



**Idaho State
University**

**Kasiska Division
of Health Sciences**

**Doctor of Philosophy (Ph.D)
Student Handbook
2026-2027**



**Idaho State
University**

**Department
of Counseling**

For those individuals searching for counseling programs, we are providing you with the Department of Counseling's policies and procedures handbook. Please review this handbook carefully as you compare various programs for your continued education.

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Student Responsibility Form

I understand that I am responsible for reading and abiding by all the information presented in the Doctor of Philosophy (Ph.D.) Degree in Counselor Education and Counseling 2026-2027 Program Handbook, as well as the information presented in the 2026-2026 Department of Counseling Fieldwork Handbook. I have reviewed the manuals carefully and understand I am responsible for knowing and abiding by the material herein. As presented in the handbooks, I understand that success in this program is not guaranteed and is predicated on my commitment to uphold the standards and requirements of the American Counseling Association Code of Ethics, the Council for Accreditation of Counseling and Related Educational Programs, Idaho State University (ISU), ISU Department of Counseling Core Dispositions, the Multicultural and Social Justice Competencies, and the policies and procedures for the Department. I also understand that success in this program comes through academic as well as relational and dispositional achievement. If I have questions concerning these materials, I will ask for clarification from my first-year doctoral student group advising, my advisor, or from the Department Chair. Signing this document indicates that I agree to abide by the policies and procedures described within the Student Handbook and Fieldwork Handbook.

I have downloaded a copy of both the Doctor of Philosophy (Ph.D.) 2026-2027 Program Handbook and the Department of Counseling 2026-2027 Fieldwork Handbook, and understand that I am responsible for the information contained within the handbooks.

Student's Printed Name

Student's Signature

Date

Doctor of Philosophy (Ph.D.) Degree in Counselor Education and Counseling

Doctoral Program Mission:

Our CACREP-accredited doctoral program in Counselor Education and Counseling is dedicated to advancing the field of counselor education and supervision through rigorous scholarship, innovative andragogy and supervision, and active engagement with leadership and advocacy.

Our mission is to cultivate the next generation of leaders in counselor education and supervision who will shape the future of the counseling profession via transformative learning experiences, mentorship, and scholarly inquiry.

We believe it is also our mission to:

- Instill a strong sense of professional identity as counselor educators, supervisors, social justice advocates, and researchers.
- Help students gain an understanding of the rich history and knowledge base in counselor education.
- Facilitate expertise in the skills of teaching, supervision, advocacy, and research.
- Aid students/graduates in their initial job placement as a counselor educator.
- Teach and perform research applicable to the practice of counselor education, supervision, and counseling.
- Aid students in developing lifelong cultural humility and its integration into their roles as counselor educators and supervisors.

The Department of Counseling also has a mission within the Kasiska Division of Health Sciences, College of Nursing, Rehabilitation, and Human Health to represent the mental health perspective within the Division and consult with Division faculty and departments, encouraging a holistic perspective on health care services.

Doctoral Program Objectives:

The Ph.D. in Counselor Education and Counseling prepares graduates for work in counselor education programs. The major emphasis of this program is to prepare graduates for a career in university teaching, supervision, and research in counseling programs.

Counselor education and counseling students at Idaho State University will be:

1. Graduates can teach counseling skills and counseling theories courses effectively.

2. Graduates can provide individual, triadic, and group supervision to counselors and counseling students across Clinical Mental Health Counseling, Clinical Rehabilitation Counseling, Marriage, Couple, and Family Counseling, and School Counseling.
3. Graduates can teach selected courses in at least one CACREP counseling specialty area effectively.
4. Graduates can teach selected courses in at least three CACREP core areas effectively.
5. Graduates can evaluate counselor education programs and counseling sites.
6. Graduates can analyze professional issues affecting counselor education and the counseling profession.
7. Graduates can apply ethical standards and practices in counselor education and counseling.
8. Graduates can design and conduct qualitative and quantitative research.
9. Graduates can produce scholarly manuscripts suitable for professional publication.
10. Graduates can advise and mentor master's-level counseling students.
11. Graduates can demonstrate advanced clinical counseling skills.
12. Graduates can integrate knowledge of cultural diversity, intersectionality, positionality, and their sociological manifestations into their roles and responsibilities as counselor educators.

Counselor Educator & Supervisor Self-Awareness

The Department of Counseling at Idaho State University emphasizes the importance of the counselor educator and supervisor's personhood in the educational and supervisory process. Personal qualities, experiences, and reactions are crucial for professional development alongside knowledge and skills.

As faculty endorse the value of the counselor educator/supervisor's personhood in the educational process, feedback will be related to each student as a counselor educator/supervisor. Active involvement in self-awareness and personal growth is an integral and necessary component of the doctoral program.

Students must be open to receiving clinical and interpersonal feedback that includes the realm of their personhood and to engaging in self-exploration to successfully complete the program.

The Department of Counseling values students' mental health and encourages students to engage in self-care as described by the American Counseling Association Code of Ethics (2014; see Section C). Such self-care may include engaging in counseling services.

The ISU Counseling and Mental Health Center provides free/confidential individual and group counseling for students, amongst other services. Students are encouraged to contact [ISU Counseling Services](#) at their respective campus as interested (Pocatello: 208-282-2130; Meridian: 208-373-1732).

Students will be expected to:

- Engage in self-reflection and personal growth
- Accept and act upon feedback related to personal attributes
- Demonstrate openness to emotional risks and self-exploration

In addition to success in academic coursework, certain non-academic conditions are essential to counselor educator and supervisor development and competency. As such, certain non-academic conditions may limit the student's ability to work with others in class, supervision, or other academic and/or professional settings. For this reason, should the faculty or course instructors note any problems of professional competence in judgment, interpersonal attributes, or intellectual functioning, this will be brought to the attention of the student and measures may be required for remediation. If such problems of professional performance are not successfully addressed through remediation measures, students may be delayed or dismissed from the program.

Defining Problems of Professional Competence:

Problems of Professional Competence may be evaluated in five areas as indicated by Overholser and Fine (1990):

- Factual knowledge
- Generic clinical skills
- Orientation-specific technical skills
- Clinical judgment
- Interpersonal attributes

And in five areas relevant to professional dispositions as indicated by Frame & Stevens-Smith (1995):

- Inability to be open, flexible, positive, and cooperative
- Unwillingness to accept and use feedback
- Unawareness of impact on others
- Inability to deal with conflict and accept personal responsibility
- Inability to express feelings effectively and appropriately

Note: *Admission into the Department of Counseling does not guarantee graduation. The following nonacademic conditions may result in dismissal if they are observed to limit the student's ability to work with others in class, supervision, or other academic/professional settings: (1) personal concerns or psychopathology (2) interpersonal relationship issues, (3) personal attitudes or value systems that conflict with effective counseling relationships, and (4) unethical behavior. In order to graduate from this program, students must be willing and able to uphold the American Counseling Association Code of Ethics.*

Diversity Statement

The Idaho State University Department of Counseling values cultural awareness and equity. We emphasize respect and affirmation for everyone and actively promote dignity, well-being, and potential, especially for historically marginalized populations. We oppose discriminatory and prejudiced acts and uphold standards of excellence in equity, inclusion, and diversity according to the Multicultural and Social Justice Counseling Competencies (Ratts et al., 2016).

Non-Discrimination Statement

The Department of Counseling opposes discrimination based on age, culture, ability status, ethnicity, race, religion/spirituality, gender, gender identity and expression, sexual and affectional identity, marital/partnership status, language preference, socioeconomic status, social class, size, or unique physical characteristics.

Institutional Syllabi Statements

Idaho Code 67-5909D

Idaho Code 67-5909D was passed by the State of Idaho Legislature during the 2025 legislative session. This law places certain requirements and restrictions on state sponsored institutions of higher education as it relates to activities, instruction, and support services that may intersect with what the law refers to as “diversity, equity, and inclusion.” The university has worked to meet its legal requirements under this law, including seeking lawful exemptions for academic programming that would otherwise be subject to the restrictions created under 67-5909D. If you have any concerns about the content of this course and its relationship to the concepts identified by this law, you are responsible for meeting with the Office of Academic Advising (askanadvisor@isu.edu) to raise those concerns prior to the close of the add/drop period and discuss the possibility of other appropriate enrollment options. By maintaining your enrollment in this class beyond the add/drop period you are acknowledging your choice to engage in the full educational experience outlined in the syllabus, which may include assignments, discussion, readings, grading, etc., related to concepts identified under this law.

Academic Freedom and Responsibility

In carrying out its educational mission, Idaho State University is committed to adhering to the values articulated in Idaho State Board of Education Policy III.B. Membership in the academic community imposes on administrators, faculty members, other institutional employees, and students an obligation to respect the dignity of others, to acknowledge the right of others to express differing opinions, and to foster and defend intellectual honesty, freedom of inquiry and instruction, and free expression on and off the campus of an institution.

Academic Integrity

It is important that students submit their own, original (never previously used) work throughout the class. Submitting previously used work and/or work that is not your own original work is considered a violation in academic integrity. Academic Integrity is something that all students should know about and take measures to uphold – it ensures the value of your degree. The credibility of the university as a whole is diminished if academic integrity is not upheld.

Types of Violations

There are four types of academic dishonesty: (1) Plagiarism; (2) Fabrication; (3) Cheating; and (4) Aiding and Abetting Dishonesty.

Plagiarism: Plagiarism, in effect, means “stealing.” The American College Dictionary defines it as “copying or imitating the language, ideas, and thoughts of another author and passing off the same as one’s original work.” Students are required to give proper credit to all sources of information, whether in their written materials or in oral presentations.

Fabrication: Fabrication includes making up sources or information, omitting sources, distorting sources or information, and misrepresenting sources or information.

Cheating: Cheating includes but is not limited to the following:

- using forbidden items during a test or exam (phones, files, books, notes, etc.)
- obtaining tests from previous classes
- collaborating with another on individual assignments when you are expected to work alone
- using another's assignment, ideas, or sources
- using your own previously submitted work from another class
- obstructing or changing grades received
- submitting assignments that you did not write (as with contract cheating or AI-generated material). Note: relying on generative Artificial Intelligence (AI) platforms to create or edit work that is then submitted for an assignment when an Instructor has expressly prohibited use of such AI platforms constitutes a violation of academic integrity. If an Instructor allows students to use generative AI platforms, that policy should be made explicit for the assignment or course.

Aiding and Abetting Dishonesty. Helping another plagiarize, fabricate, or cheat is academically dishonest. Failing to report any of these instances violates the Code of Academic Dishonesty.

