. co-presenting at professional conferences and co-publishing in peer reviewed journals
   c. engaging students in service learning projects
d. encouraging students to become actively involved in professional organizations such as American Counseling Association (ACA), American School Counselor Association (ASCA), NOHS (National Organization for Human Services) and Chi Sigma Iota (CSI).

5. Facilitate student learning opportunities to enhance insight, self-reflection, and personal awareness of impact on others by
   a. functioning as a community of learners in a cohort environment with collegial relationships among faculty and students.
   b. promoting personal growth by providing experiences that encourage self-examination and openness to the perspectives of others.
   c. emphasizing culturally attuned practice by demonstrating inclusive communication when describing clients/students, using people/person first language, and avoiding labeling clients/students.

COUNSELING PROGRAM OBJECTIVES

1. The UAF counseling program will admit high quality, diverse candidates from rural and urban areas of Alaska.

2. Students will acquire foundational knowledge of the field of counseling, human development, counseling theories, professional ethics, career development, assessment and testing, multicultural counseling, research and program evaluation, counseling interventions, and group counseling.

3. Students will develop counseling skills and refine professional characteristics through coursework and practical experience in the field of counseling.

4. Students will acquire knowledge, develop skills, and refine professional characteristics, through coursework and practical experience related to their selected degree concentration:
   a. School Counseling
   b. Clinical Mental Health Counseling

5. Students will be consumers of research to support their learning and future professional practice.

6. Program graduates will be well prepared to begin work as professional Clinical Mental Health or School Counselors.

7. Employers will hire program graduates and recognize their high-quality preparation for the work environment.
ACCREDITATION

Accreditation of universities and university programs is voluntary. Universities and programs choose to seek accreditation to ensure that their academic programs meet the highest standards that have been set by academics, professionals, and professional associations throughout the United States.

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) has granted accreditation to the UAF School of Education Master of Education in Clinical Mental Health Counseling program and the Master of Education in School Counseling program.

Further, the University of Alaska Fairbanks is accredited through the standards set by the Northwest Commission on Colleges and Universities (NWCCU), and UAF School of Education programs are accredited through the National Council for Accreditation of Teacher Education (NCATE), which recently changed its name to the Council for the Accreditation of Educator Preparation (CAEP).
FACULTY AND STAFF

Full-Time Faculty

Valerie Gifford Ph.D.
Assistant Professor
Counseling Program Head

James Morton, Ph.D.
Assistant Professor
Practicum/Internship Coordinator

Susan Renes, Ph.D.
Associate Professor

Imelda Bratton, Ph.D.
Term Assistant Professor
Adjunct Faculty

Allan Morotti, Ph.D.
Samantha McMorrow, Ph.D.

Hilary Wilson, M. A.
Brenda Henze-Nelson, M. Ed.

Staff

Jane Monahan, M. Ed.
Graduate Program Advisor
DEFINITION OF A COUNSELOR

Professional counseling is the process of establishing a relationship to identify individual’s needs, designing strategies and services to satisfy these needs, and actively assisting in carrying out plans to help individual’s make decisions, solve problems, develop self-awareness, and lead healthier lives.

“Counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals” (American Counseling Association, 2010). Mental health counselors are highly skilled professionals who provide a full range of services including: assessment and diagnosis, psychotherapy, treatment planning and utilization review, brief and solution-focused therapy, alcoholism and substance abuse treatment, psychoeducational and prevention programs, and crisis management (Adopted from the American Mental Health Counselors Association, 2004).

School counselors are among the professionals who assist students with developmental tasks, particularly in elementary, middle, and high schools. School counselors also assist parents and teachers who are challenged by the countless needs of children and adolescents in today’s society. These counselors offer services to students, parents, and teachers so that students have equal opportunity to reach their educational goals, choose an appropriate career direction, and develop as fully functioning members of a democratic society (Adopted from Schmidt, 2003). Furthermore, school counselors create comprehensive school counseling programs that focus on student outcomes, teach student competencies and are delivered with identified professional competencies. School counselors provide services to students, parents, school staff and the community in both direct and indirect student services (Alaska School Counseling Association, 2012).

COUNSELOR IDENTITY

As future counselors, the Counseling program requires that students develop a counselor identity. Part of a counselor identity is being actively involved in a counselor organization. Students are required to purchase a membership in either the American Counseling Association (ACA) or the American School Counselor Association (ASCA). Membership in one or both of these organizations allows students to take an active role in the future of the counseling profession, engage in professional development activities, and network with other counseling professionals.

Students are also encouraged to engage in activities throughout the program to further develop their counseling identity. These can include but are not limited to: (a) service projects, (b) presentations at local, regional, and national conferences, and (c) social justice/advocacy work at the local, regional, and national level.
MASTER’S DEGREE REQUIREMENTS

UAF offers research-oriented (thesis or project) and practice-oriented (non-thesis) master’s degrees. Research-oriented programs are designed to direct graduate students toward scholarly activity that leads to the acquisition of new knowledge. Practice-oriented programs prepare graduate students for professional practice and direct them toward application or transmission of existing knowledge. All degree requirements must be completed within a seven-year period. UAF tenured faculty, tenure track faculty and research faculty are not eligible to become candidates for a graduate degree within the discipline in which they teach.

The minimum requirements for a master’s degree at UAF are as follows (individual departments may have additional requirements):

Steps Required for All Master’s Degrees

1. Formulate a unified degree program in cooperation with your graduate advisory committee. Degree programs must be composed of courses in the discipline or clearly related to and/or supportive of that discipline. All courses to be applied toward the degree must be approved by the advisory committee and follow the requirements set forth by the department that sponsors the degree.

2. Master’s degree students must:
   a. Meet all requirements set forth in the General University Requirements section.
   b. Submit an Appointment of Committee form by the end of the first semester of study.
   c. Submit a Graduate Study Plan by the end of the second semester of study.
   d. Submit a Report of Advisory Committee form by May 15 of every year.
   e. Pass a written and/or oral comprehensive examination which may be combined with a project or thesis defense. Some programs (e.g., the M.Ed. degree program) may substitute a synthesizing paper for the comprehensive examination. This includes demonstration of the ability to synthesize information in the field at a level appropriate for a master’s degree.
   f. Submit an Advancement to Candidacy form to the Graduate School. Once submitted, this form supplants the GSP and formally establishes specific degree requirements.
   g. Pass an oral defense of the thesis or project if a thesis or project is required.
   h. Register as necessary and apply to graduate per the requirements noted in the Graduation section.
   i. Complete all degree requirements within the seven-year time limit.
   j. Archive thesis or project in the UAF Rasmuson Library if a thesis or project is required.

MATRICULATION REQUIREMENTS

Complete the following admission requirements:

1. Application deadline: March 1 for admission to the following fall semester, Oct. 1 for admission to the following spring semester.

2. Admission requires a bachelor's degree in a human service area such as education, social
work, psychology, human services, etc. Suitability of other degrees will be considered on an individual basis by counseling faculty.

3. Applicants must have a GPA of 3.0 or higher in their undergraduate degree or take the Graduate Record Exam.
4. Statement of academic goals addressing applicant's motivations, personal characteristics, experience, education and intentions for earning the counseling degree.
5. Professional resume including education, work, volunteer or life experience relevant to the field of counseling.
6. Three letters of references from professional, academic or character sources.
7. All applicants will be required to interview with the counseling faculty as part of the admissions process.

Complete the following matriculation requirements to secure your place in the program:

1. Meet with assigned faculty advisor to plan first semester courses and discuss graduate study plan.
2. Register and pay for first semester courses.
3. Submit the Counseling Program Informed Consent Form prior to the first day of instruction in the admission semester.
4. Submit a disclosure statement prior to the first day of instruction in the admission semester. Resubmit annually.
5. Purchase a LiveText account per department instructions.

Complete the following requirements to remain in good standing throughout the program:

1. Register for a minimum of 6 credits in the academic year (fall, spring, summer).
2. Maintain a grade point average of 3.0 or higher. Earn a B or higher in specified classes (see handbook).
3. Submit required graduate student paperwork - Appointment of Committee; Graduate Study Plan, Report of Graduate Advisory Committee; Advancement to Candidacy, Application for Graduation, etc – by posted deadlines.
4. Submit a national-level criminal background check to your internship site or to the UAF SOE Counseling program prior to COUN F635, Field Practicum, see the Practicum/Internship Manual for details.
5. Complete internship placements appropriate to the student's declared area of interest.

Complete the following requirement for graduation:

1. Complete and successfully defend master’s research project or thesis.
2. Pass the Counselor Preparation Comprehensive Exam (CPCE).
COUNSELING PROGRAM OPTIONS

Complete the following admission requirements:
1. Application deadline: March 1 for admission to the following fall semester, Oct. 1 for admission to the following spring semester.
2. Admission requires a bachelor's degree in a human service area such as education, social work, psychology, human services, etc. Suitability of other degrees will be considered on an individual basis by counseling faculty.
3. Applicants must have a GPA of 3.0 or higher in their undergraduate degree or take the Graduate Record Exam.
4. Statement of academic goals addressing applicant's motivations, personal characteristics, experience, education and intentions for earning the counseling degree.
5. Professional resume including education, work, volunteer or life experience relevant to the field of counseling.
6. Three letters of references from professional, academic or character sources.
7. All applicants will be required to interview with the counseling faculty as part of the admissions process.

Additional requirements:
1. Submit a disclosure statement upon admission to the program. Resubmit annually.
2. Submit a national-level criminal background check to your internship site or to the UAF SOE Counseling program prior to COUN F635, Field Practicum, see the Practicum/Internship Manual for details.
3. Complete internship placements appropriate to the student's declared area of interest.
4. Pass the Counselor Preparation Comprehensive Exam (CPCE).

Note: The FBI criminal background check process takes up to three months.

Minimum Requirements for Degree: 48-60 credits

General University Requirements
Complete the general university requirements. ([http://catalog.uaf.edu/graduate](http://catalog.uaf.edu/graduate))

Master’s Degree Requirements
Complete the master’s degree requirements. ([http://catalog.uaf.edu/graduate/#Masters](http://catalog.uaf.edu/graduate/#Masters))

Program Requirements
COUN F601 Research in Counseling and Educational Settings 3
COUN F615 Foundations of Counseling 3
COUN F623 Counseling Theories and Applications I 3
COUN F627 Developmental Interventions 1* 3
COUN F628 Child and Adolescent Development 3
COUN F630 Appraisal for Counselors 3
COUN F632 Career Development 3
COUN F634 Practicum (Or COUN 603 Pre-practicum) 3
COUN F635 Field Practicum 3
COUN F636 Internship I** 3
COUN F647 Professional Ethics 3
COUN F660 Multicultural Counseling 3
COUN F674 Group Counseling 3
COUN F686 Internship II** 3
COUN F698 Non-Thesis Research/Project 3-6
or COUN F699 Thesis

** Concentrations
Select one from the following concentrations: 3-30
   School Counseling (elementary or secondary)
   K-12 School Counseling (elementary or secondary)
   Clinical Mental Health
Total Credits 48-72

Concentrations

School Counseling
COUN F646 School Counseling 3
Total Credits 3

K-12 School Counseling
COUN F646 School Counseling 3
COUN F687 Internship III** 3
COUN F688 Internship IV** 3
Total Credits 9

Clinical mental health
COUN F629 Counseling Interventions for Adults 3
COUN F638 Adult Development 3
COUN F650 Multicultural Psychopathology 3
COUN F651 Counseling for Addictions 3
COUN F666 Family and Couples Counseling 3
Total Credits 15

Clinical mental health and school counseling
Complete the following courses for both clinical mental health concentration and school counseling at one level (elementary or secondary)
COUN F629 Counseling Interventions for Adults 3
COUN F636 Internship I** 3
COUN F638 Adult Development 3
COUN F646 School Counseling 3
COUN F650 Multicultural Psychopathology 3
COUN F651 Counseling for Addictions 3
Clinical mental health and k-12 school counseling
Complete the following courses for both clinical mental health concentration and K-12 school counseling (elementary and secondary)
COUN F629 Counseling Interventions for Adults 3
COUN F636 Internship I 3
COUN F638 Adult Development 3
COUN F646 School Counseling 3
COUN F650 Multicultural Psychopathology 3
COUN F651 Counseling for Addictions 3
COUN F666 Family and Couples Counseling 3
COUN F686 Internship II 3
COUN F687 Internship III 3
COUN F688 Internship IV 3
Total Credits 30

**Additional fee required. Charges are added to fee statements each semester.

Note: Courses assigned by the student’s graduate committee to remove deficiencies will not be allowed as part of the graduate program.

School Counseling Certification Program
Complete the following admission requirements:

1. Application to the licensure only program follows the same admission requirements and procedures as for the M.Ed. in counseling
2. People who currently hold a master's degree in education or one of several helping professions such as social work, psychology or human services (as approved by counseling faculty) may apply.

Additional requirements:
1. Submit a disclosure statement upon admission to the program. Resubmit annually.
2. Submit a national-level criminal background check to your internship site or to the UAF SOE Counseling program prior to COUN F635, Field Practicum, see the Practicum/Internship Manual for details.
3. Complete internship placements appropriate to the student's declared area of interest.
4. Complete background check procedure required by the school or community internship placement. The procedure varies depending on placement.

Note: The FBI criminal background check process takes up to three months.

Minimum Requirements for Degree: 39-45 credits
Certification in One Level (Elementary or Secondary)

Complete the following requirements for certification in one level (Elementary or Secondary):

COUN F615 Foundations of Counseling 3
COUN F623 Counseling Theories and Applications I 3
COUN F627 Developmental Interventions 3
COUN F628 Child and Adolescent Development 3
COUN F632 Career Development 3
COUN F630 Appraisal for Counselors 3
COUN F634 Practicum (Or COUN 603 Pre-practicum) 3
COUN F636 Internship I* 3
COUN F646 School Counseling 3
COUN F647 Professional Ethics 3
COUN F660 Multicultural Counseling 3
COUN F674 Group Counseling 3
COUN F686 Internship II * 3

Total credits 39

Complete the following optional classes for K-12 school counseling certification (Elementary and Secondary)

COUN F687 Internship III* 3
COUN F688 Internship IV* 3

Total Credits 6

*Additional fee required. Charges are added to fee statements each semester.

Students must take 15 UAF credits to receive a certificate. Up to 30 graduate transfer credits from a previous degree program may be applied, as approved by the School of Education counseling program.

State of Alaska School Counselor Certification Information

Licensed Professional Counselor (LPC) Requirements

Please contact either the School Counseling Chair or Clinical Mental Health Counseling Chair for further instructions and/or guidelines for obtaining licensure as a professional counselor; or visit https://www.commerce.alaska.gov/web/portals/5/pub/counselorstatutes.pdf for more information.

Distance Education

The Counseling Program offers all courses via distance education through video conference or web-based (asynchronous) instruction. Video conference courses are intended for students living in rural and remote sites. Students residing in the Fairbanks area may not enroll in video conference courses unless given special permission by the Counseling faculty. Student requests will be reviewed on a case-by-case basis. Online (asynchronous, web-based classes) are open to all students regardless of location.