Department Policy on the Use of Artificial Intelligence (AI)

Generative artificial intelligence (AI) tools are rapidly advancing and have the ability to change how we teach, learn and work. As an institution dedicated to the development and dissemination of knowledge, Idaho State University (ISU) recognizes the importance of this new technology. ISU also recognizes the necessity of ensuring that use of generative AI honors our existing commitments to security and privacy and our values as expressed through ISU Policies and Procedures. A taskforce of administrators and faculty from various parts of the University has been created to guide the responsible use of AI tools at ISU. As AI technology evolves, so will these guidelines.

The following are areas of particular concern:

1. **Confidentiality:** Many generative AI tools incorporate all information entered by users into their model. ISU community members must not enter information requiring confidentiality into an AI tool without ensuring information entered will be protected from redisclosure or use in responses to others, as documented by appropriate contract language and security controls. When in doubt, do not enter any confidential information into an AI tool.
2. **Protection of PII:** Because many AI tools use the information you include in them, always assume that anything you input will become public. Never include protected personal information such as patient records, student education records, or any other information which should be maintained as private. Be mindful of the application of laws such as HIPAA and FERPA, which have strict requirements for how personal PII is to be maintained.
3. **Transparency:** Be transparent in your use of AI tools and always disclose when your work includes information acquired through the use of an AI tool.
4. **Academic Integrity:** Faculty should make clear to students whether use of AI tools is permitted and, if so, whether there are limits or restrictions on such use. Students should ask faculty whether use is permitted if clear authorization has not been provided. If AI tools are used, attribution should be given to ensure that work submitted properly credits sources of information.
5. **Intellectual Property Rights:** Generative AI may use information that is protected by intellectual property rights, including copyrighted materials, without consent or other appropriate authorization. Users should be cautious not to expose themselves or the University to claims of damage from third parties for improper use of other's work. Users should also be aware that by including their own original work into an AI tool, they may risk losing protection of their own intellectual property rights or that of the University. University owned intellectual property may not be put into a generative AI tool.
6. **Protection of ISU Data:** Do not enter any ISU protected data or information into an AI tool.
7. **Bias and Inaccuracy:** Reports that AI generated responses are biased or inaccurate are common. Be a critical thinker and verify information provided by an AI tool prior to incorporating it into your work. OGC Approved 12.2024 Page 1 of 28.
8. **Procurement:** As is the case when acquiring any technological product which will be using University resources or University data, consult with Information Technology Services and follow ISU's purchasing policies. AI tools should not be acquired until the security of the tool has been validated and the appropriate University offices have verified inclusion of contract language appropriately protecting the University.
9. **Malicious Content:** Generative AI tools may create avenues for improper access to ISU's information technology system. All members of the ISU community are responsible for protection of ISU's information technology system. Be alert. As with any technological resource,

use it responsibly.

When using Generative AI tools, be mindful that all use must comply with the ISU Policies and Procedures which govern our community, including those concerning data privacy and confidentiality, academic integrity, human resources, information security and procurement. www.isu.edu/policy/. The following list includes potentially applicable policies:

- Contract Approval and Execution ISUPP 1060
- Electronic and Information Technology Accessibility ISUPP 1020
- Equal Opportunity, Harassment and Non-discrimination ISUPP 3100
- HIPAA Compliance ISUPP 1100
- Purchasing ISUPP 2560
- Equal Opportunity and Affirmative Action ISUPP 3080
- Academic Freedom ISUPP 4040
- Academic Integrity and Dishonesty ISUPP 4000
- Faculty Ethics ISUPP 4120
- Student Code of Conduct ISUPP 5000
- Intellectual Property ISUPP 7010
- ISU Export Controls ISUPP 7040
- ITS Acceptable Use ISUPP 2400
- ITS Access Control ISUPP 2410
- ITS Acquisitions, Development and Maintenance ISUPP 2420
- ITS Asset Management ISUPP 2430
- ITS Information Security ISUPP 2500
- ITS Security Roles and Responsibilities ISUPP 2480

ISU Book Bundle (isu.edu/bookbundle)

Upon registering for classes each semester, all Idaho State University students are automatically enrolled in the ISU Book Bundle, the university's official textbook and course material delivery program. The ISU Book Bundle ensures students have their required course materials on or before the first day of class. Through the ISU Book Bundle, physical books are conveniently packaged and provided to students on a rental basis. Digital materials are delivered directly through Moodle (beginning Fall 2025, Canvas). All students have the opportunity to opt out of the program each semester. Costs for all required course materials will be added to your tuition and fees.

To opt out: follow the website link above. The dates to select your Fall course material pick-up location or opt out are August 8 - September 12. There will be no refunds after the end of the opt-out period.

Reasonable Accommodations:

ISU is committed to providing an accessible learning environment for students with documented disabilities. If there are aspects of the instruction or design of this course that result in disability-related barriers to your participation, please contact Disability Services to engage in a confidential conversation about the process for requesting accommodations.

Students are encouraged to register with Disability Services as soon as they begin this course, or in the timeliest manner possible, as accommodations are not provided retroactively. More information can be found on the Disability Services website.

Department of Counseling Standards Statement

Admission into the Department of Counseling does not guarantee graduation. Success in academic course work is only one component of becoming a successful counseling student. The following nonacademic conditions may result in dismissal if they are observed to impair the student's ability to work with others in class, practicum, or internship settings: (1) personal concerns or psychopathology, (2) interpersonal relationship issues, (3) personal attitudes or value systems that conflict with effective counseling relationships, and (4) unethical behavior. For more information on these standards please refer to the department's master's handbook. The ISU Department of Counseling promotes culturally responsive perspectives, emphasizing diverse experiences, cultures, histories, and perspectives across various backgrounds including ethnicity, gender, race, spirituality, sexual and affectional identity, ability status, and social class.

Professional Comportment

Professional comportment is defined as the ability to relate to others in a respectful and supportive manner (Benner, 1991) and is crucial for a Counselor Educators success in relating, communicating, and collaborating with colleagues, students, supervisees, and other members of the profession. Doctoral students in the Department of Counseling are expected to demonstrate and continuously develop their professional comportment across all roles and activities relevant to their clinical, student, and educator/supervisor identities. Please review the subheaders below for detailed departmental expectations regarding professional comportment.

Guidelines for Professional Attire

The Department of Counseling values personal style as an important aspect of identity and does not promote censorship of personal style choices. However, when assuming the role of counselor educator/supervisor, it is essential to be mindful of how personal style impacts others in a professional setting. Students should make style choices that align with their individuality while upholding core professional dispositions.

- Business Casual Attire: Doctoral students are expected to wear business casual attire for professional engagements, including teaching, supervising, and department activities. Attire should be appropriate for clinical settings if applicable.
- General Apparel Guidelines:
 - Avoid clothing defined as beachwear, sportswear, or athleisure (e.g., baseball caps, camisole-style tanks, shorts, yoga or gym attire, flip-flops). Exceptions may apply to specific settings like outdoor, athletic, or ecotherapy interventions.
 - Makeup choices are personal and not censored by the department.
 - Body art, hairstyles, and facial hair are personal expressions and should be maintained with sensitivity and hygiene. Avoid body art that overtly displays personal belief systems that may trigger marginalization.
- Personal Grooming and Hygiene:
 - Maintain high standards of personal hygiene, with exceptions for specific professional contexts (e.g., sports, ecotherapy).
 - Clothing should be clean and in good condition.
- Sensitivity to Trauma and Diverse Client Identities:
 - Avoid clothing or accessories that might trigger trauma or activate past experiences of marginalization.
 - Avoid strong personal fragrances or essential oils that could affect others' sensory sensitivities.
 - Ensure clothing coverage and fit are appropriate to avoid triggering exposure. Aim for knee-length or longer bottoms, and tops with modest necklines and fits that do not restrict movement or reveal underwear lines.

Professional Dependability

- Absences and Tardiness:
 - Obtain prior approval for planned absences from classes, clinic duties, co-teaching, and meetings. This includes personal and professional reasons. Notify faculty as soon as possible for emergencies or unforeseen absences. Excessive absences or missed responsibilities may lead to formal remediation.
- Co-teaching, Lab Facilitation, and Supervision:
 - Arrive prepared for all co-teaching, lab facilitation, and supervision responsibilities. Consult with faculty co-instructors at the beginning of each semester to clarify expectations. Engage actively in class sessions and avoid using personal technology or completing other assignments during class. Participate in grading and administrative duties as negotiated.

Interpersonal Behavior

- Professional Boundaries:
 - Maintain appropriate professional boundaries with all master's level students. Personal friendships or romantic/sexual relationships with students, instructors, staff, or faculty are prohibited.
 - Understand and respect individual faculty frameworks for professional boundaries. Manage cohort and inter-cohort dynamics effectively and ensure they do not interfere with academic or professional responsibilities.

Core Dispositions for Counselor Educators and Supervisors

The Department of Counseling faculty has a strong belief and value for foundational tendencies, or core dispositions, that are viewed as transcendent to the counselor role, context, or counseling population. The following core dispositions provide a framework for student educational experiences and evaluation throughout one's time in the program.



(ISU DOC Faculty, 2019)

Cultural Humility

Definition: Accepting how one's own cultural identities and experiences affect their perspectives and awareness in understanding the cultural identities and experiences of others.

As evidenced by:

Interpersonal Dimensions

- Adopts an “other-oriented stance” that includes openness, respect, consideration, humility, and interest regarding the client’s cultural identities and experiences.
- Maintains an “other-oriented stance” on an ongoing basis with clients, communities, society, and peers.

Intrapersonal Dimensions

- Examines one's own cultural background and social environment and how that background and environment has shaped and continues to shape their experience and perspective.
- Exhibits awareness of one's values and beliefs that stem from a combination of cultures to increase understanding of others.

Power and Positionality

- Identifies how power and privilege are present within one's cultural identities and how those positions impact others' experiences in personal and professional relationships.
- Develops skills and actions to address power imbalances at individual, community, and societal levels.

Mindfulness

Definition: Active, open attention to the present; observing one's thoughts and feelings without judgment; living in the moment and awakening to experience.

As evidenced by:

- Here-and-now awareness of thoughts and feelings in interactions with self and others in various settings (class, supervision sessions, counseling sessions).
- Here-and-now awareness of intentions and motivating actions within relationships (with self and others).

Engagement

Definition: Emotional involvement and commitment to one's own and others' (peers, colleagues, etc.) personal and professional development.

As evidenced by:

- Demonstrating actions toward one's own personal development (wellness plan, personal counseling).
- Participation in professional development activities (conference attendance, professional membership, involvement in professional service and advocacy).

Reflexivity

Definition: An awareness and exploration of one's own belief systems, values, and needs, and their impact on relationships with self and others (peers, supervisors, faculty, clients, friends/family).

As evidenced by:

- Confronting and challenging assumptions that may be harmful to self and/or others.
- Demonstrating appropriate personal and professional boundary management.
- Showing the ability to receive and integrate feedback.

Curiosity

Definition: Eagerness to know, discover, and generate; interest leading to inquiry. As evidenced by:

- Active participation in classroom learning and enactment of a practitioner-scholar identity via community, conference, and scholarly pursuits.

Empathy

Definition: The ability to express feelings, of self and others, appropriately and effectively.

As evidenced by:

- Demonstrating understanding and validation of others' emotions and experiences.
- Communicating empathy in verbal and non-verbal ways in various settings (class, supervision sessions, counseling sessions).
- Actively listening and responding with compassion and understanding in personal and professional relationships.
-

Integrity

Definition: Consistent commitment to professional ethics and values of the counseling profession, holding steadfastly to one's commitments as a counselor in training and as a developing professional counselor.

As evidenced by:

- Ability to express feelings, both of self and others, appropriately and effectively.
- Emotional regulation and stability.
- Enactment of care and compassion toward self and others.
- Uphold all university and departmental policies and expectations regarding student conduct and academic honesty, including, the appropriate and ethical use of artificial intelligence.

First-Year Doctoral Student Tasks and Expectations (2026-2027)

Before and During the First Week of Classes in the Fall

- Enroll in Minimum Credits: Enroll in at least 12 credits (9 is minimum required for GA).
- Attend Contract Week: Be on campus during "contract week" for orientations.
- Travel to Pocatello: Attend the First Year cohort group experience and department opening gathering.
- Register for Conferences: Register for the RMACES or ACES National Conference (usually in early October).
- Attend Meetings and Luncheons: Attend RMACES and ACES Business meetings.
- Familiarize with Tools: Learn ELC, VOSAIC, and Titanium (see video tutorials).
- Prepare for Idaho LPC License: If coming from out of state, prepare to get your Idaho LPC license by the beginning of the second year.

Once Fall Classes Begin

- Co-instruct COUN 6696 PrePracticum Class: Required for years one and two; third year may be required depending on need.
- Attend COUN 6621: Professional Orientation and Ethics classes.
- Co-supervise COUN 6697/6698L: Master's Practicum/Internship Labs.
- Co-lead COUN 6676: Small Group Experience.
- Provide Supervision: Supervise COUN 6696 students as needed.
- Supervise Clinic Counselors: Manage Counseling Clinic counselors-in-training as scheduled.
- Weekly Advising: Meet with the Department Chair as a group.
- Strongly encourage attendance at Idaho Counseling Association Conference.
- Be on Campus During Finals Week: Continue educational and clinical duties.

Spring Semester

- Enroll in Minimum Credits: Enroll in at least 12 credits.
- Contract Week Availability: Be available on campus during "contract week."
- Facilitate Interviews: Help facilitate both Doctoral and Master's Interviews.
- Choose Doctoral Committee Chair: By February 1 start weekly meetings.
- Be on Campus During Finals Week: Continue duties during finals week.

Continued Tasks and Expectations Beyond Attending Doctoral Classes (Second and Third Year)

Before and During the First Week of Classes in the Fall of the Second Year

- Enroll in Minimum Credits: Enroll in at least 9 credits; ensure use of 18 credits of 8849 and 12 credits of 8850 by program's end.
- Attend Contract Week: Be on campus during contract week for orientations.
- Register for Conferences: Register for RMACES or ACES National Conference.
- Attend Meetings and Luncheons: Attend RMACES and ACES Business meetings.
- Schedule Dissertation Dates: Schedule prospectus and defense dates with your committee.
- Submit Defense Scheduling Form: Have your advisor submit the Request to Schedule Oral Defense form.

Once Fall Classes Begin

- Co-instruct and Supervise: *Depending on student enrollment*, co-instruct COUN 6696, co-supervise COUN 6698L, and potentially lead COUN 6676.
- Supervise Counseling Clinic: Participate in clinic management duties as assigned.
- Attend the Idaho Counseling Association Conference.
- Be on Campus During Finals Week.
- Secure Committee Members: Coordinate with your advisor and submit the final program of study to the Graduate School.

Spring Semester

- Contract Week Availability: Be on campus during "contract week."
- Co-instruct and Supervise: *Depending on student enrollment*, co-supervise COUN 6697/6698L
- Order Regalia and Apply for Graduation: For third-year students.
- Facilitate Interviews: Help facilitate both Doctoral and Master's Interviews.
- Be on Campus During Finals Week.

Procedures for Securing a Graduate Committee

Doctoral study at Idaho State University involves a significant commitment from both the student and the student's committee. To ensure a successful experience, students are expected to collaborate closely with faculty members and participate in various departmental activities such as teaching assignments, counseling practice/internship supervision, advising, student evaluations, and other counselor education and counseling experiences. By graduation, students will have gained the equivalent of three years of experience as a counselor educator and supervisor. Due to the extensive commitment required from faculty, the program admits only four to six students each year, with each faculty member serving as a committee chair for no more than one student per cohort. This small student-to-faculty ratio is essential for the success of the students.

Steps for Securing a Graduate Committee:

1. **Assessment of Faculty Interests and Expertise:**
 - Before advancing from Classified status to Candidacy status, students must assess the interests and areas of expertise of the faculty members. This involves identifying which faculty members are best suited to serve as graduate committee members, including selecting a committee chair.
2. **Selection of Committee Chair:**
 - The student must choose a faculty member to serve as their committee chair. During this process, faculty members need to evaluate the student's potential as a counselor educator/supervisor to decide whether they are willing to support and serve on the student's graduate committee.
3. **Composition of the Graduate Committee:**
 - The student's graduate committee will consist of five members:
 - Three members must be from within the Department of Counseling.
 - A fourth member can be chosen from within or outside of the department (must be a faculty member inside the ISU College of Health).
 - The fifth member, known as the Graduate Faculty Representative (GFR), must be from outside the department and will be appointed by the Dean of the Graduate School.
4. **Consultation and Appointment of the GFR:**
 - No later than the third semester of graduate study, the student should consult with their committee chair about the selection of the Graduate Faculty Representative. The Graduate Catalog lists the Graduate Faculty in the appendix. Once the student secures the willingness of all committee members, including the GFR, they can proceed with completing their Final Program of Study.
 - Note: The Graduate Dean officially appoints the GFR, so the Department Chair must write a letter requesting the appointment of the preferred fifth committee member.
5. **Timeline for Selection:**
 - The process of selecting a graduate committee typically occurs during the latter half of the fall semester of the student's second year while they are completing coursework. This selection process is crucial to ensure a good match between the student and their graduate

committee. **The student's internal Department committee must be in place prior to their comprehensive exam.**

Program Of Study Doctor Of Philosophy (Ph.D) Degree In Counselor Education And Counseling

Program Overview: Recipients of the Doctor of Philosophy (Ph.D.) in Counselor Education and Counseling must demonstrate the ability to:

- Teach counseling-related subjects (core and specialty)
- Provide clinical supervision
- Conduct research and program evaluation
- Deliver individual, group, and/or couple and family counseling
- Provide consultation services

Graduates are prepared to be counselor educators, supervisors, and counselors. They may also function as supervisors in university, mental health, and family counseling centers.

A. General Residency Requirement

- Total Graduate Study: Equivalent of ten semesters, including the master's specialty practice area.
- Doctoral Residency: Three years, with at least six semesters at the doctoral level.
- On-Campus Requirement: Three consecutive semesters of full-time graduate study on campus (strongly recommended to attend all six semesters full-time).

B. Required Courses

Course Code	Course Title	Credits
COUN 7683	Leadership and Advocacy in Counselor Education	2
COUN 7701	Introduction to Quantitative Research Design	2
COUN 7702	Advanced Quantitative Research Design	2
COUN 7703	Qualitative Research	2
COUN 7704	Qualitative Methodology and Analysis	2
COUN 7705	Instructional Theory for Counselor Educators	4
COUN 7710	Practicum in College Teaching	2
COUN 7712	Advanced Psychological Testing and Assessment	2
COUN 7724	Advanced Diversity Issues	3

COUN 7727	Advanced Theories of Counseling	3
COUN 7774	Advanced Group Procedures	3
COUN 7790	Supervision in Counselor Education	3
COUN 8800	Research and Professional Issues	2 (repeated up to 6 credits)
COUN 8801	Career Development in Counselor Education	1
COUN 8802	Scholarship in Counselor Education	2
COUN 8848	Doctoral Counseling Internship	2
COUN 8848L	Doctoral Counseling Internship Lab	0
COUN 8849	Doctoral Internship	1-18
COUN 8849L	Doctoral Internship Lab	0
COUN 8850	Dissertation	1-12

Suggested Elective:

COUN 7758: Independent Problems – 1-4 credits Curriculum Effective August 2025 - Rev. 08/2025

Course Sequence

First Year

- Fall Semester
 - COUN 7727: Advanced Theories of Counseling
 - COUN 7774: Advanced Group Procedures (Includes 6677)
 - COUN 7790: Supervision in Counselor Education
 - COUN 8800: Research and Professional Issues
 - COUN 8849/8849L: Doctoral Internship and Lab
- Spring Semester
 - COUN 7701: Introduction to Quantitative Research Design
 - COUN 7703: Qualitative Research
 - COUN 7712*: Advanced Psychological Testing and Assessment
 - COUN 7724*: Advanced Diversity Issues
 - COUN 8802: Scholarship in Counselor Education
 - COUN 8849/8849L: Doctoral Internship and Lab

Second Year

- Fall Semester
 - COUN 7702: Advanced Quantitative Research Design
 - COUN 7704: Qualitative Methodology and Analysis
 - COUN 7705: Instructional Theory for Counselor Educators
 - COUN 8800: Research and Professional Issues
 - COUN 8849/8849L: Doctoral Internship and Lab
- Spring Semester
 - COUN 7683: Leadership and Advocacy in Counselor Education
 - COUN 7712: Advanced Psychological Testing and Assessment*
 - COUN 7724: Advanced Diversity Issues*
 - COUN 8848/8848L: Doctoral Counseling Internship and Lab
 - COUN 8849/8849L: Doctoral Internship and Lab
 - COUN 7710: Practicum in College Teaching** (Prereq: COUN 7705)

Third Year

- Fall Semester
 - COUN 8800: Research and Professional Issues
 - COUN 8801: Career Development in Counselor Education
 - COUN 8848/8848L: Doctoral Counseling Internship and Lab
 - COUN 8849/8849L: Doctoral Internship and Lab
 - COUN 8850: Dissertation
- Spring Semester
 - COUN 8849/8849L: Doctoral Internship and Lab
 - COUN 8850: Dissertation

*COUN 7712 is offered in odd-numbered years, and COUN 7724 is offered in even-numbered years.