The following course requires a one-week summer intensive on-campus in Fairbanks:

COUN F674 Group Counseling

Housing Options at UAF for Students

Contact: Residence Life: (907) 474-7247 or email: uaf-housing@alaska.edu
For general information visit: http://www.uaf.edu/reslife
For summer housing options visit: http://www.uaf.edu/reslife/summer-housing/

RECOMMENDED SEQUENCE OF COURSES

Once admitted to the Counseling Program, students are assigned a temporary advisor. The temporary advisor can be changed to a permanent advisor of the student’s choosing at a later time. Students must meet with their assigned advisor prior to enrolling in their first semester of coursework to ensure a clear understanding regarding scheduling and prerequisites, and to secure appropriate signatures. It is advised that students meet with their advisor prior to scheduling each semester to review scheduling and discuss any questions or concerns.

The time to complete the master’s program varies based on multiple factors. A full-time student can complete the Clinical Mental Health Counseling program in three years, and the School Counseling Program can be completed in an accelerated two and ½ year time frame. It is not recommended that a student with full-time work or other major outside commitments attempt to complete either concentration in an accelerated format. If a student does have outside commitments, it is likely that the program will take longer and therefore students should plan accordingly. Students are welcome to take any courses available in the summer. Summer course offerings vary. Group Counseling (COUN F674) is offered in summers when demand is present, but priority is given to distance-based students. All distance-based students must complete a one-week summer residency in Fairbanks to complete COUN F674 Group Counseling.

The Counseling Program has provided recommended course sequence options for an array of student situations to aid students in planning their program. See Appendix for course schedules. These schedules ensure that pre-requisite courses are taken in the correct sequence and it is
recommended that they are followed as closely as possible. It is understood that not all students will complete the program in three years or less. Therefore, it is highly recommended you discuss your schedule with your advisor every semester to help alleviate any scheduling issues.

GENERAL UNIVERSITY REQUIREMENTS

To receive a graduate degree at UAF, you must apply and be admitted to a specific degree program and must later be advanced to candidacy for that degree and discipline major.

Catalog and Time Limit

You may elect to graduate under the degree requirements in effect and published in the UAF catalog in any one of the previous seven years in which you are enrolled as a master's degree student, or in the previous 10 years if you are a doctoral student. To be considered enrolled in your master's or doctoral degree program you must meet the registration requirements per academic year. If you enroll through the nondegree student registration process, you are not considered enrolled as a degree student during that time.

All nonacademic policies and regulations listed in the current catalog apply, regardless of the catalog you are using for your degree requirements. You must satisfactorily complete all course work listed on your Advancement to Candidacy form and all other degree requirements within seven years for a master’s degree and 10 years for a doctoral student.

Good Standing

**Graduate students** - To maintain good academic standing in UAF graduate programs, students must:

a. Maintain a cumulative GPA of 3.0 in courses taken since admission to graduate school. Before advancing to candidacy, however, a cumulative GPA of 3.0 is required. You must earn at least a B grade in 400-level courses.
b. Be registered at UAF with a minimum of 6 graduate or 400-level credits per year unless on approved leave of absence.
c. Abide by all parts of the Student Code of Conduct.
d. Have a current graduate study plan or an advancement to candidacy submitted and approved unless you are within the first year of graduate study.
e. Have on file with the Graduate School by May 15 of each year an annual report from the graduate advisory committee certifying satisfactory progress. This is the responsibility of the student. Students starting in January need not submit an annual report until May of the next academic year. If a satisfactory annual report is not filed as specified, the student may be placed on probation.
f. Pass any required qualifying exams or comprehensive exams. Departments may set the number of times a student may retake an exam.
Grade Point Average and Grade Requirements

You must have a cumulative GPA of 3.0 in the courses identified on your Advancement to Candidacy form to remain in good standing and to graduate. In addition, for the purpose of satisfying degree requirements, you must earn a B (3.0) or better (no P grades) in each F400-level course and a C grade (2.0) or better in each F600-level course. NOTE: A B- is less than a 3.0 and, if obtained in a F400-level course, will not count for meeting degree requirements; likewise, a C- is less than a 2.0 and, if obtained in a F600-level course, will not count for meeting degree requirements. The Counseling Program requires students to earn a minimum grade of a B in Counseling Theories (F623) to move forward to the Practicum (F634P). *Note: COUN 634P, Practicum has been replaced with “Pre-practicum” beginning Fall 2018. This change will appear in the 2019-20 UAF Academic Catalog. Earning a B or higher in Counseling Theories (F623) will be a requirement to enter Pre-practicum. Students must also earn a grade of B or higher in the Group Counseling course (F674) and passing grades in the Field Practicum (F635) and the Internship courses (F636, F686, F 687, F688) to complete their degree requirements. Although earning a B in certain courses is not a general UAF graduate school requirement, it is a Counseling Program requirement and cannot be changed by individual advisory committees.

Registration Requirement

Graduate students must be registered for at least 6 credits per year (fall, spring, summer), at the graduate or F400-level in courses relevant to the graduate degree, while actively working toward a degree. Those who wish to temporarily suspend their studies should obtain an approved leave of absence. Additionally, you must be registered in both the semester that you defend and the semester in which you receive your degree as per the requirements under Graduation.

Temporary Leave of Absence If you need to temporarily suspend studies while earning a graduate degree, you must obtain an approved leave of absence. If you fail to register for at least 6 graduate or F400-level credits in a school year (fall, spring or summer semester) or to obtain a leave of absence, you will be dropped from graduate study and will have to be reinstated before resuming graduate studies. Contact the Graduate School for information at 907-474-7464.

Transfer Credit

Up to one-half of all graduate degree credits approved for a graduate program may be transferred from UAA and UAS. No more than one-third of approved program credits may be transferred from other accredited institutions outside the UA system. Transferred credits may not be used from previously earned undergraduate degrees. A minimum B grade (3.0) is required in all graduate courses presented for transfer. A P grade (pass) is not acceptable for transfer credit. Transfer courses must be approved by the counseling department and meet the CACREP Best Practice Guidelines. In the UAF Counseling program this includes the following:

1. Any class involving clinical competencies must be taken from our program - this includes:
   COUN 623 Counseling Theories and Applications
   COUN 674 Group Counseling
COUN 634 or COUN 693 - Practicum or Pre-practicum  
COUN 635 - Field Practicum  
COUN 636 - Internship I  
COUN 686 - Internship II  

2. For any class that involves a Key Performance Indicator (KPI) or any other part of our approved assessment plan, the transfer student will need to produce evidence to show these assessment pieces were satisfied.

Credits Earned While Non-Degree Seeking

A student who earned post-baccalaureate degree credits while studying as a nondegree student at UAF may, with approval of the graduate advisory committee, apply those credits toward a graduate degree. However, no more than one-half of all credits used to meet the requirements of a graduate degree may be credits earned as a nondegree student.

Course Restrictions

You may not use credit by examination, audited courses, F100-, F200-, F300-, and F500-level courses, or courses taken under the credit/no credit option to fulfill the basic course requirements of any degree program. No more than 12 credits of special topics courses (F693 or F695) or individual study (F697) may be used toward a graduate degree. The dean of the Graduate School must approve requests for exceptions to the limit.

Deficiencies

Your advisory committee may require that you remedy certain deficiencies in your program. Your committee will determine early in the program both how to remedy the deficiencies and the minimum level of performance required of you. Graded undergraduate courses taken to remedy a deficiency must receive a grade of B (3.0) or better. Deficiency courses are not listed on the Advancement to Candidacy form.

English Proficiency

You must be proficient in written and oral English. Your advisory committee will determine requirements to remove any such deficiencies. These requirements may not be used to fulfill the language/research tool requirement of some departments.

NOTICE OF NONDISCRIMINATION

(BOR POLICY & REGULATION 01.02.020)  
The University of Alaska does not discriminate on the basis of race, religion, color, national origin, citizenship, age, sex, physical or mental disability, status as a protected veteran, marital status, changes in marital status, pregnancy, childbirth or related medical conditions, parenthood, sexual
orientation, gender identity, political affiliation or belief, genetic information, or other legally protected status.

When implementing this commitment, the University is guided by Title VI and VII of the Civil Rights Act of 1964 and Civil Rights Act of 1991; Title IX of the Education Amendments of 1972; Executive Order 11246, and Executive Order 11375, as amended; Equal Pay Act of 1963; Age Discrimination in Employment Act of 1967 and Age Discrimination Act of 1975; Vietnam Era Veterans Readjustment Assistance Act of 1974; Americans with Disabilities Act (ADA) of 1990; the Americans with Disabilities Act Amendments Act of 2008; Genetic Information Nondiscrimination Act of 2008; Pregnancy Discrimination Act; Immigration Reform & Control Act; Vocational Rehabilitation Act of 1973 and other federal laws or Alaska Statutes which guarantee equal opportunity to individuals and protected classes within our society.

The University's commitment to nondiscrimination, including against sex discrimination, applies to students, employees, and applicants for admission and employment.

This policy therefore affects employment policies and actions, as well as the delivery of educational services at all levels and facilities of the University. Further, the University's objective of ensuring equal opportunity will be met by taking affirmative action: i.e., making intensified, goal-oriented efforts to substantially increase the participation of groups where their representation is less than proportionate to their availability; providing reasonable accommodations to employees and students with disabilities; and ensuring that employment opportunities are widely disseminated to agencies and organizations that serve underrepresented protected classes.

The following person has been designated to handle inquiries regarding the nondiscrimination policies:

University of Alaska Fairbanks
Director of Diversity and Equal Opportunity
1656 Columbia Circle
PO Box 756910
Fairbanks, AK 99775-6910
Phone: 907-474-7300
E-mail: uaf-deo@alaska.edu
Website: http://www.uaf.edu/oeo/

For sex discrimination claims or other inquiries concerning the application of Title IX of the Education Amendments of 1972 and its implementing regulations; individuals may contact the University’s Title IX Coordinator or the Assistant Secretary in the U.S. Department of Education Office of Civil Rights:

UAF Title IX Coordinator
1656 Columbia Cr., Fairbanks, AK 99775
Phone: 907-474-7300
E-Mail: uaf-tix@alaska.edu
http://www.uaf.edu/titleix/
For employment or educational discrimination, students, parents, employees and applicants for employment may file a complaint with the U.S. Department of Education within 180 calendar days of the alleged discriminatory act.

Office for Civil Rights, Seattle Office
U.S. Department of Education
915 Second Ave., Room 3310
Seattle, WA 98174-1099
Phone: 206-607-1600
TDD: 800-877-8339
E-mail: OCR.Seattle@ed.gov
Website: http://www2.ed.gov/about/offices/list/ocr/docs/howto.html

For employment discrimination, employees and applicants for employment may file a complaint with the Equal Employment Opportunity Commission at the below addresses within 180 calendar days of the alleged discriminatory act.

Equal Employment Opportunity Commission
Federal Office Building
909 First Avenue
Suite 400
Seattle, WA 98104-1061
Phone: 800-669-4000
Fax: 206-220-6911
TTY: 800-669-6820
Website: http://www.eeoc.gov/employees/charge.cfm

For educational discrimination, individuals may file a complaint with the U.S. Department of Justice

U.S. Department of Justice Civil Rights Division
950 Pennsylvania Avenue, N.W.
Educational Opportunities Section, PHB
Washington, D.C. 20530
Phone: 202-514-4092 or 1-877-292-3804 (toll-free)
Fax: 202-514-8337
For employment or educational discrimination, individuals may file a complaint with the State of Alaska:

Alaska State Human Rights Commission
800 A Street, Suite 204
Anchorage, AK 99501-3669
Anchorage Area: 907-274-4692
Anchorage Area TTY/TDD: 907-276-3177
Toll-Free Complaint Hot Line (in-state only): 800-478-4692
TTY/TDD Toll-Free Complaint Hot Line (in-state only): 800-478-3177
Website: http://www.humanrights.alaska.gov

Caring Statement

At the University of Alaska Fairbanks, the safety, security and well-being of our students, faculty, staff and visitors are our foremost concern. To help you make an informed decision and comply with the Clery Act, we publish an annual Campus Security Report. This report contains information from the three previous calendar years concerning reported offenses, arrests, crimes and disciplinary referrals that occurred on campus; in certain off-campus buildings owned or controlled by the university; and on public property within or immediately adjacent to and accessible from the campus. The report also includes institutional policies concerning campus security, alcohol and other drug use, crime prevention strategies, and how to report crimes, sexual assault and other related matters.

STUDENT RIGHTS AND RESPONSIBILITIES

The university subscribes to principles of due process and fair hearings as specified in the “Joint Statement on Rights and Freedoms of Students.” This document can be found at http://www.uaf.edu/deanofstudents/. You are encouraged to read it carefully.

Most students adjust easily to the privileges and responsibilities of university citizenship. The university attempts to provide counsel for those who find the adjustment more difficult. UAF may terminate enrollment or take other necessary and appropriate action in cases where a student is unable or unwilling to assume the social responsibilities of citizenship in the university community.

Student Code of Conduct

1. As with all members of the university community, the university requires students to conduct themselves honestly and responsibly and to respect the rights of others. Students may not engage in behavior that disrupts the learning environment, violates the rights of others or otherwise violates the Student Code of Conduct (Code), university rules, regulations, or procedures. Students and student organizations will be responsible for ensuring that they and
their guests comply with the Code while on property owned or controlled by the university or at activities authorized or sponsored by the university.

2. The university may initiate disciplinary action and impose sanctions on any student or student organization found responsible for committing, attempting to commit, or intentionally assisting in the commission of any of the following prohibited forms of conduct:
   a. cheating, plagiarism or other forms of academic dishonesty;
   b. forgery, falsification, alteration or misuse of documents, funds, property or electronic records;
   c. damage or destruction of property;
   d. theft of property or services;
   e. harassment;
   f. discrimination;
   g. hazing;
   h. endangerment, assault or infliction of physical harm;
   i. gender-based or sexual misconduct;
   j. disruptive or obstructive actions;
   k. mistreatment of animals;
   l. misuse of firearms, explosives, weapons, dangerous devices or dangerous chemicals;
   m. failure to comply with university directives;
   n. misuse of alcohol;
   o. misuse of drugs or other intoxicants;
   p. violation of regents’ policy, university regulation, rules or procedures; or
   q. any other actions that result in unreasonable interference with the learning environment or the rights of others.

3. Examples of actions that constitute these prohibitions will be described in the university regulation and MAU rules and procedures.

4. This policy and university regulation and MAU rules and procedures are not intended to define prohibited conduct in exhaustive terms, but rather to set forth examples to serve as guidelines for acceptable and unacceptable behavior.

The university has established procedures for enforcing the UA code of conduct. Each student at the university shall be afforded due process in all disciplinary matters. For a complete guide to these procedures, please refer to Board of Regents Policy and University Regulation 09.02 (PDF).

For additional information and details about the student academic misconduct policy, please visit http://www.uaf.edu/csrr/.