**COUN 7710 may also be taken in the Fall Semester of the Third Year.

Curriculum Effective August 2025 - Rev. 08/2025

Students are responsible to track their progress in their program of study using DegreeWorks. Degree Works tracks courses from a students' transcript and organizes them so an advisor and the student can quickly and easily identify complete and outstanding degree requirements by category.

Degree Works tracks courses from a students' transcript and organizes them so an advisor and the student can quickly and easily identify complete and outstanding degree requirements by category.

(<https://www.isu.edu/registrar/degree-works/>)

Sequenced Map of Doctoral Student Co-Teaching/Supervision Experiences

Internship Activities (Program of Study Related)

The following co-teaching and supervision experiences should be planned out during doctoral advising with attention to the student's program of study, specialty practice area, course availability, and needs of the department.

The number of suggested co-teaching experiences per term serves as a minimum recommendation of what is expected in your program of study. Students, with the support from their advisor, may increase their co-teaching load. Co-teaching involves attending all classes and leading at least one teaching session.

Teaching	Supervision	Group Facilitation
First Year Fall Semester		
Required: 6696 Pre-practicum 6621 Professional Orientation & Ethics (attend all classes, no teaching)	6698 Internship Lab 6696 Pre-practicum: After Midterm Grading - connected to COUN 7790	Required: 6677 Small Group component
First Year Spring Semester		
Co-teach one (two at most) core or specialty courses and lead only one teaching session in each class.	6697L/6698L Practicum/Internship Lab 6697 supervision	
Second Year Fall Semester		
6696 Pre-practicum Co-teach core or specialty courses as part of your program of study, lead two teaching sessions in each course. And choose one of the following: 2 teaching sessions in 6621 OR 1 PDW on ethics minimum 6 hours OR 1 teaching session in 6621 and 1 three hour PDW Ethics workshop	6698L Internship Lab 6696 potential 2nd half-semester Internship Department Supervision section (6 supervisees)	Possible 6677 Small Group
Second Year Spring Semester		

<p>Required: Co-teach core or specialty courses as part of your program of study, lead two teaching sessions in each course.</p> <p>*Possible Teaching Prac</p>	<p>6697L/6698L Practicum/Internship Lab *Potential for 6697 extra supervision</p>	
Third Year Fall Semester		
<p>6696 PrePracticum Co-teach core or specialty courses as part of your program of study, lead two teaching sessions in each course.</p> <p>*Possible Teaching Prac</p>	<p>6698L Internship Lab</p>	<p>Possible 6677 Small Group</p>
Third Year Spring Semester		
<p>Co-teach core or specialty courses as part of your program of study, lead two teaching sessions in each course.</p> <p>*Possible Teaching Prac</p>	<p>6697L/6698L Practicum/Internship Lab</p>	
Summers are optional unless part of your program of study		
<p>Co-teach core or specialty area course, lead two teaching sessions</p> <p>*Possible Teaching Prac</p>	<p>6698L Internship Lab Clinic Coverage</p>	

Doctoral Student Guest Lecturing in Doctoral-Level Courses

Given the close and complex relationships across doctoral cohorts, involvement in doctoral classes should be limited to maintain a positive learning environment. While the doctoral program is full-time and highly structured, third-year doctoral students who have completed a course at least a year prior may be eligible to guest lecture within a course.

Guest Lecturing Guidelines:

- Eligibility: Third-year doctoral students who have completed the relevant course at least one year prior.
- Roles:
 - Guest lecturing on specific topics.
 - Serving as a "consultant" for research courses.
- Approval: Both the instructor of record and the committee chair must approve the role to ensure the student is appropriately prepared in terms of knowledge and skills.

This structured approach ensures that doctoral students are well-prepared for their teaching and supervisory roles, contributing to their overall professional development and effectiveness in the field.

Technological Competencies

The Department of Counseling requires all students to develop adequate technological competencies. Students are expected to have competency with creating Word documents, spreadsheets, internet searches, multimedia presentations, and data filing and sharing applications. We also feel that in keeping up with emerging technologies, we provide more efficient and secure training opportunities for our students.

Our current technology competencies are based upon the Association for Counselor Education and Supervision (ACES) Executive Council recommendations for Masters-Level counselors (Jencius et al., 2007).

Competency 1

Be able to use productivity software to develop web pages, word-processing documents (letters, reports), basic databases, spreadsheets, and other forms of documentation or materials applicable to practice. Basic technology knowledge includes office productivity applications and the range of tools available to assist with daily tasks of practice. Basic technology competencies include the creation of documents with a variety of formatting options and the ability to organize, create, and utilize datasets.

Competency 2

Be able to use audiovisual equipment such as video recording software (e.g. Zoom), teleconferencing equipment, and other applications available through education and training experiences. Basic technology knowledge includes the ability to record a video session with audio and presenting or sharing video sessions with others. Basic technology competencies include accessing or downloading audio or video clips and displaying them through software.

Zoom is the primary interface used by ISU's Department of Counseling to record and process live sessions. Zoom is a video content management system (VCMS). This means that users of Zoom can

record and or upload video sessions to an online storage system. Users include counseling master's students enrolled in practicum and internship, ISU Counseling Department Supervisors (assigned doctoral students), and ISU faculty members. Zoom is a secure, encrypted system that allows selective access to videos based on need and assignment. Strict policies are contained within the Department's student manual that specify the locations where videos may be viewed outside of supervision. All videos are deleted once they have been viewed by the faculty supervisor or the current semester of study expires.

Competency 3

Be able to acquire, use, and develop multimedia software (e.g., PowerPoint presentations, digital audio, digital video) applicable to education, training, and practice. Basic knowledge includes understanding media platforms and modalities, ways of displaying media content, and ethical media use and copyright laws. Basic competencies include generating and delivering a presentation using standard media platforms and modalities.

Competency 4

The implementation of Experiential Learning Cloud (ELC), formerly Tevera, in the Masters of Counseling program serves as a crucial component for both KPI (Key Performance Indicator) assessment and clinical paperwork tracking. ELC is a comprehensive software platform designed to enhance the training and development of counseling students by providing streamlined, efficient, and accurate methods for tracking various elements of their educational journey. As part of this program, students are required to purchase a lifetime membership to ELC, ensuring they have ongoing access to this essential tool throughout their education and professional career.

Competency 5

Recognize the valuable role of in-person process learning and the limited capacity of artificial intelligence to generate and synthesize knowledge in academic work, including data analysis and writing assistance. Students are expected to produce their own academic work, written or otherwise, demonstrating subject matter expertise and human-based nuances in evaluating their clinical skills. Outsourcing written academic and clinical work using artificial intelligence can be prohibitive to student's professional development and, therefore, potentially harmful to clients. Artificial intelligence in clinical skills development cannot be used in place of human interactions. Students can use artificial intelligence as a personal learning support tool to summarize course content, grasping lesson concepts, increasing the accessibility of course materials, e.g., visual and audible support, etc.

Experiential Learning Cloud Requirement

The implementation of Experiential Learning Cloud (ELC) in the Doctoral program serves as a crucial component for both Key Performance Indicator (KPI) assessment and clinical paperwork tracking. ELC is a comprehensive software platform designed to enhance the training and development of counseling students by providing streamlined, efficient, and accurate methods for tracking various elements of their educational journey. As part of this program, students are required to purchase a lifetime membership to ELC, ensuring they have ongoing access to this essential tool throughout their education and professional career.

ISU Student Handbook

All students in the Department of Counseling are responsible for reading and adhering to the policies and procedures outlined in the [Idaho State University Student Handbook](#).

Background Check and Drug Testing

Background Checks:

- Many field settings require background checks, including School District #25 (Pocatello) and potentially all school districts. To be prepared for your practicum/internship, complete a background check through CastleBranch.com.
- Steps to Complete:
 1. Visit [CastleBranch.com](#).
 2. Click on "Place Order."
 3. Enter Package Code: ID84.
 4. Follow the instructions to set up your myCB account and submit your background check.
 5. Save the confirmation as a PDF in the format: (last name, first name - confirmation.pdf).
 6. Email the PDF to Angie Walling, Rai Raines, or Mikayla Miller as specified.

Drug Testing:

- Check with your specific field placement for drug testing requirements. Many settings may require random drug testing.

Audit Policy

- The Department of Counseling prohibits the auditing of graduate-level classes. All students must be enrolled and actively participating in their coursework.

Maternity and Paternity Leave Policy

Title IX Compliance:allracial

- Title IX ensures no discrimination based on pregnancy, childbirth, or related conditions.
- Students are entitled to take medically necessary leave and return to their previous status.

Time Off:

- Short-term or extended leave is allowed based on medical necessity. Students are expected to return without penalty.

Course Faculty Approval and Advisor Notification:

- Communicate with course instructors regarding time off and coordinate attendance and deadlines.
- Notify your faculty advisor as soon as possible.

Request Services Form:

- For voluntary notification of pregnancy and request for services, complete the form [here](#).

Phone, Email, & Social Media Policy

Professional Boundaries:

- Do not provide personal phone numbers or email addresses to clients.
- Use professional business emails and phones for client communication.
- Avoid social media interactions with clients and maintain professionalism in online presence.

Animal Presence

Policy:

- Emotional Support Animals (ESAs) or personal pets are not allowed in the educational environment.
- Adhere to the Department's Animal Partners Policies and Procedures outlined in Appendix J.
- For information on service animals visit the [ADA website](#).

Idaho Counselor Licensing Requirements Licensure

- Doctoral students should aim to become Licensed Professional Counselors (LPC) by their second year.
- Requirements include passing the NCE exam. Details at [Idaho Licensing Board](#).

Supervised Experience:

- 1,000 hours of supervised counseling experience is required, with 400 hours of direct client contact. Supervision ratios and requirements are detailed [here](#).

Registered Supervisor Credential:

- Required for supervising master's level students. More information at [Idaho Board of Licensing](#).

National Board for Certified Counselors Requirements

Certification:

- Students are encouraged to obtain National Certified Counselor (NCC) status.
- Requirements and information at

[NBCC](#). Contact:

- National Board for Certified Counselors
 - Address: 3 Terrace Way, Suite D, Greensboro, NC 27403-3660
 - Phone: (336) 547-0607
 - Email: nbcc@nbcc.org

Retention and Dismissal Policy

Retention Policy

Department of Counseling faculty are confident that each student admitted has the potential to be successful in graduate study. Success in course work, clinical practice, case presentations, comprehensive exams, oral exam, and enactment of the core dispositions are examples of continuation standards within the Department. Such successes facilitate students' progress toward completing a degree in the Department of Counseling. However, admission into the counseling program does not guarantee success. Faculty expect students to fully engage in all aspects of the learning environment, showing openness to new experiences and risk taking necessary to develop as a person and professional counselor educator and supervisor. The student's committee chair plays an integral role in giving feedback to a student thus providing opportunities for continued growth and development. Engagement in all aspects of the academic experiences developed by faculty in the Department exemplify professional competence and will increase the probability of successful completion of the program.

Dismissal Policy

The Department of Counseling faculty members have a professional responsibility to serve as gatekeepers for the counseling profession. Counseling is a discipline that requires active and complex gatekeeping to protect the public welfare of our communities. In particular, gatekeeping refers to the responsibility of all counselors, counselor educators, and student counselors, to intervene with counselor trainees, supervisees, professional colleagues, and supervisors who engage in behavior that could threaten the welfare of those receiving counseling services. This responsibility is mandated in the ethical standards of both the American Counseling Association (ACA) and the National Board for Certified Counselors (NBCC) by specifying that counselors must act to rectify the problematic condition through appropriate organizational and professional channels (ACA, 2014, Section F.5.; NBCC, 2005, Section A; McAdams & Foster, 2009).

In addition to success in academic coursework, certain non-academic conditions are essential to counselor development and competency in the counseling profession. As such, certain non-academic conditions may limit the student's ability to work with others in class, supervision, or other academic/professional settings. For this reason, should the faculty or course instructors note any problems of professional competence in judgment, interpersonal attributes, or intellectual functioning, this will be brought to the attention of the student and measures may be required for remediation. If such problems of professional performance are not successfully addressed through remediation measures, students may be delayed or dismissed from the program.

Overholser and Fine (1990) indicated that problems of professional competence are evaluated in five areas: A serious deficit in any of the following:

1. Factual knowledge
2. Generic clinical skill
3. Orientation-specific technical skills
4. Clinical judgment
5. Interpersonal attribute

An operationalized definition of problems of professional competence for interpersonal attributes is offered by Frame and Stevens-Smith (1995) as:

1. Inability to be open, flexible, positive, and cooperative
2. Unwilling to accept and use feedback
3. Unaware of impact on others
4. Inability to deal with conflict and accept personal responsibility
5. Inability to express feelings effectively and appropriately

When problems of professional competence are identified, the student will be informed verbally and in writing. The above examples are also found in the description of the Core Dispositions (see page 11).

If others (i.e., faculty, doctoral level supervisors) have made similar observations, the Department Chairperson, committee chair, or other faculty will initiate a meeting with the student to discuss the apparent impediment to progress toward professional competence. Remedies and expected behavior changes will be discussed and outlined in written and verbal form.

Please note in addition to all Departmental expectations and requirements, all students are expected to uphold the ISU Student Code of Conduct (<https://www.isu.edu/deanofstudents/student-conduct/>).

Professional Progression Plan (PPP)

Students will be given specific feedback on the nature of their problems of professional competence and steps to address barrier(s) to progress toward professional competency when appropriate. In many instances, a Professional Progression Plan (PPP) will be crafted to provide clear and specific ways the student can improve and continue to progress in the program. However, in more extreme cases (e.g., a student poses a potential harm to self or others), faculty may choose to remove the student from the program without a PPP. In such cases, faculty will meet to discuss the student's failure to meet continuation standards (i.e., retention requirements) and a vote for dismissal will be entertained, guided by Graduate School Policy.

The PPP represents a formal agreement between the Department and the student who has been identified as having impediments to their progress as a counselor in training. Upon receipt of the PPP, the student will review the plan and provide their signature indicating an understanding of the requirements expected and as an agreement to meet the requirements described within.

A student who chooses to appeal the content of their PPP must initiate a two-tiered appeal process, beginning with a formal written letter emailed to the Department Chair, from the student's ISU email address. Please note: it is the content of the PPP that is open for appeal, not the existence of the PPP itself. The second and final level of the appeal procedure is communicating intent to the Dean of the College of Health. This requires a formal written letter emailed to them directly, from the student's ISU email address.

If the PPP is upheld by the Department Chair and the Dean of the College of Health, and the student still refuses to sign, a vote for dismissal will be entertained, guided by Graduate School policy.

Dismissal of a doctoral student can be initiated in a variety of circumstances including, but not limited to, the following:

Dismissal will occur when students violate the criteria established by the Graduate School (See Withdraw or Dismissal in the Graduate Catalog) <http://coursecat.isu.edu/graduate/>.

Dismissal for academic deficiency will occur when students earn the following in didactic coursework:

Three final course grades at or lower than 2.7 (B-, or below). OR six

credits at or below 2.7 (B- or below),

OR below a 3.0 GPA (B),

Due to the nature of the program, students can be dismissed for professional competence concerns (i.e., unrelated to success with course assignments and grades). The American Counseling Association Code of Ethics (2014) requires counselor educators provide remediation and/or dismissal from counseling programs when “they become aware of limitations that might impede performance” or when students are unable to demonstrate “they can provide competent counseling services to a range of diverse clients (6.f.b.).” As stated above, gatekeeping is an ethical mandate for counselor educators and designed to protect counselors in training and their current and future clients. Professional competence concerns that could lead to dismissal include, but are not limited to, impairment as described by Frame and Stevens-Smith (1995), academic dishonesty, ethical violations, lack of professional comportment, personal attitudes or value systems that conflict with effective counseling relationships, and personal concerns or psychopathology.

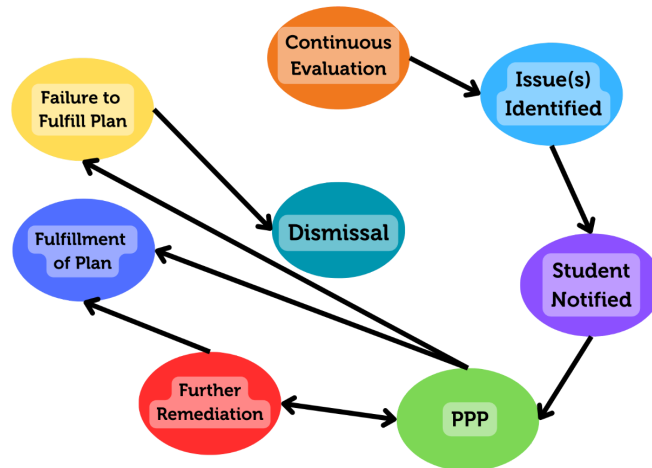
Dismissal for Academic Dishonesty

Academic Dishonesty includes, but is not limited to, cheating and plagiarism. For the complete statement on academic dishonesty, please refer to the current ISU Graduate Catalog at <http://coursecat.isu.edu/graduate/generalinfoandpolicies/academicdishonesty>

Plagiarism represents the most obvious, and potent, form of academic dishonesty for a counselor educator as scholar. A confirmed incident of plagiarism can be career ending, particularly if the incident is deemed intentional. However, even unintentional plagiarism is still plagiarism and a serious ethical issue. This form of academic dishonesty also is of primary importance for you as a doctoral student. Your understanding of the breadth of what is considered plagiarism, and the steps to avoid an incident of plagiarism, is central to your development and success as a doctoral student and scholar. Here is a useful link to descriptions of plagiarism and strategies for its avoidance.

Other examples of ethical violations include, but are not limited to, the improper use of technology, failure to secure informed consent, breach of confidentiality, and lack of professional comportment. Lack of professional comportment, includes but is not limited to, a lack of engagement in course requirements, issues within interpersonal relationships with peers and faculty, and inappropriate use of power with clients and other students. The faculty believe the enactment of the core dispositions embodies the values of the counseling profession and deficiencies in these areas could lead to dismissal. All students are encouraged to seek counseling and attend to their mental health. A student’s unwillingness to attend to intra- or inter-personal impediments contributing to impairment may lead to dismissal.

Dismissal Process



The process is continuous from the start to graduation.

In addition to the ACA Code of Ethics, the Department of Counseling adheres to Idaho State University policies with regard to student conduct and academic dishonesty <http://coursecat.isu.edu/graduate/>.

Appeal Process

The Department of Counseling follows the Appeal Process detailed in the ISU Graduate Catalog at <http://coursecat.isu.edu/graduate/generalinfoandpolicies/appealsanddismissals/>. Students who wish to appeal dismissal from a graduate program, or the receipt of a specific grade, should follow the Graduate School process. Department faculty fully supports students' right to appeal dismissal from the program. Appeal of a PPP is confined to first appealing to the Department Chair, then the College of Health Dean (see above).

General Program Requirements

Transcript Review: Doctoral students who have earned their master's degree from a 60-credit-hour Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredited program will be assumed to have entry-level knowledge and skills in core and specialty practice area course areas. Those not graduating from a 60-credit hour CACREP accredited program will have their transcripts evaluated by a faculty committee to determine knowledge base deficiencies. A remediation plan of study will be developed and approved by the faculty as necessary. This review will take place prior to the beginning of the first semester. The transcript review will verify the content of the following courses in one of the five (5) specialized areas.

Doctoral Program Requirements and Procedures

General Program Requirements

Transcript Review: Doctoral students who have earned their master's degree from a 60 credit hour Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredited program will be assumed to have entry-level knowledge and clinical skills in core and specialty practice areas. Those not graduating from a 60 credit hour CACREP accredited program will have their transcripts evaluated by a faculty committee to determine knowledge base deficiencies. A remediation plan of study will be developed and approved by the faculty as necessary. This review will take place prior to the beginning of the first semester. The transcript review will verify content of the following courses in one of the five (5) specialized areas, beyond the CACREP 8 CORE areas.

Course Requirements: ***Sufficient fieldwork in appropriate settings.***

Clinical Mental Health Counseling

- COUN 6690 Foundations of Clinical Mental Health Counseling: 3 cr.
- COUN 6691 Professional Issues in Clinical Mental Health Counseling: 3 cr.
- COUN 6697 Practicum in Counseling (mental health setting): 2 cr.
- COUN 6697L Practicum in Counseling Lab: 0 cr.
- COUN 6698 Internship in Counseling: 18 cr.
- COUN 6698L Internship in Counseling Lab: 0 cr.

Clinical Rehabilitation Counseling

- COUN 6615 Foundations of Clinical Rehabilitation Counseling: 3 cr.
- COUN 6616 Professional Issues in Clinical Rehabilitation Counseling: 3 cr.
- COUN 6617 Medical Aspects of Disability: 2 cr.
- COUN 6697 Practicum in Counseling (clinical rehab/mental health setting): 2 cr.
- COUN 6697L Practicum in Counseling Lab: 0 cr.
- COUN 6698 Internship in Counseling: 18 cr.
- COUN 6698L Internship in Counseling Lab: 0 cr.

Marriage, Couple, and Family Counseling

- COUN 6661 Issues in Family Counseling: 3 cr.
- COUN 6664 Family Assessment: 2 cr.
- COUN 6665 Advanced Family Systems Theory: 2 cr.
- COUN 6697 Practicum in Counseling: 2 cr.
- COUN 6697L Practicum in Counseling Lab: 0 cr.
- COUN 6698 Internship in Counseling: 18 cr.
- COUN 6698L Internship in Counseling Lab: 0 cr.