**Student Behavioral Standards**

Education at the university is conceived as training for citizenship as well as for personal self-improvement and development. Generally, UAF behavioral regulations are designed to help you work efficiently in courses and live responsibly in the campus environment. They are not designed to ignore your individuality but rather to encourage you to exercise self-discipline and accept your social responsibility. These regulations, in most instances, were developed jointly by staff and students. Contact the Center for Student Rights and Responsibilities for more information.
UAF provides one level of administrative oversight for decisions made by university employees. Individuals are encouraged to first attempt informal resolution with the employee making the decision or the employee’s supervisor. An individual seeking further review has the option of filling a written request with the employee’s supervisor for decisions made by university employees that are not covered in other university policies, regulations and procedures. The request must be signed and include all relevant information to be considered during the review. The supervisor will consider the information available at the time of the review and provide written notification of the outcome to the individual who filed the request. The supervisor’s written response will be the final decision within the university.

**Probation**

**Graduate students** — Probationary status indicates a student is not in good standing. When a student is placed on probation, the dean of the school or college and the advisory committee will tell the student what requirements are necessary to return to good standing. If a student does not return to good standing by the end of two semesters, he or she may be dismissed from the degree program.

**Academic Dismissal**

**Graduate students** — If recommended by the department chair, graduate advisory committee and dean of the college or school, and approved by the dean of the Graduate School, a student will be dismissed because of unsatisfactory performance. Unsatisfactory performance is deemed as one or more of the following:

a. Exceeding maximum time limit for degree.

b. Not being registered at UAF for a minimum of 6 credits per year unless on approved leave of absence.

c. Having less than a 3.0 cumulative GPA for courses taken since admission to graduate school.

d. Being on probationary status for more than two consecutive semesters.

e. Violating the Student Code of Conduct.

f. Lacking progress as judged by the advisory committee and documented on the student’s annual report.

g. Having substantive inaccuracies in the original application for admission.

If the student does not have a graduate advisory committee, dismissal can occur upon the recommendation of the department chair and the dean of the college or school, with approval from the dean of the Graduate School.

**Appeal of Academic Decisions**

The University of Alaska appeals policies can be found in the Regents’ Policy and University Regulation Part IX — Student Affairs, Chapter 09.03, Student Dispute Resolution, available online at [http://www.alaska.edu/bor/policy-regulations/](http://www.alaska.edu/bor/policy-regulations/).
Grade Error Policy

A grade other than an incomplete or deferred submitted by the instructor after a course is completed is the final grade and becomes part of the student’s permanent academic record. A grade will not be changed unless the instructor made a legitimate error in calculating the grade. If an error has occurred, contact the instructor immediately. Grade error corrections must be received within 30 class days after the beginning of the next regular semester, and must be approved by the instructor’s department head and dean. This is not an appeal of an academic decision.

Grade Appeals Policy

A student who wishes to appeal a faculty decision on a final grade must submit a grade appeal form, available at the Office of Admissions and the Registrar. There are only two valid reasons for appeal of a grade:

1. an error in calculation of the grade, or
2. arbitrary and capricious grading.

Evidence of either must be documented for an appeal to be successful. Merely wanting a higher grade is not sufficient grounds to justify an appeal.

The full text of the grade appeals policy can be found at [http://www.uaf.edu/uafgov/faculty-senate/policies-procedures/grade-appeals/](http://www.uaf.edu/uafgov/faculty-senate/policies-procedures/grade-appeals/). The grade appeal form is on the Registrar’s website at [http://www.uaf.edu/reg/forms/grade_appeal.pdf](http://www.uaf.edu/reg/forms/grade_appeal.pdf). Grade appeal forms are also available at the Office of Admissions and the Registrar and at the Dean of Students’ office.

Academic Decisions Other Than Grades

Students have the right to appeal academic decisions other than grades. Decisions that fall into this category include, but are not limited to, denial of admission, faculty-initiated withdrawal, dismissal from program or pass/fail decisions of a faculty committee on non-course examinations (such as qualifying, comprehensive or thesis examinations).

Before beginning the informal or formal appeal process, the student should first address the person who made the decision. Often problems can be resolved and misunderstandings cleared up through this step. If the student does not find the outcome acceptable, the next step is an informal appeal.

The informal appeal must be submitted to the academic leader of the department or program within 15 class days after the beginning of the next regular semester. An extension to the deadline may be approved by the academic leader with a written request and supporting documentation from the student. A deadline extension will be limited to one semester, but every effort should be made to complete the appeal process within the current semester.

If the student wishes to appeal the decision of the academic leader, the student can file a formal appeal with the Office of the Provost. The formal appeal must be made in writing within 5 class
days after the student has learned the outcome of the informal review. By submitting a formal request for review, the student acknowledges that no additional mechanisms exist within the university for the informal review of the decision.

For the detailed “Appeals Policy for Academic Decisions Other Than Assignment of Grades” go to http://www.uaf.edu/uafgov/faculty-senate/policies-procedures/appeals-policy-for-academ/.

Information Release and FERPA

The Office of Admissions and the Registrar is responsible for keeping student education records. The Family Educational Rights and Privacy Act of 1974, as amended, protects the privacy of education records, establishes the right of students to inspect and review their education records, and provides guidelines for the correction of inaccurate or misleading data through informal and formal hearings.

FERPA affords students certain rights with respect to their education records. They are:

1. The right to inspect and review the student’s education records within 45 days of the day the university receives a request for access. Students should submit a written (letter or fax) request to the Office of Admissions and the Registrar that identifies the record(s) they wish to inspect. The registrar will make arrangements for access and notify the student of the time and place where records may be inspected. If the records are not maintained by the Office of Admissions and the Registrar, registrar-designated staff will refer the student to the appropriate personnel or office to access the record.

2. The right to request the amendment of a record they believe is inaccurate or misleading. A student may ask the university to amend the student’s education records if he/she believes they are inaccurate or misleading or otherwise in violation of the student’s privacy or other rights. If the university decides not to amend the record as requested by the student, the university will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. If the university denies the amendment request after the hearing, the student is given the right to insert a statement in the education record.

3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. The university may release, without consent, certain directory information.

The university discloses education records without a student’s written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person designated by the university to perform an assigned function on behalf of the university, including an individual employed by the university as an administrator, supervisor, instructor or administrative staff member (including law enforcement unit personnel and health staff) or a volunteer; a person or company with whom the institution has contracted to perform a service instead of using university employees (such as an auditor, attorney or other third party); a member of the board of regents; a government entity or any other entity with which a student is placed as part of his or her education; or a student serving on an official committee (such as a judicial or academic review committee or scholarship committee) or helping another university official perform his or her tasks. A university official has a legitimate educational interest if the official
needs the student’s education record to perform work appropriate to his or her position.

Upon request, the university also discloses education records without consent to officials of another school in which a student seeks or intends to enroll, or where the student is already enrolled.

The following information is designated as directory information by the university:
   a. Names of students
   b. Dates of attendance at the university
   c. Program/major field(s) of study
   d. Degrees and certificates received including dates
   e. Participation in officially recognized university activities
   f. Academic and co-curricular awards, honors, and scholarships received and dates received
   g. Weight and height of students on athletic teams
   h. Students’ email addresses
   i. Hometown, city and state

Students may inform the Office of Admissions and the Registrar in writing that they do not give permission for the university to release their directory information, or they may submit the request through UAOnline at http://uaonline.alaska.edu. The request is valid until a subsequent request to release directory information is received in writing or through UAOnline.

Students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the university to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:
   Family Policy Compliance Office
   U.S. Department of Education
   400 Maryland Avenue, SW
   Washington, DC 20202-5920

The University of Alaska Board of Regents’ Policy and University Regulation (09.04.) regarding education records can be reviewed at www.alaska.edu/bor/policy-regulations/.

**Student Evaluation of Faculty**

Students in UAF classes are provided the opportunity to evaluate their teachers at the end of each semester.

**Commitment to Quality (from the UAF General Catalog)**

UAF has been accredited since 1934 by the Northwest Commission on Colleges and Universities. UAF acts continually to assess and improve the educational experience for its students. Students evaluate their teachers at the end of each semester; those student opinion reports are available at http://www.asuafstudentgov.org/teacher-and-course-evaluations1/.

Faculty and administrators evaluate courses in the core curriculum every year. Each degree program and certificate is assessed at least every five years. Results are used to change and improve
the education provided by UAF. The learning outcomes expected for each degree program can be viewed at http://www.uaf.edu/provost/assessment-review/assessment/.

BLUE

Beginning Fall 2015, all UAF courses will be evaluated using the Blue system by eXplorance. The Provost’s office, the Faculty Development, Assessment, and Improvement (FDAI) committee and the Electronic Course Assessment Implementation (ECAI) committee are committed to helping students and instructors interface with the new system, and to enhance the impact of course evaluation on course offering and teaching.

Students will each receive emails from UAF-course-eval@alaska.edu at their preferred email address in UAOnline, which contain a link to use to sign in to Blue (using their UA credentials) and access their course evaluation tasks. Students should check UAOnline to view/change their preferred email address. Once the tasks are active they can also be accessed by logging into Blackboard. A third way for students to access their active tasks is by signing in to Blue directly via https://uaf.bluera.com/uaf/.

More information about BLUE can be found on the Provost’s website:
http://www.uaf.edu/inspire-us/about/

Course Ratings

Course ratings are posted to the UAF Associated Students of the University of Alaska Fairbanks website: http://www.asuafstudentgov.org/teacher-and-course-evaluations1/

Honors and Scholarships

Names of students receiving awards or scholarships or who appear on the dean’s list or chancellor’s list are released to the media unless a student has requested that no directory information be released. Instructions for electing FERPA confidentiality are available at www.alaska.edu/studentservices/ferpa/elect/.

Communication via Email

UAF uses email to communicate with students about many important matters. Email is often the only way some information is distributed, so it’s important that you regularly check your university email address or forward email from your UAF address to an address you check frequently.

The university automatically assigns each student an official UAF email account when the student enrolls. If you have multiple UAF email accounts, you should forward them to the one you check most often. You’re responsible for knowing — and when appropriate, acting on — the contents of all university communications sent to your official UAF email account.

All notifications regarding waitlisted courses will be sent to your student-preferred email address.
To receive these important notifications be sure your email is current and you have selected your preferred student email at UAOnline. If you want to receive university communications at a different email address, you need to forward email from your assigned UAF account to an email address of your choice. You can easily do this online at [www.alaska.edu/google/](http://www.alaska.edu/google/).

*The UAF Counseling Program uses only UAF email addresses for listserv announcements pertaining to the counseling program. We will not use your preferred address, please set up forwarding to our preferred account or regularly check your UAF email.*

**UAF COUNSELING PROGRAM**  
**STUDENT REMEDIATION POLICY**

**STUDENT IMPAIRMENT AND INCOMPETENCE POLICY**

The Counseling Program in the School of Education is committed to student success in academic competence and professional growth. The program assists students with the integration of skills, knowledge, and disposition by providing a learning environment that allows students to explore personal issues as they relate to professional development. As such, the program ensures that students have the necessary knowledge that will support healthy academic and applied practical professional development. Specifically, the program provides students with the following information:

1. relevant professional standards and guidelines, and appropriate avenues to discuss the implementations of such standards, with reminders to review this information regularly;
2. laws and regulations that govern the practice of professional counseling, and appropriate forums to discuss the implementations of such standards, with reminders to review this information regularly;
3. academic standards and policies of the program and university, with reminders to review this information regularly;
4. regular evaluation of student progress and growth as professionals, including feedback about academic and applied practical performance; and
5. regular evaluation of student personal functioning as related to the delivery of professional services, including feedback about strengths and potential areas of concern.

Given the program’s commitment to student success and growth, responsibility for upholding academic and professional standards, and responsibility to protect the public and university, program faculty are committed to and responsible for detecting and remediating concerns related to students’ knowledge, skills, and dispositions—This policy is focused on upholding standards, protecting the public and university, and assuring student growth and development and has as its purpose a strong commitment to student success.

**PROFESSIONAL ETHICS AND STANDARDS: IT’S OUR COMMITMENT**

Managing student difficulties with regard to conduct or performance is of particular importance in counseling programs that prepare students for work with individuals, families, students, groups, and
communities. Graduates from such programs must be capable of providing services at a high level of quality without personal issues, concerns, and problems negatively influencing their ability to practice competently and ethically. Unimpaired and competent practice is a core aspect of the ethical guidelines for practice stipulated by the American Counseling Association (ACA). Specifically, the ACA Code of Ethics (2014) direct professional counselors to meet standards of competence and are free of personal impediments that could impair professional performance based on generally accepted standards of care. It further indicates that training programs have the obligation to apply these standards of performance to students, requiring programs to take remedial action or initiate dismissal of students who do not meet performance standards. Training programs must address student incompetence and student impairment, whether such issues arise in academic, clinical, research, or other components of the program. Student incompetence and impairment are defined below.

Incompetence
Given the program’s requirement to assure high academic standards and to assure the protection of members of the public seeking services from program graduates, the counseling program’s faculty, staff, administrators, and community partners approach our duties seriously and are mindful of our responsibilities to identify and remedy concerns related to students unable to demonstrate the necessary knowledge, skills, and disposition to practice competently. Below, a list of potential concerns is provided to define what is meant by incompetence from the perspective of the counseling program’s faculty, staff, administration, and community partners. This list is not comprehensive, but provides a solid snapshot of the types of concerns about student competency that would be addressed if and when needed:

- perpetual tardiness in terms of completing assignments or tasks
- patterns of difficulty with punctuality to class or training sites
- practicing outside the scope of practice
- inability to effectively utilize supervision and consultation to promote client/student welfare, safety, and growth
- patterns of being unprepared for class, clients, students, and supervision
- inability to incorporate the knowledge gleaned from coursework into practical applications in skills-based courses such as practica and internships
- inability to effectively integrate knowledge, skills, and professional dispositions in a manner which promotes effective course completion and service delivery
- patterns of difficulty with following program and university policies and procedures while completing coursework, practicum, internship, and research experiences.

Impairment
Given the program’s value of helping students integrate personal and professional values, attitudes, and functioning, faculty, staff, administration, and community partners are compelled to address students’ impairments in the realm of their personal lives that may manifest over the course of their training experience. Personal functioning and effectiveness are closely related to professional functioning and effectiveness, especially in the context of service delivery to individuals, families, groups, and communities. Personal difficulties that may result in impaired professional performance include, but are not limited to, the following:

- psychological adjustment problems and/or inappropriate emotional responses
• extreme personal/relationship difficulties
• emotional and mental disorders
• physical hardships, including substance abuse issues
• cognitive impairment due to injury or illness
• inappropriate management of personal stress or professional burnout
• inadequate level of self-directed professional development
• inappropriate use of and/or response to supervision or academic guidance
• problems with conduct and effectiveness in graduate student assistantship (e.g., teaching, service, or research)
• violations of civil rights or harassment violating federal, state, and program policies
• violations of any criminal laws

Incompetence or impairment may at times only reach the level of concern (as opposed to difficulty, which will be defined below). Concern refers to students' behaviors, attitudes, or characteristics that raise concern among faculty and may require remediation, but are perceived to be developmental in nature and likely to be resolved through ongoing education, mentoring, and professional growth. Incompetence or impairment reaches the level of a student difficulty that requires more deliberate and intensive interventions if they manifest in one of the following ways:

• Students demonstrate inability and/or unwillingness to acquire and integrate professional standards into their repertoire of professional behavior.
• Students demonstrate inability and/or unwillingness to acquire professional skills necessary to reach an acceptable level of competence.
• Students demonstrate inability to control personal stress, psychological dysfunctions, and/or excessive emotional reactions that interfere with professional functioning.
• Student difficulties are likely to result in at least one or more of the following characteristics:
  1) The student does not acknowledge, understand, own, or address the identified problem.
  2) The difficulty is not merely a reflection of a skill deficit that can be rectified through an academic, didactic remediation plan, or additional practical experience.
  3) The quality of academic or applied work conducted by the student is documented by a skilled supervisor to be negatively affected.
  5) A disproportionate amount of faculty attention is required to oversee the student’s work and service delivery in comparison to a typical development trajectory of a graduate student in the counseling program.
  6) The student's behavior does not change as a function of feedback, remediation efforts, and/or time.
  7) The problematic behavior has potential ethical or legal ramifications if not addressed.
  8) The student's behavior negatively affects the public view of the training program or university.
  9) The problematic behavior negatively affects other students in the training program.
  10) Previous attempts to address the identified concern/problem did not remedy it, and the issue remains unresolved or has escalated.
IDENTIFICATION OF IMPAIRMENT OR INCOMPETENCE: ITS OUR DUTY

Management of student impairment or unacceptable academic performance must reflect awareness of and compliance with ethical and accreditation standards of the Council for Accreditation of Counselor and Related Educational Programs (CACREP), consistent with other related program and university policies. Management of student impairment must also ensure due process for the student, including clear guidelines and procedures, as well as clearly articulated avenues of appeal for affected students (such as the ability to file grievances and dispute program decisions). Every effort will be made to address the concern or problem as the lowest level possible. Given these values, impairment and/or incompetence need to be identified and managed as early in a student’s career in the training program as possible, a process that requires several steps:

1) Continual assessment of each student's performance and conduct (i.e., Annual Reviews).
2) Feedback based on continual assessment throughout the academic year that acknowledges both strengths and growth areas, along with recommendations for remediating growth areas.
3) Written documentation of feedback that is placed in the student’s academic record at the time that a student difficulty is discussed with the student and faculty.
4) Opportunity for the student to respond to feedback.

If the student assessment raises impairment or incompetence concerns about a student, a supportive process of correction or remediation needs to be initiated. Throughout this process, the student in question will be treated with compassion, support, and dignity; further, the primary goal remains the desire to assist the student in question to complete program requirements successfully. Although it is preferable for impairment or incompetence to be dealt with through prevention or voluntary intervention, at times the program may need to require a formal process of remediation. If remediation is not successful, student dismissal may be necessary. Given that remediation and dismissal are significant events for both the student and faculty, a formal process is necessary to assure that all parties are treated fairly, all procedures comply with ethical and policy guidelines relevant to the program, and students are accorded due process.

ATTENDING THOSE IDENTIFIED INCOMPETENT OR IMPAIRMENT

Once impairment or incompetence has been identified, a review process will be initiated that will protect students’ due process rights as well as the rights of faculty to uphold the academic and professional standards of the program and universities. A Remediation Plan (see Appendix) will be drafted and presented if the faculty deemed that the severity of the presenting issues warrants a deliberate remediation effort. The specific steps that need to be followed as part of the remediation and dismissal review process are outlined below. All of these steps will be carried out in collaboration with the School of Education Dean and in collaboration with the UAF Dean of Graduate Studies.

Students will be informed of their due process, which involved informing them of UAF’s grievance and appeals procedures as well as their rights and responsibilities. The university has established procedures for reviewing various types of student complaints, grievances, and appeals. For a complete guide to these procedures, students will be referred to the University of Alaska’s Regents Policy and Regulation. Specifically, they will directed to Chapter 09.02. Students Rights and
Responsibilities and Chapter 09.03. Student Dispute Resolution. In addition, they will be referred to the “Appeal of Academic Decisions” section of the UAF Catalog. Formal appeals must be made in writing. The university registrar, dean of enrollment management, dean of student affairs or dean of the graduate school can give advice and answers to questions about the process. In a written statement, students should explain what they wish to appeal, why they are appealing and how they have attempted to resolve the issue. If possible, students should propose solutions and compromises.

Step One: Preliminary Assessment
Any member of the Counseling Program, department faculty, clinical supervisors, students, clients, and/or other professionals/agents outside the program or university community may initiate a concern of impairment or incompetence. All concerns of impairment or incompetence will be brought to the attention of the Program Head and Graduate Department Chair for discussion. This preliminary discussion will include the individual making the allegations, the Program Head, Graduate Department Chair and any other relevant program faculty (e.g., the student’s academic advisor, student’s practicum supervisor). This group will make an initial determination about whether the situation warrants further action under this policy.

Step Two: Preliminary Meeting of Student with Program Head
If needed, the Program Head will meet with the student after the initial report of concern is made to allow the student an opportunity to provide input into the situation. This meeting could also potentially provide more information for the full faculty meeting, if that meeting is deemed necessary.

Step Three: Notification of Full Faculty
If the group convened in Step One deems further action is warranted, the Program Head will inform the full faculty of the situation in the next-scheduled faculty meeting. If the situation arises during a time when no faculty meetings are scheduled, a special meeting will be called. The core faculty will discuss the situation and will make an initial determination about whether the situation warrants further action under this policy.

Step Four: Notification of the Student
The Program Head will initiate a meeting with the student, the student’s advisor, the faculty member or other responsible party (e.g. practicum supervisor) who identified the concern, and any other relevant faculty person (e.g., internship group supervisor) to discuss the matter. This meeting will assess whether an informal resolution is possible or whether formal action is required. During this meeting, the student will be informed of the concern that suggests impairment or incompetence. The student will also be informed of any proposed remedial or other action(s) deemed appropriate.

Informal Resolution: During this meeting, if appropriate, the Program Head may initially advise the student to seek an informal resolution of the concern with the reporting party. If informal resolution is desirable and deemed reasonable by all individuals present, the student will work with the reporting party and the concern will not be further addressed by the Program Head. The student and the reporting party will each individually inform the Program Head of the outcome of this action within 30 days or otherwise specified. If the situation is resolved to the satisfaction of the student
and the reporting party, no further action will be taken. If the student or reporting party report a lack of resolution, or if either party fails to report back to the Program Head, formal action will be initiated.

**Step Five: Initiation of Formal Action**

If informal methods at problem resolution are deemed inappropriate or attempts at informal resolution were ineffective, the program’s core faculty, along with other relevant faculty members (i.e., student’s advisor, the individual who initiated the concern), will evaluate the nature of the problem and will decide on a formal course of action. Depending on the nature of the allegations, a student's status in the program may be in immediate jeopardy and the goal of the review would then be for the committee to decide whether to retain or dismiss the student from the program.

The core faculty may invite any persons deemed to have relevant information to submit such information in person, telephonically or in writing prior to the meeting. The student will be given copies of all written materials under consideration in advance of the meeting. The student will be invited to attend this meeting (in-person or telephonically) and to present testimony. In addition, the student may invite other individuals who have relevant testimony to present material to the committee. The student will provide the Program Head with a list of these individuals at least two days in advance of the scheduled meeting. The student has no right of cross examination. A student may have counsel present but counsel may not speak or advocate on behalf of the student.

**Step Six: Determination of Remedial Plan or Need for Dismissal**

Following the presentation of testimony and evidence, the core faculty and student’s advisor will convene to deliberate and arrive at a decision regarding the student's standing in the program. Other interested faculty may also be invited, based on their relationship with the student (e.g., adjunct faculty). This decision may result in either (a) retention of the student in good standing, (b) a judgment to allow the student to continue in the program on not-in-good-standing status until specified remedial conditions are met, or (c) immediate dismissal of the student from the program. The decision of the core faculty and student’s advisor shall be a collegial decision through reason and judgment of the committee. The decision shall not be subject to civil or criminal standards of proof. If it is determined necessary to refer the student for psychological assessment or psychotherapy, the referral will be made to a qualified clinical mental health professional who has no personal or professional connection with the Counseling Program. A list of at least three acceptable referral choices will be made available to the student who will be allowed to make the final choice. Any costs incurred as part of the remedial plan are the responsibility of the student. If the student documents that he or she cannot afford to bear the cost of the remediation plan, the parties may negotiate a compromise that is acceptable to all parties and still meets the spirit of the original plan. All recommendations will be specified in writing.

**Step Seven: Formal Notification of the Student**

Following completion of the core faculty and the student’s advisor's decision-making, the student will be notified in writing of the committee's decision. Written documentation will specify what, if any, conditions must be satisfied by the student to maintain good standing within the program. The core faculty may delegate responsibility for written documentation and notification of the student to the individual deemed best suited by the committee to provide this feedback to the student. However, the default is for the Program Head and the student’s advisor to meet jointly with the
student to deliver the written feedback. If a student wishes to appeal the outcome of the committee’s decision, he or she should refer to Chapter 09.03 of Board of Regents’ policy and regulations, available at: http://www.alaska.edu/bor/policy-regulations/, and the official policy of the applicable major administrative unit (“MAU”), see “Academic Decisions other than Grades” under UAF’s policy, available at: http://catalog.uaf.edu/academics-regulations/appeal-academic-decisions/ for proper procedure for appeal of academic decisions. In the event that MAU policy and Board of Regents’ policy or regulation conflict, Board of Regents’ policy and regulation shall control.

**Step Eight: Review of the Remediation Plan**

In the event the core faculty recommends a remediation plan for a student, the core faculty and the student’s advisor will meet at the end of the agreed-upon time for remediation to assess the success of the plan. The core faculty will determine at this time whether the student should be retained in the program. To determine the student’s fitness to remain in the program, the core faculty and student’s advisor may require the student to authorize the core faculty and student’s advisor to obtain any and all records relating to the alleged mental and/or physical condition, including that individual’s personal medical, psychiatric and/or psychological records. If at any point during this process the student fails to comply with any of the requirements of the evaluation, rehabilitation or remediation, the student may be dismissed from the program without regard to academic standing, status of research, or any other consideration.

**STUDENT REFUSAL OF THE REMEDIATION PLAN**

The student may elect to resign from the program without submitting to the specified remediation plan, psychological assessment, the leave of absence, or other recommendations. In such a case, the student will be informed in writing that re-admittance to the program at any future time is not guaranteed. A copy of that letter will be placed in the student’s confidential file. The student will be designated as having resigned from the program while not in good standing.

**LIVETEXT**

The UAF School of Education adopted LiveText, an online database and assessment system, starting in the Spring of 2015. LiveText is used by the School of Education to maintain and grade key assignments from courses taken at UAF. We use this information to track student performance, report to our accreditation agencies, and to make program improvements. LiveText can be used by you to develop a student e-portfolio.

Purchase of a LiveText account is required for all students who have been admitted to a School of Education degree or certification program. Your account must be purchased and active in your first semester. Purchase information will be sent to students upon admission to the program.

*You only need to purchase one LiveText account for all of your UAF classes. You will see reference to the need for an account in your class syllabi and as a required book in certain classes. If you already have an account, don’t purchase another one!*
Your LiveText account will remain active for five (5) years. If you have not completed your program/degree within the five years, you will need to renew your account subscription. A nominal fee is charged by LiveText should you wish to access your materials after graduation (i.e. access to a portfolio for employment purposes). For more information about LiveText and to register your new account, visit the website: https://www.livetext.com.

**COURSE DESCRIPTIONS**

*Students interested in courses that require a prerequisite MUST have taken the prerequisite prior to, or concurrently, in order to register for the class.*

**COUN F601 Research in Counseling and Educational Settings**  
3 Credits Every Summer. Fall, Spring As Demand Warrants  
Provides an in-depth understanding of research occurring in educational and behavioral healthcare settings. Provides basic knowledge in utilizing a needs assessment and program evaluation to guide program planning and evaluate effectiveness. Addresses basic qualitative, quantitative, and mixed methods research designs. Addresses knowledge and skills for becoming critical consumers of research in education and behavioral healthcare settings. **Prerequisites:** Admittance to Counseling program or School Counseling Certification program; or permission of instructor. *(3+0)*

**COUN F615 Foundations of Counseling**  
3 Credits Offered Fall As Demand Warrants  
Introduction to the philosophies, organization, patterns and techniques that aid counselors in preparing clients for responsible decision-making in modern society. **Prerequisites:** Admittance to Counseling program or School Counseling Certification program; or permission of instructor. *(3+0)*

**COUN F623 Counseling Theories and Applications I**  
3 Credits Offered Fall As Demand Warrants  
A survey of the major theoretical systems of counseling and psychotherapy combined with a laboratory experience focused on building microskills in counseling. Specific application of theoretical principles will be investigated, analyzed and described. **Prerequisites:** Admittance to Counseling program or School Counseling Certification program or permission of instructor. Cross-listed with PSY F660. *(3+2)*

**COUN F627 Developmental Interventions**  
3 Credits Offered Spring  
Designed to give students an opportunity for limited practice in applying developmental theory to work with children and youth. Attention is placed on assisting children and youth to accomplish developmental tasks appropriate to their psychological growth. **Prerequisites:** COUN F623; admittance to the Counseling program; or permission of instructor. *(3+0)*

**COUN F628 Child and Adolescent Development**  
3 Credits Offered Fall  
Focus on developmental processes and sequences of change that children experience within each developmental domain from birth through adolescence. **Prerequisites:** Admittance to Counseling
COUN F629 Counseling Interventions for Adults
3 Credits Offered Spring
Examines various intervention strategies for working primarily with adult individuals in a variety of situations. Attention is placed on assisting adults in accomplishing developmental tasks appropriate to their psychosocial growth. Descriptive intervention techniques with respect to assessing individuals in crisis will be discussed and strategies for handling those crises situations will be examined. **Prerequisites:** COUN F623; admittance to the Counseling program or School Counseling Certification program; or permission of instructor. (3+0)

COUN F630 Appraisal for Counselors
3 Credits Offered Fall and Spring
Introduction to the kinds of assessment information school and community counselors utilize in the assessment process. **Prerequisites:** COUN F623; admittance to Counseling program or School Counseling Certification program; or permission of instructor. (3+0)

COUN F632 Career Development
3 Credits Offered Spring; Summer
An introduction to the theories of career development, career choices and how to translate theory into practice. Emphasis will be on career education development and the utilization of information resources for facilitating the career choice decision-making process. **Prerequisites:** COUN F615; admittance to Counseling program or School Counseling Certification program; or permission of instructor. (3+0)

COUN F634P Practicum
3 Credits Offered Fall; Spring; Summer Even-numbered Years
Supervised practice in basic counseling skills and techniques. Supervised work with one-on-one counseling relationships. Actual practice in listening, problem identification, goal setting and session management. **Prerequisites:** COUN F623; admittance to Counseling program or School Counseling Certification program; or permission of instructor. (2+7)