School Counseling

- COUN 6638 Foundations of School Counseling: 2 cr.
- COUN 6639 Application of School Counseling: 2 cr.
- COUN 6629 Counseling Children and Adolescents: 2 cr.
- COUN 6697 Practicum in Counseling (school setting): 2 cr.
- COUN 6697L Practicum in Counseling Lab: 0 cr.
- COUN 6698 Internship in Counseling: 18 cr.
- COUN 6698L Internship in Counseling Lab: 0 cr.

CACREP Common-Core Program Objectives

Each doctoral student must satisfy the CACREP requirements in three core areas. The eight core areas are:

1. Professional Counseling Orientation and Ethical Practice
2. Social and Cultural Identities and Experiences
3. Lifespan Development
4. Career Development
5. Counseling Practice and Relationships
6. Group Counseling and Group Work
7. Assessment and Diagnostic Processes
8. Research and Program Evaluation

The core areas selected by the student for advanced study require competence in the following standards:

- Practice
- Supervision
- Teaching
- Knowledge

The doctoral committee chair and/or other faculty members direct the student's program of study to achieve competence in the four standards in the selected core area.

The following are examples of how students can demonstrate competence in the required core areas. Remember, however, each plan is *negotiated* with the doctoral committee chair so these are only *possibilities*; each plan is unique to the professional goals of the individual student.

Each student will demonstrate expertise in Professional Counseling Orientation and Ethical Practice, Counseling Practice and Relationships, and a third core area. A plan to attain this expertise will be negotiated between the student, their doctoral committee chair, and other appropriate faculty members of the selected core area. Examples of plans are included in Appendix E.

The requirements for Professional Counseling Orientation and Ethical Practice are listed below.

Professional Counseling Orientation and Ethical Practice (Required):

Skills and Practices: Belong to and serve on a committee and/or interest network in ACES and related professional organizations and maintain appropriate licenses and certificates.

Active involvement in Phi Omicron Chi (Department of Counseling chapter of Chi Sigma Iota).

Supervision: Be available to supervise master's students preparing for the counselor licensing exam or BCE.

Be a consultant to master's students for any ethical issues that may arise during their practicum and internship.

Teaching: First fall Semester: Attend all classes of COUN 6621. There are no teaching requirements in this semester

and

Second Fall Semester: Either lead two teaching sessions within the COUN 6621 course, coordinated with the instructor, OR Lead a Professional Development Workshop on a topic related to ethics. Must be for a minimum of six (6) hours in length. No more than two presenters. Must coordinate with Professional Development Coordinator, OR lead one teaching session in 6621 and present a three hour ethics professional development workshop.

Knowledge: Submit conference proposal, manuscript for publication, or develop alternative plan to communicate knowledge of this area.

Counseling Practice and Relationships (Required)

Practice: Offer consultation on theory development for master's students who are developing their counseling theory for COUN 6627, Theories of Counseling, COUN 6660 Theories of Family Couple Counseling, and COUN 6698L, Internship Lab.

Teaching: Co-facilitate discussions in COUN 6696, Prepracticum Counseling Techniques (Fall), (at least two times).

Co-teach

- COUN 6627 Theories of Counseling (Fall), and/or
- COUN 6660 Theories of Family and Couple Counseling (Spring), and/or
- COUN 6625 Crisis Intervention and Trauma (Spring).

Supervision: Provide 1-1, or triadic, supervision as needed in COUN 6696, Prepracticum Counseling Techniques (Fall).

Provide 1-1, or triadic, supervision to a section of supervisees for both skill and theory development in COUN 6698, Internship in Counseling in fall of 2nd year .

Assist students in developing both counseling techniques and counseling theory/research based model in COUN 6698L supervision.

Knowledge: Submit conference proposal, manuscript for publication, or develop an alternative plan for communicating knowledge with your doctoral committee chair.

Example Plans for the Other CACREP Core Areas

Social and Cultural Identities and Experiences

Practice:

- Monitor and evaluate counselors-in-training for the cultural humility core disposition.
- Draft a model professional progression plan that addresses cultural humility-specific dispositional concerns with feedback from the course instructor.
- Students should discuss their final draft plan to address dispositional concerns with their Major Advisor.

Teaching:

- Co-teach up to two classes in COUN 6624 and
- provide feedback to students' counselor self-awareness and others' worldview awareness project for at least one semester.

Supervision:

- Facilitate students' learning in COUN 6624 through providing supervision for in class experiential activities (e.g., facilitating/co-facilitating cultural dialogue groups, supervising broaching role plays, etc) and
- debrief with the course instructor.

Knowledge:

- Develop and lead a 3-hour professional development workshop OR solo present at a regional or national ACES conference on a topic related to cultural competence in counseling (e.g. application of cultural identity development models in clinical spaces, social justice advocacy, culturally-informed teaching and/or supervision strategies for counselor educators or counselor educators-in-training, etc.).
- Students should discuss workshop topic ideas with their Major Advisor.

Lifespan Development

Practice:

- Facilitate student learning by monitoring and evaluating student knowledge comprehension on cultural, contextual, and theoretical factors and their applications across the lifespan. Demonstrate this through in-class activities integrating department core dispositions of curiosity, engagement, and cultural humility. Students should integrate these efforts in their co-teaching efforts and document/discuss such efforts with their Major Advisor.

Teaching:

- Co-teach up to two classes in COUN 6614 for at least one semester.

Supervision:

- Provide feedback on students' case conceptualization papers in COUN 6614 for at least one semester.

Knowledge:

- Write and submit a conceptual or research-based manuscript to an ACA journal related to lifespan development (e.g., cultural and contextual factors impacting development of the counselor-client working alliance, lifespan theoretical applications to client case conceptualization by counselors-in-training, lifespan development-informed supervision strategies, etc.).
 - Prior to writing, students should discuss their topic ideas with their Major Advisor.

Group Counseling and Group Work

Practice:

- Co-lead 2 groups associated with COUN 6676, Small Group Activity, in 2 consecutive years.
- Lead (solo) a group for at least 12 sessions in an off-campus setting and receive individual supervision over the course of a semester (requires registration in COUN 7775, Advanced Practicum in Group Counseling).

Teaching:

- Meet teaching requirements for COUN 7774, Advanced Group Procedures.
- Teach 1 content session (1-1/2 to 3 class hours) in COUN 6677, Group Counseling Techniques.

Supervision:

- Supervise students in the skill development portion of COUN 6677, Group Counseling Techniques, for 2 consecutive years.
- Supervise at least 5 practicum and/or internship students conducting groups over the course of the program.

Knowledge:

Complete one of the following:

- Prepare an in-depth research paper of no less than 25 pages in a group content area (requires prior approval of the core area faculty member).
- Write and submit an article to JSGW (requires prior approval of the core area faculty member).
- Conduct an annotated literature review in 3 group content areas.

- Conduct a 1-page critique of 5 group counseling textbooks.

Research and Program Evaluation

Practice:

- Submit research to the College of Health Research Day
- Submit an empirical or practice-based research proposal for presentation to a state, regional, or national conference.

Teaching:

- Co-facilitate 2 classes in COUN 6611, Applied Statistics and Research. Attend classes for the duration of the semester providing instructional support to and debriefing with the course instructor.

Supervision:

- During their third year, provide quantitative research proposal feedback to second-year doctoral students in COUN 7701 or 7702

Knowledge:

- Submit an empirical manuscript as first or second author to an ACA journal. The student must be involved with planning/implementation for each stage of the research and writing process (e.g., planning, recruitment, data analysis) and discuss the project regularly with their Major Advisor.

Assessment and Diagnosis

Practice:

- Provide consultation to PCC/MCC to review and revise assessment documents/protocols.
- Provide consultation to PCC/MCC to review and revise relational and culturally attentive diagnostic processes and treatment plans

Teaching:

- Co-teach COUN 6612, Assessment and Diagnosis in Counseling, and independently teach two classes during one semester
- Teach selected areas in COUN 7712, Advanced Psychological Testing for Counselors, during one semester determined in collaboration with the course instructor and Major Advisor.

Supervision:

- Supervise and provide feedback for master's students related to test/assessment administration in COUN 6612 for at least one semester

Knowledge:

- Develop a 3-hour professional development workshop related to a current diagnostic issue in the profession of counseling. Integrate pertinent multicultural and social justice-related implications.

Career Development

Practice:

- Complete at least 10 hours of career-related counseling hours as part of Doctoral Internship requirements. These hours may be completed at the ISU Career Center or another site as determined in collaboration with one's Major Advisor.

Teaching:

- Co-facilitate up to two classes in COUN 6623 Career Development and/or COUN 7723 Advanced Vocational Theory. Provide students with feedback on their group case conceptualization papers in COUN 6623.

Supervision:

- Supervise students in COUN 6697, Practicum in Counseling, or COUN 6698, Internship in Counseling, who are placed in career-oriented settings.

Knowledge:

- Design a minimum 3-hour professional development workshop providing strategies for integrating case conceptualization with career development theories and decision-making models.
- Write a 5-page paper describing the career development needs of a specific population. Identify appropriate career-related assessments and provide advocacy strategies for addressing the work-related needs of that specific population.

This plan is to be negotiated with your committee chair and other related faculty members when needed (i.e. faculty members responsible for a particular CACREP core area)

CACREP SPECIALTY PRACTICE AREAS

Each doctoral student must complete at least one of the CACREP specializations, which require competence in:

- **Practices**
- **Supervision**
- **Teaching**
- **Knowledge**

The committee chair, along with the program coordinator for the specialization, directs the student's study to achieve this competence.

Specialty Practice Area Requirements

These are suggestions for fulfilling requirements for each specialty practice area. You will negotiate the specific items for each category with your major advisor.