COUN F635 Field Practicum
3 Credits Offered Fall, Spring, As Demand Warrants
Field practicum serves as the first external training placement in the Counseling Program’s practicum and internship training series. This placement offers the counselor-in-training introductory exposure, experience and supervised practice in the broad scope of activities engaged in by either fully credentialed school counselors or licensed professional counselors. **Prerequisites:** COUN F634; admittance to Counseling program or School Counseling Certification program; or permission of instructor. (3+0+5)

COUN F636 Internship I
3 Credits Offered Fall; Spring; Summer As Demand Warrants
Supervised practice in school or community setting. Focus on directed practice of particular skills relevant to the counselor’s role. Weekly seminars will cover actual and role playing situations providing opportunities to operationalize theory in counseling, interventions and ethical issues.
Special fees apply. Prerequisites: COUN F634; admittance to Counseling program or School Counseling Certification program; or permission of instructor. (3+0+20)

COUN F638 Adult Development
3 Credits Offered Spring As Demand Warrants
An overview of physical, cognitive, personality and social development across the adult life span, from high school graduation through death. Major theories and research findings in the field of adult development are explored with an emphasis on examining how individuals progress through a series of predictable stages during their lifetime. Prerequisites: COUN F615; admittance to Counseling program or School Counseling Certification program; or permission of instructor. (3+0)

COUN F646 School Counseling
3 Credits Offered Fall
Topics related to the role of the school counselor such as consultation, career guidance and culturally appropriate assessment. Prerequisites: COUN F623; admittance to Counseling program or School Counseling Certification program; or permission of the instructor. Cross-listed with PSY F646. (3+0)

COUN F647 Professional Ethics
3 Credits Offered Fall; Spring
The ethical standards of the American Counseling Association and the American School Counseling Association will be examined, discussed and compared. Students will be provided with opportunities to apply these general principles to specific cases. Students will be expected to demonstrate knowledge of the principles of these ethical codes in practice. Prerequisites: Admittance to Counseling program or School Counseling Certification program; or permission of instructor. (3+0)

COUN F650 Multicultural Psychopathology
3 Credits Offered Fall
An overview of contemporary perspectives on child and adult psychological disorders from the perspective of cultural psychology. Fundamentals of therapeutic interviewing. Training in use of the DSM-IV diagnostic system. Examination of the role of culture, ethnicity, gender and social class in symptom formation and the experience of illness, and critical examination of these issues in clinical application of the DSM-IV. Training in DSM-IV cultural formulation. Prerequisites: PSY F345; COUN F623; admittance to the Counseling program or School Counseling Certification program or permission of the instructor. Cross-listed with PSY F650. (3+0)

COUN F651 Counseling for Addictions
3 Credits Offered Spring
An in-depth analysis of the theoretical models explaining addiction, guiding treatment, and supporting recovery. The physiological, psychological, and behavioral influences of various substances and addictions, and their associated classifications, are addressed. Particular attention is given to the most common substances of use in Alaska as well as rural communities in circumpolar north and the United States. Prerequisites: COUN F650; admittance to Counseling program or School Counseling Certification program; or permission of instructor. (3+0)
COUN 660 Multicultural Counseling
3 Credits Offered Spring; As Demand Warrants
An examination of cultural and ethnic variables in human nature and their effect on the counseling process. Specific focus will be placed on the nature and function of culture, cultural variables in the context of the human experience, universal and culture specific aspects of the counseling process, barriers to effective cross-cultural counseling, specific ethnic and cultural considerations, and methods of intellectual training with special emphasis on Alaskan applications. **Prerequisites:** Admittance to the Counseling program; or School Counseling Certification program; or permission of instructor. Cross-listed with PSY F661. (3+0)

COUN F666 Family and Couples Counseling
3 Credits Offered Spring
Survey of concepts and theories of function and dysfunction in the area of couples and families as social networks. In addition, it provides an introduction to the skills necessary for one who would intervene in these systems. **Prerequisites:** COUN F623; admittance to the Counseling program; or School Counseling Certification program; or permission of instructor. Cross-listed with PSY F666. (3+0)

COUN F674 Group Counseling
3 Credits Offered Summer Even-numbered Years
Kinds and types of groups with emphasis on methods, problems and needed skills in working with groups in a counseling situation. **Prerequisites:** COUN F623; admittance to Counseling program; or School Counseling Certification program; or permission of instructor. Cross-listed with PSY F674. (3+0)

COUN F686 Internship II
3 Credits Offered Fall; Spring; Summer As Demand Warrants
Opportunity to perform all the activities that a regularly employed counselor would be expected to perform in a school or community setting. At the completion of the internship the student will be able to demonstrate knowledge and skills needed to administer school and/or community counseling services. Special fees apply. **Prerequisites:** COUN F634; COUN F636; admittance to Counseling program or School Counseling Certification program; permission of the instructor. (3+0+20)

COUN F687 Internship III
3 Credits Offered Fall; Spring; Summer As Demand Warrants
The course is designed to give counseling program candidates experience and supervised practice in the broad scope of activities (i.e. record keeping, individual and group counseling, information and referral, consultation, in-service and staff/faculty meetings, supervision) engaged in by either fully credentialed school counselors or licensed professional counselors. Special fees apply. **Prerequisites:** COUN F636; admittance to the Counseling program or School Counseling Certification program; or permission of the instructor. (3+0+20)
COUN F688 Internship IV
3 Credits Offered As Demand Warrants
The course is designed to give counseling program candidates experience and supervised practice in the broad scope of activities (i.e. record keeping, individual and group counseling, information and referral, consultation, in-service and staff/faculty meetings, supervision) engaged in by either fully credentialed school counselors or licensed professional counselors. Special fees apply. 
Prerequisites: COUN F687; admittance to the Counseling program or School Counseling Certification program; or permission of instructor. (3+0+20)

COUN 698: Research (3 – 6 Credits)
Scholarly activity towards the completion of a Research Project. Students may only take up to six credits towards their master’s degree. (Prerequisite: permission of Committee Chair)

COUN 699: Thesis (6 – 9 Credits)
Scholarly activity towards the completion of a Thesis. Students may only take up to nine credits towards their master’s degree. (Prerequisite: permission of Committee Chair)

GENERAL WRITING INFORMATION

Voice

Almost all written assignments in the Counseling Program require writing for an academic audience and therefore should not use a personal voice (i.e., should not use pronouns such as I, we, etc.). Writing should always utilize a third person voice except in an author’s note. Additionally, as an academic paper, be sure to include a research base for the statements in the paper. Utilize proper referencing and citation to show your statements are based on research rather than opinion. Exceptions to writing in a third person voice will be discussed in individual courses – examples include the Personal Motivations and Aspirations Paper in COUN 615 and the Personal Perspective on Cultural Identity Paper in COUN 660.

Plagiarism

As discussed in the UAF Student Code of Conduct (http://uaf.edu/usa/student-resources/conduct/), plagiarizing work may result in a failing grade for the assignment, suspension, or expulsion. Remember to use proper citation to avoid plagiarism.

Plagiarism is representing someone else's ideas and work as your own. Plagiarism includes not only copying verbatim, but also rephrasing the ideas of another without properly acknowledging the source. As they prepare and submit work to meet course requirements, whether a draft or a final version of a paper or project, students must take great care to distinguish their own ideas and language from information derived from sources. Sources include published primary and secondary materials, electronic media, and information and opinions gained directly from other people. (Capella University Learner Handbook, 2006, p. 14)
**Reuse of Student Work**

Students are not allowed to use assignments submitted in one class to satisfy an assignment in another class. Student work in each class must be original. Reusing work for more than one class is considered self-plagiarism. The UAF Counseling program uses SafeAssign to review most student work. SafeAssign is a plagiarism prevention service, offered by Blackboard. This service helps educators prevent plagiarism by detecting unoriginal content in student papers. Plagiarism of other’s work and self-plagiarism are detected in SafeAssign.

**APA Writing Style**

All student papers need to follow the guidelines of the 6th edition of the American Psychological Association (APA) Publication Manual. Papers need to be word-processed, double-spaced, and include a list of references where applicable. Papers are expected to be well-written, well thought out, and be grammatically correct. Writing support services are available in the Writing Center, located in 801 Gruening Building (907-474-5314). The web site address http://www.alaska.edu/english/writing-center/. Poorly written papers will receive lower grades.

**Turning in Assignments**

Assignments need to be delivered to the instructor in the format preferred by each professor as described in their syllabus (i.e., email, blackboard, hard-copy). There are no exceptions to the hard-copy format when turning in copies of the research project or thesis. All members of the committee must receive hard copies unless a specific committee member requests otherwise.

**INTERNSHIP GUIDELINES**

The internship is an arranged, supervised experience in school or clinical mental health counseling under the supervision of a certified school counselor or other licensed professional with at least two years’ experience at their site. Site supervisors have at least a master’s degree in counseling or a related field and will maintain regular contact with a university supervisor throughout the experience.

Internships are arranged by the university faculty – students are NOT to make their own internship arrangements unless this has been specifically discussed with the internship instructor prior to talking with any school or agency setting. The Counseling Program will do everything possible to place a student intern in their desired community, however this is not always possible and therefore some student interns may be placed outside of their current place of residence. The expectation is that the student will be at the same placement site for an entire year, although students may complete a three-week rural internship to earn a portion of their internship hours. Funding may be available through the state of Alaska to assist students with travel when completing a minimum three-week rural internship – please talk to your advisor if you are interested in this option.

An entire year is required for an elementary certification or secondary certification, for a total of six credit. Clinical Mental Health Counseling placements require nine semester credits, which may be completed in a full year. Although students may take multiple internships for different
certifications, the Counseling Program can only guarantee one year in either a school or clinical mental health setting. If a student wishes to complete an additional internship, the additional placement will be based on availability.

All internships require a minimum of 300 hours each. Internship I requires a minimum of 100 direct contact hours. Internship II require a minimum of 140 direct contact hours. Internship III (School) requires a minimum of 100 direct contact hours. Internship IV (School) require a minimum of 140 direct contact hours.

Actual work days and times will be worked out by the student and their direct site supervisor – be aware that supervisors can limit placement if the student is not available when deemed necessary at their site. All interns must complete at least one intensive week at their placement (30-40 hour work week) each semester. This week needs to be approved by your site and university supervisor. Any hours at the student’s work site and/or indirect contact hours need to be approved by your UAF internship coordinator to count towards your internship requirement.

You are a visitor in the schools and/or community agencies and you will have multiple opportunities to be an active participant and make valuable contributions; however, you are there because the counselor agreed to mentor you. It is important that you rely upon the professional decisions of the cooperating counselor. When in doubt, ask the counselor for help or suggestions.

You are expected to arrive promptly and at your scheduled time. If an emergency arises and you are unable to attend, you must let the counselor know as soon as possible. You should consider this a professional responsibility and treat the people you work with just like you would if you were an employee. Consider all information and observations to be strictly confidential. Do not discuss communications with anyone outside of the counseling office aside from your site and university supervisor.

As with any internship, it is essential that you adhere to certain rules of protocol. Everything you do not only reflects on you but also on UAF and the Counseling Program. Make sure the impression you leave is a positive one. Dress professionally and maintain good personal hygiene. This means no ragged/torn jeans, sweats, or attire that is too revealing. Introduce yourself to everyone who works in the school or community agency. Follow the 5 “P’s” of professionalism:

Be **P**leasant
Be **P**rompt
Be **P**olite
& **P**rofit from the experience

Be **P**rofessional

**Distance Internship Placement**

Students have the option of completing their internship at a distance site—that is a location outside of the immediate Fairbanks area. The site must be approved by the UAF Counseling faculty in concert with appropriate site personnel the semester prior to the start of the internship. Students who choose to complete their internship at a distance site will be financially responsible for the travel of the supervisor and any associated costs. For further information contact the School of Education Counseling Internship coordinator at 907-474-7341.
Liability Insurance

Students admitted to the M. Ed. in Counseling and the School Counseling Certification program are required to purchase a membership in either the American Counseling Association (https://www.counseling.org/membership/aca-and-you/students) or the American School Counselor Association (https://www.schoolcounselor.org/school-counselors-members/member-benefits-info/membership-types). Included in a student membership with either organization is personal Liability insurance. Students are required to purchase and provide proper documentation prior to entering practicum. Information on liability insurance can be found at either website: http://www.counseling.org/docs/membership/aca-student-coverage-faqs-2013-14.pdf?sfvrsn=4, and https://www.schoolcounselor.org/school-counselors-members/member-benefits-info/liability-insurance. Note: student insurance through one of these organizations is required for ALL students, even if the student has liability insurance through their place of employment.

Background Checks, Annual Disclosure Form, and Barrier

Annual Disclosure Statement
Students admitted to the UAF Counseling program must complete annual disclosure statements. The first disclosure statement must be signed prior to the start of classes during your admission semester. All subsequent disclosure statements must be signed by the first day of classes during each fall semester. The disclosure form will be sent to students through a secure electronic signature application called DocuSign.

Criminal Background Check Prior to COUN F635

The UAF Counseling Program requires all students entering COUN F635 Field Practicum to complete a national-level criminal background check. Follow the procedure as stated by the school district or agency in which you are placed. If the school district or agency does not require a federal level background check, you will submit your background report to the UAF School of Education Counseling Program.

If completing and submitting the background check to UAF SOE, go to this website to request your Identity History Summary and submit a copy to the UAF Graduate Advisor, 714F Gruening or by mail: UAF Counseling Program, PO Box 756480, Fairbanks, AK 99775, prior to beginning the Field Practicum Course: http://www.fbi.gov/about-us/cjis/identity-history-summary-checks. **This process can take up to 12-14 weeks to complete, so please plan to complete this task well in advance of taking the course.** Using an FBI-Approved Channeler for expedited service, is highly recommended. Channeler information can be found here:


If you are a School Counseling student in the state of Alaska, submission of a Student Teacher Authorization (STA) certificate is required prior to being placed in an Alaskan public school. The STA form can be accessed through the Alaska Department of Education and Early Development (https://education.alaska.gov/teachercertification/apply). This can be a lengthy process as it...
includes state and national-level background checks. Furthermore, the specific school district where you complete your internship may require an additional background check. Please work with the internship coordinator or agency personnel to ensure you have the proper clearance for your school district.

If your site placement changes any time during the field practicum – internship series, you must complete the background check again for your new site.

**Barrier Crimes**

The Alaska Legislature has developed legislation (7 AAC 10.900–7 AAC 10.990) regarding Barrier Crimes that can prevent people from working in certain areas of the Human Services field based on section 1128(a) of the Social Security Act (42 U.S.C, 1320a-7). This includes selected crimes that will result in lifetime barriers to employment, while others exclude working in the field for a range from 1 year to 10 years. Some of these offenses relate to convictions for crimes that occurred after the enactment (August 21, 1996) of the federal Health Insurance Portability and Accountability Act of 1996.

Most barrier crimes have a time limit after which the person may be hired. An agency that wants to hire an individual despite their criminal background may request a Variance from the State. Barrier crimes do not apply to all human services agencies, but to all those that bill Medicaid/Medicare, receive federal money, or who are licensed/certified to operate in Alaska.

Visit the State of Alaska Legislature Administrative Codes website for more information on barrier crimes: [http://www.akleg.gov/basis/aac.asp#7.10.905](http://www.akleg.gov/basis/aac.asp#7.10.905)

**This is the code that discusses barrier crimes: 7 AAC 10.905**

NOTE: Remember, failure to disclose your arrest and conviction history while applying to be accepted in field placement can result in your being removed from the agency site, Internship class and Counseling Program.
The graduate advisory committee’s major responsibilities are to formulate a Graduate Study Plan, in consultation with the student, by the end of the student’s second semester in the graduate program; to develop a tentative timetable for completion of all requirements for the degree program; to monitor the student’s progress in course work and research; to provide advice and feedback to the student on that progress; to file an Annual Report of Graduate Student Advisory Committee with the Graduate School; to approve, where appropriate, a research topic; to supervise the preparation of the research thesis or project when one is required; to uphold the standards of the college/school and the university; to inform the dean, in writing, if a student’s performance is inadequate and provide relevant recommendations; and to formulate and conduct the comprehensive examination and other exams as required by the department. The student’s advisor (major professor, advisory committee chair) acts as head of the graduate advisory committee and takes the lead in fulfilling these responsibilities.

**Graduate Committee Composition**

Students should discuss the composition of their graduate committee with their advisor and submit an Appointment of Graduate Advisor Committee prior to beginning the research project or thesis. There must be at least 3 members on each graduate committee composed of the following:

*Member 1: Chair* - must be a doctorate level, full-time faculty member who has at least a joint appointment in the School of Education.

*Member 2:* must be at least a master’s level, full-time faculty member but does not necessarily have to be a member of the School of Education.

*Member 3:* must be at least a master’s level individual who has significant experience or expertise in the requisite field; they do not have to be affiliated with the university, but if they are not a member of the university they need to be approved by the department chair.

*Find the form:* [http://www.uaf.edu/gradsch/forms/](http://www.uaf.edu/gradsch/forms/)

**GRADUATE STUDENT FORMS**

**Responsibility**

The student is responsible for meeting all requirements for graduation, including the submission of all required graduate student forms. Please refer to Appendix for the Graduation Checklist.

**Appointment of Graduate Advisory Committee**

*Find the form:* [http://www.uaf.edu/gradsch/forms/](http://www.uaf.edu/gradsch/forms/)

**Graduate Study Plan (GSP)**

*Find the form:* [http://www.uaf.edu/gradsch/forms/](http://www.uaf.edu/gradsch/forms/)
Graduate students must file a Graduate Study Plan with the Graduate School before the end of their second semester in a UAF graduate degree program. The GSP outlines the curriculum of study and a timetable the student must follow in meeting graduate degree requirements. The GSP is prepared by the advisory committee in consultation with the student. It is an agreement of mutual expectations between the student and the faculty committee. The GSP not only contains the specific degree requirements but also indicates the mechanism for fulfilling these requirements (e.g., via course work, examinations, readings, internships or other supervised experience) and a projected timetable.

**Annual Report of Advisory Committee (Annual Report)**

*Find the form: [http://www.uaf.edu/gradsch/forms/](http://www.uaf.edu/gradsch/forms/)*

In May of each year, your committee or temporary advisor will complete an annual report of your progress to be submitted to the graduate school. Students are responsible for providing a statement of their progress to the committee or advisor. The statement includes: the courses completed to date, with grades, and a schedule showing when the remaining requirements will be met; a statement of progress in research; any foreseeable obstacles that might prevent you from making progress in your degree. Your committee chair/advisor will use this information to write the report. Your chair/advisor will state that you are making “satisfactory progress,” “unsatisfactory progress,” or “conditional progress.” If the progress is conditional, specific recommendations for improvement will be listed. The Annual Report will be sent to the student, committee, department head, and SOE dean for signature through DocuSign. *You must sign your report before it is forwarded to the Graduate School.* Your signature indicates you have read the document and understand what was written. If you disagree with the annual report content, discuss it with your chair/advisor before signing the form.

**Advancement to Candidacy**

*Find the form: [http://www.uaf.edu/gradsch/forms/](http://www.uaf.edu/gradsch/forms/)*

Advancement to candidacy formally establishes your specific degree requirements and should be done as soon as possible after qualifying. You are required to submit your application for advancement to candidacy one semester before you are awarded your degree. The finalized Graduate Study Plan should be the basis for completing the Advancement to Candidacy form. Students must have a cumulative GPA of 3.0 in the courses identified on the Advancement to Candidacy form. For the purpose of satisfying degree requirements students must earn a B (3.0) or better (no P grades) in each F400-level course and a C grade (2.0) or better in each 600 level course. A B- is less than a 3.0 and, if obtained in a F400 course, will not count for meeting degree requirements; likewise a C- is less than a 2.0, and if obtained in a F600-level course, will not count for meeting degree requirements.

Admission to graduate study does not imply advancement to candidacy for a degree. The graduate advisory committee has the option of refusing to recommend a student to candidacy.

**Master’s Degree**

You may apply for advancement to candidacy for a specific master’s degree if you are in good standing and you have:

1. Satisfactorily completed at least 9 semester credits of graduate study at UAF (study after admission to a specific degree program).
2. Received approval of a provisional thesis or project topic, if applicable.
3. Received approval of the finalized Graduate Study Plan, including specific course work to be completed and any other requirements.

Graduation

Apply for graduation: http://www.uaf.edu/reg/grad/

Responsibility

You are responsible for meeting all requirements for graduation. You must be registered for a minimum of 3 graduate credits within your discipline and maintain enrollment in the semester that you successfully defend your thesis, and you must be registered for a minimum of 1 graduate credit within your discipline and maintain enrollment during the semester that you graduate. Your Advancement to Candidacy must be received by the Graduate School the semester before you intend to graduate.

Application for Graduation

You must file an application for graduation and a non-refundable fee with the Office of Admissions and the Registrar. We encourage you to work with your advisor/committee chair before applying for graduation to meet any departmental deadlines. Applications for graduation filed after the published deadline will be processed for graduation the following semester. You need not have all requirements met before you apply for graduation. The application is an indication that you are planning to finish all degree requirements during the intended graduation semester. Students who apply for graduation and who do not complete degree requirements by the end of the semester must reapply for graduation and pay the fee again.

PROFESSIONAL CHARACTERISTICS FEEDBACK FORM (PCFF)

Please refer to the Appendix for an example of this form.

In many academic disciplines students are evaluated solely on their academic performance. However, students in the Counseling Program are evaluated on both their academic performance as well as their professional characteristics. Although a student may be in good academic standing, they must receive satisfactory evaluations from faculty members regarding their professional characteristics in order to continue on in the program. The faculty will evaluate the student’s professional characteristics in relation to their ability to become a viable member of the counseling community.

The PCFF form will be completed by the student and instructor upon completion of the Foundations (COUN 615) course. It will then be completed after the following skill-based courses, and additionally as faculty see necessary and appropriate:

- Counseling Theories & Applications I (COUN 623)
- Practicum or Pre-practicum (COUN 634P or COUN 693P)
- Group Counseling (COUN 674)
Internship I, II, III, IV – (COUN 636/686/687/688)

Students are required to review and acknowledge receipt of their Professional Characteristics Feedback Form prior to the start of the next semester. Insubordinate and argumentative behavior in response to feedback in one or more environments may be a basis for dismissal from the Counseling Program.

RESEARCH PROJECT/THESIS REQUIREMENTS

All students are required to complete a research project or thesis. Both a project and a thesis require the development of a research question and a review of the literature. A thesis additionally involves the gathering of original data (i.e., survey or interviews), which requires, at the minimum, approval from the UAF Institutional Review Board (IRB). A project entails completing a practical application piece such as a workshop presentation or the development of a small group curriculum. The completion of a thesis may require a longer time commitment due to the IRB process, collection and analysis of data. For more information regarding the IRB process see http://www.uaf.edu/irb/.

It is recommended that students intending to take research (F698) or thesis (F699) review proposals, projects, and/or theses completed by previous students. A copy of all projects are kept at the School of Education graduate advisor’s desk and can be checked out for review. Theses are kept in the UAF library.

Students must complete a proposal defense with their committee the semester prior to the start of COUN 698 (Research) or COUN 699 (Thesis). At this time the student should discuss their intended topic with their committee and submit a research/thesis proposal (see next section for proposal guidelines).

Note: Students desiring to enroll in COUN 698/Research to fulfill program requirements must enroll in a minimum of 3 credits. Students desiring to enroll in COUN 699/Thesis to fulfill program requirements must enroll in a minimum of 6 credits. These credits can be completed over multiple semesters.

Proposal Guidelines

A research proposal is designed to provide the committee with an opportunity to approve the continuation of research. Students must defend their proposal with their entire committee prior to enrolling in COUN 698 or 699. The advisory committee will evaluate the proposal based on the following criteria:

- **Introduction of Research Question:** describe your basic research question or questions and intended purpose
- **Description of Need:** discuss the need to research this area; include your theoretical basis and a brief literature review to support your rationale.
- **Intended Audience:** discuss the target population (i.e., who will be interested in learning this information?)
• **Basic Application or Product:** What will become of the project or thesis? How will you take the information gained through research and apply it in a realistic setting? For example, if it is a thesis how will you disseminate the information? If it is a project, will it be designed as an in-service workshop for personnel or possibly the development of a new curriculum?

**The proposal must include a reference page and should be approximately ten pages in length**

**Project/Thesis Components**

Projects should include the following sections:

1. **Title Page** – should include a Page Header with page number, Running Head, Title, Author Name, Degree Seeking, Committee Members, Institutional Affiliation, and semester of completion.
2. **Abstract** – brief summary (no more than 120 words) of the contents of the paper; abstracts are not indented – they are entirely flush left; information should be accurate, self-contained, concise and specific, non-evaluative, coherent and readable.
3. **Table of Contents** – should list all sections and page numbers including and subheadings used in the content of the paper.
4. **Introduction** – a description of what will be forthcoming in your paper; include an introduction of the topic and the general need to study it, a description of your purpose and/or research question, a discussion of the literature that will be reviewed, and a brief introduction of the application to be produced.
5. **Literature Review** – a comprehensive review of the academic literature on your topic; papers must begin with the literature review which should guide students to their research question, purpose, project or data collection.
6. **Application** – students need to be able to show how they are advancing the field and making an original piece of work that is driven from the literature review; be sure to include a rationale as to what is included in your application.
7. **Conclusion** – the following points should be addressed in the conclusion:
   a) a clear and succinct summary of the literature;
   b) a discussion of how the literature addresses your research question(s) or purpose.
8. **References** – all citations included in your paper must be included on the reference page (i.e., books, journal articles, websites, brochures, etc.); it is highly recommended that students use first order sources in their final project/thesis.
9. **Appendix** – any handouts, tables or figures, and the actual application piece; documents included in the appendix do not have to strictly adhere to APA formatting. Be sure to include a separate reference page for your application piece.

Projects/theses need to conform to APA format – this includes proper attention to grammar, as mentioned previously on page 18. **Projects submitted with excessive errors in grammar and formatting will be returned to the student.** Students are responsible for finding an appropriate editor if necessary. Assistance can be found in the Writing Center (http://www.alaska.edu/english/writing-center/) or the Graduate School (http://www.uaf.edu/gradsch).
If completing a thesis, download specific information regarding thesis guidelines, dates and deadlines from the UAF graduate school at https://www.uaf.edu/gradsch/calendar/dates-and-deadlines/.

If completing a minimum number of credits (3) for a project (COUN 698), the paper should contain approximately 30-35 pages of content (not including the title page, Table of Contents, References, Appendices, Application, etc.) and must address the topic completely. If a student completes 6 units of 698 their paper should be approximately 55 to 60 pages. If completing a minimum number of credits (6) for a thesis (COUN 699), the paper should contain approximately 30-35 pages of content (not including the title page, Table of Contents, References, Figures, Tables, Appendices, etc.) and must address the topic completely. If a student completes 9 units of 699 their paper should be approximately 55 to 60 pages.

**Project/Thesis Evaluation**

The advisory committee will evaluate the project or thesis based on the following criteria:

- **Research Question:** Clearly delineated, explored and answered a research question or questions
- **Literature Review:** Clearly examined, synthesized, and evaluated prior research surrounding the research topic and were able to identify a clear rationale for the current study
- **Application or Product:** Utilized the literature review to produce either new data or an appropriate proposed application for an intended audience

**Defense of Project/Thesis**

Students must pass an oral defense of their project/thesis. The defense is a brief but formal discussion of your project/thesis. It needs to be presented in a PowerPoint or other presentation format (only 10-12 slides) that outlines the main points of the project/thesis. At minimum, the defense should introduce the research question/purpose, describe the need to review the topic, discuss the intended audience, review the main literature on the topic, describe the application or data collection, and provide a summary. The student presentation will last approximately an 40 minutes. A question and answer period will follow the student presentation. Once completed, the student will be asked to leave for a brief period while the committee discusses the outcome of the defense and prepares recommendations.

The defense may not be scheduled until the student’s final project/thesis has been approved by his or her committee chair and committee members. Once approved, students must submit a complete copy (paper or electronic, check with your committee) of their paper to their entire committee. **The committee should have 2 weeks to review the final product prior to the actual defense date.**

Spring graduates will defend the project/thesis during a department scheduled defense week in April. Fall and summer graduates will arrange defense times directly with the committee chair. Fall and summer defenses may be recorded for future public viewing.
Note: Your thesis/project will not be accepted for final submission by the Graduate School until you have successfully defended it. All committee members must be present for the defense.

Once the student has defended the project/thesis, it is not guaranteed that the project/thesis will be passed and that the process is complete. The committee may make recommendations for the project/thesis that must be completed by the date the final changes are due (see chart below). If the changes are not made by the date required, the student’s grade will be deferred.

The student must be enrolled in 3 credits during their final semester in order to graduate. Therefore, if a student receives a deferred grade on their project/thesis, they must enroll in at least 3 credits during the semester they intend to graduate. For example, if a student’s project/thesis receives a deferred grade in the fall semester, the student must register for 3 credits (students may take 698/699 again, or chose another class—both options require instructor approval) in the spring semester if they plan to graduate.

Timeline Requirements for Project/Thesis

<table>
<thead>
<tr>
<th>STUDENTS GRADUATING IN FALL</th>
<th>STUDENTS GRADUATING IN SPRING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal</td>
<td>Proposal</td>
</tr>
<tr>
<td>Prior to May 1st Spring Semester</td>
<td>Prior to December 1st Fall Semester</td>
</tr>
<tr>
<td>Completed Paper</td>
<td>Completed Paper</td>
</tr>
<tr>
<td>Last Friday in September</td>
<td>Last Friday in January</td>
</tr>
<tr>
<td>Final Copy</td>
<td>Final Copy</td>
</tr>
<tr>
<td>First Friday in November</td>
<td>First Friday in March</td>
</tr>
<tr>
<td>Defend by</td>
<td>Defend during April Defense Week</td>
</tr>
<tr>
<td>November 20th</td>
<td></td>
</tr>
<tr>
<td>Final Changes</td>
<td>Final Changes</td>
</tr>
<tr>
<td>December 15th</td>
<td>April 20th</td>
</tr>
</tbody>
</table>

There are no exceptions to the research/project timeline. It is the student’s responsibility to meet the deadlines delineated in the above table. Failure to adhere to these deadlines will result in postponement of the student’s graduation for at least one semester.
COMPREHENSIVE EXAMINATION POLICY

The primary purpose of the comprehensive examination is to determine whether the student has integrated knowledge and understanding of the principles and concepts in the field of study. Students who have signed up to take the comprehensive examination must have completed, or be in their final semester of required coursework for the M.Ed. in Counseling. Students will take a multiple-choice format 160 item exam, the Counselor Preparation Comprehensive Examination.