School Counseling Requirements

- **Skills and Practices:**
 - Develop a consultation plan with practicing school counselors.
- **Teaching:**
 - Co-facilitate COUN 6638, COUN 6639, and COUN 6629.
- **Supervision:**
 - Provide supervision for students in the school counseling major.
- **Knowledge:**
 - Submit a conference proposal, workshop presentation, or manuscript.(e.g., join ASCA)

Marriage, Couple & Family Counseling Requirements

- **Skills and Practices:**
 - Complete 1000 hours of clinical training, including 80 hours of direct service and a supervised doctoral practicum.
- **Teaching:**
 - Serve as Teaching Assistant or primary instructor for three Marriage, Couple, and Family courses (i.e, COUN 6661, COUN 6664, COUN 6665, or COUN 6660 [core class]).
- **Supervision:**
 - Supervise a minimum of two students and serve as group supervisor for three or more students.
- **Knowledge:**
 - Submit an article to a relevant journal, develop a conference proposal, or serve in a leadership role.(e.g., join IAMFC)

Clinical Mental Health Counseling Requirments

- **Skills and Practices:**
 - Complete 1000 hours of clinical training and obtain licensure.
- **Teaching:**
 - Co-teach in specialty courses (COUN 6690 & 6691) as well as in the diagnosis portion of COUN 6612.
- **Supervision:**
 - Supervise students enrolled in relevant practicum and internship courses.
- **Knowledge:**
 - Submit a conference proposal or manuscript. (e.g., join AMHCA)

Clinical Rehabilitation Counseling Requirements

- **Skills and Practices:**
 - Complete 1000 hours (600 in rehabilitation settings) of clinical training and obtain licensure.
- **Teaching:**
 - Co-teach in relevant courses (COUN 6615, COUN 6616, COUN 6617), contributing to course materials and grading.
- **Supervision:**
 - Supervise master's level students in clinical rehabilitation counseling.
- **Knowledge:**
 - Complete a graduate-level course or independent study in clinical rehabilitation counseling.(e.g., join ARCA)

COMPREHENSIVE EXAMINATION

Part One: Oral Exam Component

- **Schedule:** The oral exam is held on the first Friday in February.
- **Duration:** Approximately 45 minutes.
- **Committee Composition:** The student will have a committee of randomly selected faculty members, excluding the student's major advisor.
- **Content:** Students will be asked 2 questions: One will assess the student's knowledge of CACREP standards, including teaching, supervision, research, and leadership/advocacy. The second will address professional issues in counselor education and supervision. Students will be given approximately 20 minutes to answer each question.
- **Confidentiality:** Students will not have access to the oral exam questions beforehand.

Outcomes (determined by faculty vote):

- **Pass:** Student receives a prompt for the written exam, reflecting their area of interest or expertise, to assist in the dissertation process.
- **Conditional Pass:** Student receives a prompt focused on remediating knowledge gaps identified in the oral exam.
- **Fail:** A formal remediation plan (PPP) will be developed to address deficiencies. Plans are designed to aid students in obtaining a passing or conditional pass on the oral exam. Dismissal from the program is one of multiple outcomes that may occur if the PPP is not fulfilled.

Conduct:

- Students must not communicate with each other about the oral exam until all have completed it. Violations may result in a PPP or dismissal.

Part Two: Written Exam Component

Exam Eligibility

Upon the successful completion of the oral examination, the student will be approved to sit for the written component of the comprehensive examination. For the written exam, students will receive one written prompt (developed by their Department doctoral committee) that will be used to guide the student's development of a conceptual counseling journal article

Exam Timing and Conduct

- Each student eligible for a written comprehensive examination will receive their written exam prompt via email from their dissertation chair on **Friday at 5:00 PM**, following the oral examination.
- The final manuscript is due on Canvas **the following Friday by 5:00 PM MST**.
- Students will be notified of the results of the written exam within 14 days from the Friday due date of the exam.

- Students may complete the written exam from home or may request access, in advance, to a private workspace on campus during weekdays.

Review Process:

- Upon submission of the written comprehensive examination, manuscripts will be reviewed by a faculty editorial board consisting of **two faculty reviewers**, excluding the student's advisor. If the faculty committee reaches a split decision, a third reviewer will be randomly selected from eligible faculty to break the tie. The third reviewer will have one week in which to complete their review.

Manuscript Requirements:

- **Format:** Follow APA 7th edition style, suitable for submission to a peer-reviewed counseling journal. See Appendix for the written comprehensive exam rubric
- **Submission:** Manuscripts are submitted in Microsoft WORD format via Canvas or the ISU data management system currently in use, and students must adhere to academic honesty policies.

Written Comprehensive Exam Outcome Categories

- ***Pass***
 - Students may address any feedback provided by the editorial board.
 - Students are encouraged to pursue journal submission in consultation with their advisor.
- ***Conditional Pass***
 - A revised manuscript must be submitted within one week, no later than 5:00 PM on the Friday following receipt of feedback.
 - Department members of the student's doctoral committee will review the revised manuscript.
 - Students will be notified of the results of the revised manuscript within 14 days from the Friday due date of the exam.
 - If substantial issues remain after revision, the committee will issue a Professional Progression Plan (PPP).
 - Failure to meet PPP requirements may result in dismissal from the program.
 - Students will have one year from receipt of the *Professional Progression Plan* to successfully complete the manuscript with a Pass.

Fail

- The committee will issue a Professional Progression Plan (PPP) outlining remediation steps including, but not limited to, timeline for and the maximum number of new manuscript submissions allowable before dismissal from the program is considered.
- Failure to meet PPP requirements may result in dismissal from the program.

- Students will have one year from receipt of the *Professional Progression Plan* to successfully complete the manuscript with a Pass.

Exam Resources:

Students will have full access to any scholarly materials they choose through the ISU libraries, the internet, hard copies/electronic copies of books, journal articles, and other reference materials as part of their own scholarly collection.

DISSERTATION PROCEDURES

The dissertation for the Doctor of Philosophy degree is a culminating scholarly work. Follow these sequential steps for successful completion:

Before Beginning the Dissertation

1. **Review Requirements:** Read "Instructions for Preparing Theses, Dissertations, DA Papers, and [Professional Projects](#)" available online through the Graduate School.
2. **APA Style:** Acquire the American Psychological Association Publication Manual, 7th edition.

Beginning the Dissertation

1. **Select Topic:** Work closely with the committee chair to choose a dissertation topic.
2. **Choose Committee:** Form a committee of three or four faculty members from the department and select a Graduate Faculty Representative (GFR) from outside the department. If selecting three Department faculty members, the fourth member can come from the College of Nursing, Rehabilitation, and Human Health, and the fifth member (GFR) must come from outside of the College of Nursing, Rehabilitation, and Human Health. If you select four Dept committee members, the 5th member (GFR) must come from outside of the College of Nursing, Rehabilitation, and Human Health.

Prepare for Prospectus

- **Proposal Structure:**
 - Quantitative studies: First three chapters
 - Problem Statement and Introduction; Literature Review; and Methodology
 - Qualitative studies: First two chapters
 - Introduction, Problem statement and Conceptual Framework; and Methodology
- Submit the prospectus proposal in a single Microsoft WORD document attached via email to all dissertation committee members. The proposal includes a title page; table of contents; list of illustrations, if applicable; list of tables, if applicable; list of abbreviations, if applicable; abstract/summary; main text; references; and appendices, if applicable.
- Schedule the prospectus meeting with all committee members and notify an administrative assistant.
- No research data can be collected until the study is approved at the prospectus meeting and ISU Human Subjects Committee approval is received.

Dissertation Defense

- Submit the Final draft dissertation manuscript in a single Microsoft WORD document attached via email to all dissertation committee members. Submitted manuscript shall follow the “manuscript preparation” guideline outlined within ISU’s Graduate School’s Thesis and Dissertation Manual
- The defense can be scheduled after the committee chair confirms readiness.
- Students may invite guests but must limit the audience to 10 members. They can only be present for the student’s presentation and cannot participate in discussions or deliberations.
- Requests for visitors or changes to the defense process must be made to the dissertation chair at least one week in advance.

Post-Defense Requirements

- Present the complete dissertation and ensure the signature page is signed by all committee members.
- Submit the dissertation to the Graduate School for final approval after all edits.

Additional Recommendations

- Complete the “Progress and Final Report” for the Human Subjects Committee after edits.
- Prepare a manuscript from the dissertation suitable for professional publication.

Important Deadlines

- Be aware of fees and deadlines set by the Graduate School for completing all graduation requirements, typically several weeks prior to the graduation date.

Artificial Intelligence, Editing Tools, and Academic Honesty

Writing projects such as the written comprehensive exam manuscript, prospectus and dissertation are intended to assess each student’s independent scholarly thinking, writing, and professional judgment. Students must independently conceptualize, draft, and revise their manuscripts. All academic honesty and plagiarism policies from the university, college, and department apply.

Students are expected to independently conceptualize, outline, and write a conceptual manuscript or dissertation without the use of generative artificial intelligence (AI) tools to write, draft, revise, paraphrase, outline, or organize any portion of their manuscript. Limited use of non-generative AI such as spell-check and reference managers is permitted. Use of AI to produce and/or shape ideas, wording, or structure is prohibited. Students are required to include an “AI Use Disclosure Statement” in their manuscript that clearly indicates the ways in which they used any form of AI, generative or non-generative, to write the manuscript. Failure to accurately disclose the use of AI may be considered a violation of academic integrity.

Doctoral Clinical Experiences

COUN 8848, Doctoral Counseling Internship:

- Minimum 100 clock hours: 40 direct and 60 indirect hours.

COUN 8848L, Doctoral Counseling Internship Lab:

- Required attendance.

COUN 8849, Doctoral Internship:

- Involves skill-building, teaching, supervision, and professional involvement. Involves experiences across teaching, supervision, and professional involvement with the aim of increasing skills related to counselor education.

COUN 8849L, Doctoral Internship Lab

- Required attendance.

Developmental Model of Doctoral Counseling Internship and Doctoral CES Internship Experience

The doctoral counseling internship and doctoral CES internship are integral components of counselor education, providing a structured pathway for students to advance from a foundational to an advanced level of expertise in teaching, supervision, research, leadership/advocacy, counseling, and related areas. Here's an overview of the responsibilities and requirements for each part of the doctoral internship sequence, as well as the expectations for assistantship and internship hours.

COUN 8848: Doctoral Counseling Internship

Student Responsibilities:

- Documentation:
 - Secure signatures for the Affiliation Agreement and Confidentiality Understanding (Appendix A) and upload to Canvas. Ensure the faculty advisor witnesses your signature on the Confidentiality Understanding.
 - Obtain signatures on the Doctoral Internship Field Placement Approval Form (Appendix A) and upload it to Canvas.
- Counseling Skills:
 - Consistently apply counseling skills and address client themes effectively.
 - Develop and refine advanced skills tailored to the specific setting.
- Supervision and Participation:
 - Engage actively in on-site staffing and group supervision.
 - Develop strategies to address personal limitations and improve skill utilization.
 - Attend individual or triadic supervision sessions regularly.

Faculty Responsibilities:

- Oversight and Documentation:
 - Verify that the Affiliation Agreement and Confidentiality Understanding are properly completed and filed.
 - Ensure the site is appropriate through an initial visit.
 - Confirm the Doctoral Counseling Internship Field Placement Approval Form is complete.
- Supervision:
 - Provide supervision to support the student in fulfilling their COUN 8848 responsibilities.
 - Offer weekly individual or triadic supervision using session recordings if needed.
 - Maintain communication with the field supervisor.