The Counselor Preparation Comprehensive Examination (CPCE) is designed to assess counseling students’ knowledge of information viewed as important by counselor preparation programs. The CPCE also provides collective feedback that can be used by programs in developing and adapting curriculum. The CPCE covers the eight Council for the Accreditation of Counseling & Related Educational Programs (CACREP) common-core areas as defined by their Standards for Preparation: (a) Human Growth & Development, (b) Social & Cultural Diversity, (c) Helping Relationships, (d) Group Work, (e) Career Development, (f) Assessment, Research & Program Evaluation, and (g) Professional Orientation & Ethical Practice.

The CPCE consists of 160 items (20 items for each of the eight CACREP areas). Of these 20 items per section, 17 are scored items and three are non-scored field test items. The purpose of embedding field test items within the examination is to evaluate their performance and potential inclusion on revised examinations. The Center for Credentialing & Education (CCE) provides participating schools with a total score for each student along with their scores for each section. CCE also provides statistics on student examination performance as well as a breakdown of national data.

More information about the CPCE can be found on the website: http://www.cce-global.org/AssessmentsAndExaminations/CPCE

Exam Procedure

1. The CPCE will be offered twice a year (fall and spring semesters) in a proctored 4-hour testing block on the UAF campus. The exam is computer based.
2. Distance students must arrange a proctor in their home community. An employee of a local university campus or an administrator at community public school may be used. The exam booklet or computer-based exam will be sent directly to the proctor. Provide the name, email address, and mailing address of the proctor to the program graduate advisor by the requested deadline.
3. Notice of the testing date each semester will be sent by email to all counseling students.
4. Student must inform the program graduate advisor about their intent to take the exam by the requested deadline.
5. Payment for the exam is due at the test. Specific information about amount and type of payment accepted will be sent to students via email.
6. Passing the exam is required for graduation. Students who do not pass the exam can take it again the following semester or work with their committee chair on alternative options.
7. The Center for Credentialing in Education (CCE) examination results to participating programs within 5 business days of receiving the answer sheets. This information will be provided to the students by the department.

Students admitted prior to Fall 2016 may elect to complete the department prepared written comprehensive exam.

**Diplomas and Commencement**

UAF issues diplomas to graduates three times a year: in September following the summer session, in January at the close of the fall semester, and in June at the end of the spring semester. All students who complete degree requirements during the academic year are invited to participate in the annual May commencement ceremony. You are responsible for ordering your cap and gown through the UAF bookstore in early spring. Master’s students also must order hoods; the color of the hood is determined by your school or college (School of Education is blue).

If all graduation requirements are completed by the end of the semester, the certificate/degree will be awarded within six weeks after final grades have posted. Diplomas will be sent out approximately six weeks after the end of the semester. Once your degree is posted you can view it on your unofficial transcript on [UAOnline](http://www.uaf.edu/chc/counseling-services-1/). Applications will be cancelled for all students who are unable to meet their graduation requirements by the end of the semester. Students must reapply for graduation for the semester they intend to graduate.

**PERSONAL COUNSELING INFORMATION**

The Counseling program recommends that all students seek out personal counseling while in the program. The UAF Health and Counseling Center (http://www.uaf.edu/chc/counseling-services-1/) provides low fee counseling for students enrolled at the university. Additionally, the Counseling program will provide a community resource list for all incoming students that includes a list of available counseling services in the area.

**SCHOOL COUNSELING ENDORSEMENT**

To apply for your School Counseling Certificate:

1. Download the Type C Special Services application from the Alaska State Department of Education and Early Development: https://education.alaska.gov/teachercertification/certification.html
2. Request a Verification Form from the UAF School of Education Graduate Advisor.
3. Request official transcripts from the UAF Office of the Registrar. (Note: wait until you see your degree posted on UA Online. This can take up to six weeks after graduation).
4. Send your application, all supporting documents, and the application fee to the Alaska State Department of Education and Early Development
If you are applying for a school counseling certificate from another state, find forms on that state’s department of education website. Forward the Institutional Recommendation form to the UAF School of Education Graduate Advisor to complete and return to you.

If you are applying out of state – check with your state’s certification department for forms.

**LICENSED PROFESSIONAL COUNSELOR APPLICATION**

When you graduate from the UAF M. Ed. in Clinical Mental Health program, you have completed the coursework required to apply to be a Licensed Professional Counselor. There are additional requirements. Visit the Board of Professional Counselors website for details: <https://www.commerce.alaska.gov/web/cbpl/ProfessionalLicensing/ProfessionalCounselors.aspx>

If you are applying for the LPC in another state, look for licensing information on that state’s professional counseling board website.
UAF Counseling Program
Informed Consent Agreement

The course content and experiential activities involved in the Counseling Program are designed to afford students the opportunity to advance their personal, intellectual, and professional development and functioning. Through the program of study, you will be given feedback concerning your personal, academic, and professional strengths, weaknesses, and performance. This feedback will come from faculty, supervisors, peers, and clients. You will be expected to receive and utilize this feedback in a mature and professional manner.

The expectations of the Counseling Program’s curricula are that you will explore and recognize the effect that your personal beliefs, issues, emotions, and behaviors have on your ability to function as a counseling professional. The various techniques or skills courses will require that you develop and demonstrate your professional skills as you work with classmates in role-playing situations and with clients in actual sessions. You will be asked to examine your behaviors, beliefs, and emotions in relation to your professional activities and experiences on an ongoing basis.

The Counseling Program faculty members believe they have a responsibility to dismiss students who are unable to render competent service due to academic or personal limitations. They also recognize their obligation to assist students in obtaining remedial assistance as needed, to consult with colleagues and document their decision to refer students for assistance or to request that students be dismissed from the program, and to assure that students have adequate recourse to address decisions made.

If in the professional judgment of a faculty member, a student’s behavior is deemed substandard, unethical, illegal, and/or professionally unbecoming at any time during the course of training (including course work, and internships), a faculty review committee will be called to review the performance and behavior of the student and to make recommendations to the Program Coordinator.

I, ____________________________ (student name), have read the M.Ed. in Counseling Student Handbook, the Professional Characteristics Feedback Form, and the 2014 American Counseling Association Code of Ethics (http://www.counseling.org/resources/aca-code-of-ethics.pdf). I agree that the faculty of the Counseling Program has the right and responsibility to monitor my academic and professional behavior.

I am willing to participate fully in the courses and requirements and I agree to abide by the policies delineated in the M.Ed. in Counseling Student Handbook and the UAF Catalog.

______________________________  __________________________
Signature                                      Date

Please give this completed form to your faculty advisor. Your advisor will sign the form and turn it into the office where it will be placed in your student folder.

______________________________  __________________________
Faculty Advisor’s Signature                                      Date

This completed form must be turned in prior to the end of the 1st semester in which a student is admitted or the student will be suspended from taking further courses in the program.
School of Education – Counseling Program

Professional Characteristics Feedback Form

Students in the UAF Counseling Program are evaluated on professional characteristics using the Professional Characteristics Feedback Form. The PCFF is completed in LiveText by course instructors in the following classes: COUN 615 Foundations; COUN 623 Theories; COUN 634 Practicum, COUN 635 Field Practicum; OUN 674 Group Counseling; COUN 636 Internship I; COUN 686 Internship II; COUN 687 Internship III; COUN 688 Internship IV.

Data from the PCFF are used to advise and counsel current students in the program. Each PCFF is shared with the student when it is completed. Instructors inform faculty advisors if a student shows the need for improvement.

Evaluation criteria
1 – Emerging
2 – Developing
3 – Meeting Expectations
4 – Exceeding Expectations
N/A – Not applicable (i.e., no opportunity to evaluate)

Standards
CACREP-2016.2.F.1.b the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation

CACREP-2016.2.F.1.f professional counseling organizations, including membership benefits, activities, services to members, and current issues

CACREP-2016.2.F.1.i ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling

CACREP-2016.2.F.1.k strategies for personal and professional self-evaluation and implications for practice

CACREP-2016.2.F.2.c multicultural counseling competencies

CACREP-2016.2.F.2.h strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

CACREP-2016.2.F.3.h a general framework for understanding differing abilities and strategies for differentiated interventions

CACREP-2016.2.F.5.f counselor characteristics and behaviors that influence the counseling process

Professional Responsibility

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follows code of ethics (i.e., ACA and, if applicable, ASCA) and conducts self in an ethical manner so as to promote confidence in the counseling profession. CACREP-2016.2.F.1.f CACREP-2016.2.F.1.i</td>
<td>Rarely follows code of ethics or conducts self in an ethical manner. Ethical lapses are common. Restriction in working with clients may be warranted.</td>
<td>Sometimes follows code of ethics and conducts self in an ethical manner and sometimes does not. At times lapses in ethical practice occur.</td>
<td>Almost always follows code of ethics and conducts self in an ethical manner. Minor ethical mistakes are corrected with study and practice.</td>
<td>Follows code of ethics and conducts self in an ethical manner, promoting confidence in the counseling profession.</td>
<td></td>
</tr>
<tr>
<td>Relates to peers, professors, and others</td>
<td>Rarely relates to peers, professors, and others</td>
<td>Sometimes relates to peers, professors, and others</td>
<td>Almost always relates to peers, professors, and others</td>
<td>Relates to peers, professors, and others</td>
<td></td>
</tr>
</tbody>
</table>
### Professional Competency

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recognizes the boundaries of one’s own competency and only provides services acquired through education, training, experience, or supervision.</strong> CACREP- 2016.2.F.1.k CACREP- 2016.2.F.3.h CACREP- 2016.2.F.5.f</td>
<td>Rarely recognizes the boundaries of one’s own competency. Frequently attempts to provide services outside the realm of educational and experiential knowledge learned in the program.</td>
<td>Sometimes recognizes the boundaries of one’s own competency. At times attempts to provide services outside the realm of educational and experiential knowledge learned in the program.</td>
<td>Almost always recognizes the boundaries of one’s own competency and only provides services acquired through education, experience, or supervision. Recognizing boundaries is a growing edge.</td>
<td>Recognizes the boundaries of one’s own competency and only provides services acquired through education, training, experience, or supervision.</td>
<td>NA</td>
</tr>
<tr>
<td><strong>Takes responsibility for</strong></td>
<td>Rarely takes</td>
<td>Sometimes takes</td>
<td>Almost always takes</td>
<td>Takes responsibility</td>
<td>NA</td>
</tr>
<tr>
<td>Professional Maturity</td>
<td>Characteristic</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<td></td>
<td>Demonstrates appropriate self-control (e.g., anger control, impulse control) in interpersonal relationships with faculty, peers, and clients. CACREP- 2016.2.F.5.f</td>
<td>Rarely demonstrates appropriate self-control in interpersonal relationships with faculty, peers, and clients. Demonstrates lack of self-control or impulsivity.</td>
<td>Sometimes demonstrates appropriate self-control in interpersonal relationships with faculty, peers, and clients. At times shows lack of self-control.</td>
<td>Almost always demonstrates appropriate self-control in interpersonal relationships with faculty, peers, and clients. Occasionally does not demonstrate self-control.</td>
<td>Demonstrates appropriate self-control in interpersonal relationships with faculty, peers, and clients.</td>
</tr>
<tr>
<td></td>
<td>Demonstrates honesty, fairness, and respect for others. CACREP- 2016.2.F.5.f</td>
<td>Rarely demonstrates honesty, fairness, and respect for others. Behavior is dishonest, unfair, or disrespectful.</td>
<td>Sometimes demonstrates honesty, fairness, and respect for others. At times dishonest, unfair, or disrespectful.</td>
<td>Almost always demonstrates honesty, fairness, and respect for others. Occasionally does not.</td>
<td>Demonstrates honesty, fairness, and respect for others.</td>
</tr>
<tr>
<td></td>
<td>Exhibits self-awareness and recognizes the effect of self on others CACREP- 2016.2.F.1.k CACREP- 2016.2.F.5.f</td>
<td>Rarely exhibits self-awareness and recognizes the effect of self on others. Shows disregard for their effect on others.</td>
<td>Sometimes exhibits self-awareness and recognizes the effect of self on others. At times shows disregard for their effect on others.</td>
<td>Almost always exhibits self-awareness and recognizes the effect of self on others. Occasionally does not exhibit self-awareness.</td>
<td>Exhibits self-awareness and recognizes the effect of self on others.</td>
</tr>
<tr>
<td></td>
<td>Demonstrates the ability to receive, integrate, and utilize feedback from peers, teachers, and supervisors. CACREP- 2016.2.F.1.k CACREP- 2016.2.F.5.f</td>
<td>Rarely demonstrates the ability to receive, integrate, and utilize feedback from peers, teachers, and supervisors. Is resistant to feedback and has difficulty integrating feedback into practice.</td>
<td>Sometimes demonstrates the ability to receive, integrate, and utilize feedback from peers, teachers, and supervisors. At times does not accept feedback graciously or is unable to integrate feedback into practice.</td>
<td>Almost always demonstrates the ability to receive, integrate, and utilize feedback from peers, teachers, and supervisors. Accepting and utilizing feedback is a growing edge.</td>
<td>Demonstrates the ability to receive, integrate, and utilize feedback from peers, teachers, and supervisors.</td>
</tr>
</tbody>
</table>

Revised August 25, 2018
<table>
<thead>
<tr>
<th>Professional Integrity</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Refrains from making statements, which are false, misleading, or deceptive.</strong></td>
<td>Often makes statements which are false, misleading, or deceptive.</td>
<td>Sometimes refrains from making statements which are false, misleading, or deceptive. Other times makes false, misleading or deceptive statements.</td>
<td>Almost always refrains from making statements which are false, misleading, or deceptive. Occasionally, but rarely, makes misleading statements.</td>
<td>Refrains from making statements which are false, misleading, or deceptive.</td>
<td></td>
</tr>
<tr>
<td><strong>Avoids improper and potentially harmful multiple relationships.</strong></td>
<td>Engages in improper and potentially harmful multiple relationships.</td>
<td>Sometimes avoids improper and potentially harmful multiple relationships. Other times engages in improper and potentially harmful multiple relationships.</td>
<td>Almost always avoids improper and potentially harmful multiple relationships.</td>
<td>avoids improper and potentially harmful multiple relationships.</td>
<td></td>
</tr>
<tr>
<td><strong>Respects the fundamental rights, dignity, and worth of all people.</strong></td>
<td>Shows disregard for the fundamental rights, dignity, and worth of all people.</td>
<td>Shows respects the fundamental rights, dignity, and worth of all people. Other times shows disregard for others.</td>
<td>Almost always respects the fundamental rights, dignity, and worth of all people.</td>
<td>Respect the fundamental rights, dignity, and worth of all people.</td>
<td></td>
</tr>
<tr>
<td><strong>Respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination.</strong></td>
<td>Shows indifference or disrespect toward others rights, confidentiality, and choices regarding self-determination.</td>
<td>Sometimes respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination. Other times shows indifference or disrespect toward others rights, confidentiality, and choices regarding self-determination.</td>
<td>Almost always respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination. Occasionally, but rarely, shows lack of respect.</td>
<td>Respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination.</td>
<td></td>
</tr>
<tr>
<td><strong>Demonstrates sensitivity to real and ascribed cultural, individual, and role</strong></td>
<td>Demonstrates lack of sensitivity to cultural, individual, and role</td>
<td>Sometimes demonstrates sensitivity to real and ascribed cultural, individual, and role</td>
<td>Almost always demonstrates sensitivity to real and ascribed cultural, individual, and role</td>
<td>Demonstrates sensitivity to real and ascribed cultural, individual, and role</td>
<td></td>
</tr>
</tbody>
</table>
individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, physical ability/disability, language, geographical, and socioeconomic status.

<table>
<thead>
<tr>
<th>differences</th>
<th>ascribed cultural, individual, and role differences. Other times demonstrates lack of sensitivity to cultural, individual, and role differences.</th>
<th>ascribed cultural, individual, and role differences. Occasionally, but rarely, exhibits lack of sensitivity.</th>
<th>cultural, individual, and role differences.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CACREP- 2016.2.F.2.c CACREP- 2016.2.F.2.h</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Student Remediation Plan Template

Date of Remediation Plan Meeting:
Student's Name:
Faculty Advisor:
Primary Clinical Supervisor:
Names of All Persons Present at the Meeting:

All Additional Pertinent Supervisors/Faculty:

Date for Follow-up Meeting(s)

*Circle all competency domains in which the trainee's performance does not meet the benchmark:*

**Program Objectives & Foundational Competencies:**
1. Counseling Knowledge; 2. Counseling Skills; 3. Counseling Disposition;

Please include the following in the remediation plan documentation:
- Description of the problem(s) in each competency domain circled above:
- Date(s) the problem(s) was brought to the trainee’s attention and by whom:
- Steps already taken by the trainee to rectify the problem(s) that was identified:
- Steps already taken by the supervisor(s)/faculty to address the problem(s):

The written remediation plan should address each of the following items:

1. Competency Domain/essential components in question
2. Problem behaviors in question
3. Expectations for acceptable performance (behavioral benchmarks)
4. Trainee’s responsibilities/actions
5. Advisor/supervisor responsibilities/actions
6. Timeframe for achieving acceptable performance
7. Assessment methods
8. Dates of evaluation of progress
9. Consequences for unsuccessful remediation
I, ____________________, have reviewed the above remediation plan with my primary advisor/supervisor, and any additional supervisors/faculty, and the Program Director. My signature below indicates that I fully understand the above. I agree/disagree with the above decision (please circle one). My comments, if any, are below (PLEASE NOTE: If student disagrees, comments, including a detailed description of the student’s rationale for disagreement, are REQUIRED).

Student Name ______________  Date __________  Program Director ______________  Date ______

Student’s comments (Use additional pages if needed):

All supervisors/faculty with responsibilities or actions described in the above remediation plan agree to participate in the plan as outlined above. Please sign and date below to indicate your agreement with the plan.

Remediation Plan Follow-up
Summative Evaluation of Remediation Plan

Follow-up Meeting(s):
Date (s):
In Attendance:

The summative evaluation should address each of the following items

1. Competency domain/essential components in question
2. Expectations for acceptable performance (behavioral and disposition benchmarks)
3. Outcomes of behavioral benchmarks
4. Next steps (e.g., remediation satisfactorily completed; remediation continued and plan modified; next evaluation date if necessary)

I, ____________________, have reviewed the above summative evaluation of my remediation plan with my primary advisor/supervisor, and any additional supervisors/faculty, and the Program Director. My signature below indicates that I fully understand the above. I agree/disagree with the above outcome assessments and next steps (please circle one). My comments, if any, are below. (PLEASE NOTE: If student disagrees with the outcomes and next steps, comments, including a detailed description of the student’s rationale for disagreement, are REQUIRED).

________________________  ______________
Student  Date

Student’s comments (Use additional pages if needed):
# Class Rotation

## First year classes

<table>
<thead>
<tr>
<th>Offered Fall</th>
<th>Offered Spring</th>
<th>Offered Summer</th>
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<tbody>
<tr>
<td>COUN 615 Foundations</td>
<td>COUN 615 Foundations</td>
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</tr>
<tr>
<td>COUN 623 Theories</td>
<td>COUN 623 Theories</td>
<td></td>
</tr>
<tr>
<td>COUN 628 Child/Adolescent</td>
<td>COUN 628 Child/Adolescent</td>
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</tr>
<tr>
<td>COUN 647 Ethics</td>
<td>COUN 647 Ethics</td>
<td>COUN 660 Multicultural</td>
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## Second (and beyond) year classes

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<th>Offered Fall</th>
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<th>Offered Summer</th>
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<tbody>
<tr>
<td>COUN 627 Dev. Interventions</td>
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<td></td>
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<tr>
<td>COUN 629 Ad. Interventions</td>
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<tr>
<td>COUN 630 Appraisal</td>
<td>COUN 630 Appraisal</td>
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<tr>
<td>COUN 632 Career</td>
<td>COUN 632 Career</td>
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<tr>
<td>COUN 634 Practicum</td>
<td>COUN 635 Field Practicum</td>
<td>COUN 638 Adult</td>
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<tr>
<td>Prerequisites 615, 623, 647</td>
<td>Recommended 627/629, 630, 660</td>
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<tr>
<td>COUN 635 Field Practicum</td>
<td>Prerequisite 634</td>
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<tr>
<td>Prerequisite 635</td>
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<td>COUN 636 Internship I</td>
<td>COUN 636 Internship I</td>
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<tr>
<td>Prerequisite 635</td>
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<tr>
<td>COUN 646 School</td>
<td>COUN 650 MC Psych</td>
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<tr>
<td>COUN 666 Family</td>
<td>COUN 674 Group</td>
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<td>COUN 686 Internship II</td>
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<tr>
<td>Prerequisite 636</td>
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<td>COUN 687 Internship III</td>
<td>COUN 687 Internship III</td>
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<tr>
<td>Prerequisite 686</td>
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<tr>
<td>COUN 688 Internship IV</td>
<td>COUN 688 Internship IV</td>
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<tr>
<td>Prerequisite 687</td>
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</table>

Blue – required for school counseling
Green – Required for Clinical Mental Health Counseling
# Course Sequences By Student Type

## SCHOOL COUNSELING

### FALL ADMISSION SEMESTER

**Student Location:** Fairbanks/Distance  
**Student Type:** Full-Time

#### Year 1

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
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<tbody>
<tr>
<td>615 Foundations</td>
<td>627 Dev. Interventions</td>
<td>632 Career</td>
</tr>
<tr>
<td>623 Theories</td>
<td>693 Pre-Practicum*</td>
<td>674 Group (Distance Students)</td>
</tr>
<tr>
<td>647 Ethics</td>
<td>660 MC Counseling</td>
<td></td>
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#### Year 2

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
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</thead>
<tbody>
<tr>
<td>646 School Counseling</td>
<td>630 Appraisal</td>
<td>601 Research</td>
</tr>
<tr>
<td>628 Child Development</td>
<td>674 Group (Fairbanks Students)</td>
<td></td>
</tr>
<tr>
<td>635 Field Practicum</td>
<td>636 Internship I</td>
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</tbody>
</table>

#### Year 3

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
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</thead>
<tbody>
<tr>
<td>686 Internship II</td>
<td>Present Research Proposal</td>
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</tr>
<tr>
<td>698/699 Research/Thesis</td>
<td>Comprehensive Exam</td>
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</table>

### FALL ADMISSION SEMESTER

**Student Location:** Fairbanks/Distance  
**Student Type:** Part-Time

#### Year 1

<table>
<thead>
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<th>Fall</th>
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<th>Summer</th>
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</thead>
<tbody>
<tr>
<td>615 Foundations</td>
<td>632 Career</td>
<td>628 Child Development</td>
</tr>
<tr>
<td>623 Theories</td>
<td>647 Ethics</td>
<td>674 Group (Distance Students)</td>
</tr>
</tbody>
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#### Year 2

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>646 School Counseling</td>
<td>660 MC Counseling</td>
<td>601 Research</td>
</tr>
<tr>
<td>693 Pre-Practicum*</td>
<td>627 Dev. Interventions</td>
<td></td>
</tr>
</tbody>
</table>

#### Year 3

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>630 Appraisal</td>
<td>674 Group (Fairbanks Students)</td>
<td></td>
</tr>
<tr>
<td>635 Field Practicum</td>
<td>636 Internship I</td>
<td>Comprehensive Exam (or next fall)</td>
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#### Year 4

<table>
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<tr>
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<th>Summer</th>
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<tbody>
<tr>
<td>686 Internship II</td>
<td>Present Research Proposal</td>
<td></td>
</tr>
<tr>
<td>698/699 Research/Thesis</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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* COUN F693 Pre-practicum will replace COUN 634P Practicum beginning Fall 2018. F693 is a temporary course number. A permanent course number will be assigned in Fall 2019.
# CLINICAL MENTAL HEALTH COUNSELING

## FALL ADMISSION SEMESTER

**Student Location:** Fairbanks/Distance  
**Student Type:** Full-Time

### Year 1

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
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<tbody>
<tr>
<td>615 Foundations</td>
<td>627 Dev. Interventions</td>
<td>674 Group (Distance Students)</td>
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<tr>
<td>623 Theories</td>
<td>638 Adult Development</td>
<td>628 Child Development</td>
</tr>
<tr>
<td>647 Ethics</td>
<td>660 MC Counseling</td>
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### Year 2

<table>
<thead>
<tr>
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<th>Summer</th>
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<tbody>
<tr>
<td>630 Appraisal</td>
<td>693 Pre-Practicum*</td>
<td>601 Research</td>
</tr>
<tr>
<td>650 MC Psychopathology</td>
<td>674 Group (Fairbanks Students)</td>
<td>635 Field Practicum</td>
</tr>
<tr>
<td>629 Adult Interventions</td>
<td>632 Career</td>
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</tbody>
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### Year 3

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
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</thead>
<tbody>
<tr>
<td>636 Internship I</td>
<td>686 Internship II</td>
<td></td>
</tr>
<tr>
<td>666 Family Therapy</td>
<td>651 Addictions</td>
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<td>698/699 Research</td>
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<tr>
<td>Present Research Proposal</td>
<td>Defend Research Project or Thesis</td>
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</table>

### FALL ADMISSION SEMESTER

**Student Location:** Fairbanks/Distance  
**Student Type:** Part-Time

### Year 1

<table>
<thead>
<tr>
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<th>Summer</th>
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</thead>
<tbody>
<tr>
<td>615 Foundations</td>
<td>638 Adult Development</td>
<td>628 Child Development</td>
</tr>
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<td>647 Ethics</td>
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### Year 2

<table>
<thead>
<tr>
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<th>Summer</th>
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</thead>
<tbody>
<tr>
<td>650 MC Psychopathology</td>
<td>674 Group (Fairbanks Students)</td>
<td>674 Group (Distance Students)</td>
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<tr>
<td>629 Adult Interventions</td>
<td>627 Dev. Interventions</td>
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### Year 3

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>630 Appraisal</td>
<td>693 Pre-Practicum*</td>
<td>601 Research</td>
</tr>
<tr>
<td>666 Family Therapy</td>
<td>632 Career</td>
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<td>698/699 Research</td>
<td>Comprehensive Exam</td>
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</tr>
<tr>
<td>Present Research Proposal</td>
<td>Defend Research Project or Thesis</td>
<td></td>
</tr>
</tbody>
</table>

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* COUN F693 Pre-practicum will replace COUN 634P Practicum beginning Fall 2018. F693 is a temporary course number. A permanent course number will be assigned in Fall 2019.
# SCHOOL COUNSELING

## SPRING ADMISSION SEMESTER

<table>
<thead>
<tr>
<th>Student Location:</th>
<th>Fairbanks/Distance</th>
<th>Student Type</th>
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### Year 1

<table>
<thead>
<tr>
<th>Semester</th>
<th>Year</th>
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<td>623 Theories</td>
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<td></td>
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<tr>
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<table>
<thead>
<tr>
<th>Semester</th>
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<th>Courses</th>
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<td>628 Child Development</td>
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<td>627 Dev. Interventions</td>
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<tr>
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<td>693 Pre-practicum*</td>
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<tr>
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<td>635 Field Practicum</td>
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### Year 2

<table>
<thead>
<tr>
<th>Semester</th>
<th>Year</th>
<th>Courses</th>
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<td>Fall</td>
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<td>646 School</td>
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<td>628 Child Development</td>
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<td></td>
<td>627 Dev. Interventions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>693 Pre-practicum*</td>
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<td>635 Field Practicum</td>
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<td>627 Dev. Interventions</td>
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### Year 3

<table>
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<tr>
<th>Semester</th>
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<th>Courses</th>
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<td>Comprehensive Exam</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Defend Research Project/Thesis</td>
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<tr>
<td>Spring</td>
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<td>674 Group (Fairbanks Students)</td>
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<td>Summer</td>
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### Year 4

<table>
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<td></td>
<td></td>
<td>Comprehensive Exam</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Defend Research Project/Thesis</td>
</tr>
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</table>

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# CLINICAL MENTAL HEALTH COUNSELING

## SPRING ADMISSION SEMESTER

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
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<tbody>
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<td>628 Child Development</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>660 MC Counseling</td>
<td>632 Career</td>
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## Year 2

<table>
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<tr>
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<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>629 Adult Interventions</td>
<td>638 Adult Development</td>
<td>674 Group (Distance Students)</td>
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<tr>
<td>650 MC Psychopathology</td>
<td>627 Dev. Interventions</td>
<td>601 Research</td>
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<tr>
<td>693 Pre-practicum*</td>
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## Year 3

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<tr>
<th>Fall</th>
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<tr>
<td>635 Field Practicum</td>
<td>636 Internship I</td>
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<td>666 Family Therapy</td>
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<tr>
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<td>Comprehensive exam</td>
<td>Present Research Proposal</td>
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## Year 4

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<tbody>
<tr>
<td>698/699 Research</td>
<td>623 Theories</td>
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<tr>
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* COUN F693 Pre-practicum will replace COUN 634P Practicum beginning Fall 2018. F693 is a temporary course number. A permanent course number will be assigned in Fall 2019.

## SPRING ADMISSION SEMESTER

<table>
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<th>Summer</th>
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<td>615 Foundations</td>
<td>628 Child Development</td>
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<td>647 Ethics</td>
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## Year 2

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<td>Present Research Proposal</td>
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Revised August 25, 2018
Degree Plan Worksheet

UAF School of Education Counseling Program

Proposed Degree Plan For:
Concentration:
Semester Admitted:
Faculty Advisor

<table>
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