Field Supervisor Responsibilities:

- Agreement and Training:
 - Ensure the Affiliation Agreement is in place.
 - Teach duties associated with the field placement.
- Client Work and Supervision:
 - Provide individual, group, couple, and family counseling.
 - Offer weekly individual or triadic supervision, including review of counseling or supervision session recordings.
 - Facilitate staffing opportunities as appropriate.
 - Maintain communication with the faculty supervisor.

COUN 8849: Doctoral CES Internship

Student Responsibilities:

- Service and Support:
 - Contribute to the Department of Counseling through teaching, supervision, research, and leadership.
 - Assist master's students and provide support to faculty through orientations, interviews, and other ancillary duties.

Faculty Responsibilities:

- Opportunities and Supervision:
 - Provide teaching opportunities in master's level classes.
 - Offer supervision experiences and mentoring in scholarship.
 - Provide consulting opportunities and other relevant activities for training as a counselor educator or doctoral counselor.
 - Supervise the student to meet COUN 8849 responsibilities.

COUN 8849L: Doctoral CES Internship Lab

Student Responsibilities:

- Demonstration of Skills:
 - Show effective supervision, teaching skills, leadership/advocacy skills as possible.
 - Develop and present a consistent theory/model of teaching, supervision and leadership/advocacy.
 - Participate in group discussions and provide peer feedback.
 - Provide quality supervision and teaching to master's students.
 - Meet with the committee chair at least one hour per week.

Faculty Responsibilities:

- Supervision and Feedback:
 - Provide supervision to assist the student in COUN 8849L.
 - Conduct weekly group supervision using recordings of student sessions.
 - Offer feedback on the student's progress in teaching, and supervision skills.
 - Offer feedback on the student's progress with consistent implementation of their theory/model of instruction and supervision.
 - Inform the student's committee chair about their progress.

Doctoral Graduate Assistantship and Internship Hours

Doctoral Graduate Assistantship

- **Commitment:**
 - Work 19.5 hours per week (totaling 312 hours per semester) for the Department of Counseling.
 - Duties include a range of activities such as program interviews, clinic management, Internship Coordinator Assistance, Lab Instructor assistance, ELC assistance, KPI assistance, community service (e.g., Health Fair), and research activities.
 - Receive a 9 month stipend and tuition waiver.

Internship Hours

- **Credit and Commitment:**
 - Each internship credit equates to a 50-hour commitment.
 - Include activities related to counselor education and supervision beyond doctoral classes.
 - All teaching, supervision, research and counseling activities as part of your Program of Study count as internship hours.

Additional Employment

- **Restrictions:**
 - Limit off-campus work to approximately 10 hours per week. The Graduate School understands the financial strain associated with attending the doctoral program, despite the stipend provided. Thus, work beyond 10 hours per week can take place as long as its impact on engagement in the doctoral program, internship and GA duties are not compromised. Students are expected to work closely with the doctoral committee chair to discuss this restriction in further detail.
 - Prioritize studies, internships, and assistantships over outside employment.
 - Obtain Department Chair and Doctoral Committee Chair approval for any on-campus or off-campus employment. Submit a detailed employment schedule at the start of each semester

Appendix A:
Doctoral Counseling Internship
Affiliation Agreement and Field
Placement Approval Form

DOCTORAL COUNSELING INTERNSHIP AFFILIATION AGREEMENT

This Doctoral Counseling Internship and Practicum Affiliation Agreement ("Agreement") between **Idaho State University**, on behalf of its Department of Counseling, located at 921 S. 8th Ave., Pocatello, ID 83209 (the "*Program*") and _____ located at _____ (the "*Facility*") (each individually, a "*Party*," and collectively, the "*Parties*"), takes effect on _____ ("*Effective Date*").

Background

Program is a higher education institution having enrolled students who have clinical education experiences (whether singular or plural, "*Experience*").

The Parties desire for each Program-selected student (whether singular or plural, "*Student*") to obtain clinical education experiences at the Facility.

Agreement

1. Mutual Responsibilities and Coordination.

- 1.1. Exchange and Review. Each Party retains a privilege to exchange visits and review materials relevant to a Student's Experience.
- 1.2. Non-discrimination. The Parties agree that no part of this Agreement shall be performed in a manner which illegally discriminates against any person on the basis of race, sex, sexual orientation, gender identity, color, national origin, religion, age, mental or physical disability, veteran status, or any other protected class under applicable law.
- 1.3. Organization. The Parties must cause the ACCE (defined below) to cooperate with Facility's clinical coordinator (or other designee) in arranging each Student's Experience's schedule, content, objectives and goals.
- 1.4. Investigation Cooperation. Both Parties agree to fully cooperate with each other in connection with any investigation, inquiry, or proceeding initiated by a governmental authority, regulatory agency, or internal review that pertains to activities covered under this Agreement.

2. Definitions.

- 2.1. "HIPAA" means CFR parts 160 and 164 and HITECH (Title XIII of the American Recovery and Reinvestment Act of 2009) as amended.
- 2.2. "ACCE" means Program's academic coordinator of clinical education.

3. Program Responsibilities.

- 3.1. Provide a statement to the Facility that describes the philosophy, goals, objectives, and schedule of:

- 3.1.1. The Program's curriculum generally; and
 - 3.1.2. Each Experience in particular;
- 3.2. Ensure that each Student is appropriately informed about Experience requirements and prepared to begin the Experience, including:
 - 3.2.1. Evaluating the Student's competence and knowledge before the Experience begins;
 - 3.2.2. Requiring the Student to carry appropriate professional liability insurance;
- 3.3. Ensure that the Student are directed to comply with Facility's applicable rules, regulations, policies, procedures, and requirements during their Experiences;
- 3.4. Ensure that the Student has been made aware of each Program requirement and regulation for clinical education, including professional practice standards;
- 3.5. Facilitate communication between the Parties, including:
 - 3.5.1. Appointing a member of Program's faculty to serve as ACCE;
 - 3.5.2. Notifying the Facility in writing of the identity of the ACCE and any Program-designated director;
 - 3.5.3. Notifying the Facility annually of the Experience practicum and internship Experience requirements.
 - 3.5.4. Describing to the Facility specific Student outcome requirements based on the Midterm and Final rating scales.
- 3.6. Direct Students to comply with and participate in all of Facility's required trainings and orientations regarding Facility's policies and procedures governing any use or disclosure of individually identifiable health information under federal law, specifically including HIPAA; and
- 3.7. Ensure at Facility's request that each Student signs and delivers to Facility before the Experience begins a copy of a Confidentiality Understanding (attached and incorporated into this Agreement as Attachment A).

4. Facility Responsibilities.

- 4.1. Consider interested student(s) for Experience placements;
- 4.2. Notify the Program promptly of any change in Facility's ability to accept Student(s);
- 4.3. Provide one hour of individual or triadic supervision per week led by a site supervisor who meets the Program requirements.
 - 4.3.1. The minimum program requirements for site supervisors

- 4.3.1.1. A master's degree in counseling or a related profession
 - 4.3.1.2. Active counseling license and supervision registration in Idaho
 - 4.3.1.3. A minimum of two years independent professional experience.
- 4.4. Ensure supervision is provided via a secure video or audio recording and/or live supervision any time a Student is providing counseling services.
- 4.5. Complete and return each Student evaluation (mid-term and final evaluation [2 total] per semester) according to the Program's guidelines and schedule;
- 4.6. Recognize the right of Student's to work and learn in an environment free from discrimination and harassment and agree that sexual harassment will not be tolerated in the Facility.
- 4.7. Inform and train the Student regarding Facility's applicable rules, regulations, policies, procedures, and schedules, including HIPAA-related policies and practices;
- 4.8. Facilitate communication between the Parties, including appointing a member from Facility to serve as clinical coordinator and notifying the Program of the member's identity;
- 4.10 Certify that Facility is either a hospital as defined by the Idaho No Public Funds for Abortion Act, or is otherwise not an abortion provider and disclose if it or an affiliate is or becomes an abortion provider per Idaho Code § 18-8701 et seq. Certify that Facility is not currently owned or operated by the People's Republic of China and will not for the duration of the Agreement be owned or operated by the People's Republic of China per Idaho Code § 67-2359.

5. Student Experience Characteristics.

- 5.1. Conducting Doctoral internship at a Facility with existing employment relationship is permissible if the following conditions are met:
 - 5.1.1. The Facility ensures the supervisor meets the program requirements listed under 4.4..1
- 5.2. For purposes of this Agreement, a Student is not considered to be an employee of either Party. If the Facility chooses to employ a Student, the Facility's decision to hire or pay the Student is separate from this Agreement. The Program will not consider the Facility's employment of a Student in its evaluation of the Student and will evaluate the Student's developmental level as a counselor in training.
 - 5.2.1. *In General.* Facility's rules and regulations apply to each Student.
 - 5.2.2. *Liability.* Specific to the Doctoral Internship Fieldwork experience, the Student is not considered an officer, employee, agent, representative, or volunteer of either Party for any purpose under this Agreement, including, but not limited to, liability, but instead is a Student engaged in educational Experiences as a part of the Program's curriculum.

5.2.3. *HIPAA*. For purposes of HIPAA compliance, the student is considered to be a member of the Facility's "workforce," as that term is defined in 45 CFR 160.103, in order to define the Student's role in using or disclosing protected health information obtained during the course of Student's educational Experiences at the Facility.

5.3. *Short-Notice Cancellation*. Program retains a right to remove a Student from their Experience at Facility for academic or other good cause upon less than ten days' notice to Facility, with no duty to designate another Student as a replacement.

5.4. *Selecting Students*. The Program will not assign Students to the Facility without the Facility's agreement.

5.5. *Withdrawal*. Each Party is entitled at any time to remove a Student from the Facility for any of the following reasons that the Party must document:

5.5.1. The Student's unprofessional or unethical behavior;

5.5.2. The Facility's staff's unprofessional or unethical behavior that directly affects the Student's Experience;

5.5.3. The Student's failure to meet Program's prerequisite academic requirements; or

5.5.4. Any good cause, including but not limited to, any medical emergency.

6. Agreement Duration.

6.1. Term. The Agreement's term begins on Effective Date and is continuous with automatic one-year renewals on each successive anniversary of the Effective Date.

6.2. Termination. Each Party has a right at any time to terminate the Agreement upon no later than sixty (60) days' advance written notice to the other Party.

6.3. In the event of termination of this Agreement by either Party under section 6.2, Students currently completing clinical experiences at Facility at the time of notice of termination will be given the opportunity to complete their Experiences at the Facility.

7. Liability.

7.1. Program Commitment.

7.1.1. *Insurance*. Program at its own expense shall provide adequate liability insurance and/or self-funded coverage for its officers, employees, and agents. Program must ensure that its liability insurance has a claims-made form. Program, at Facility's request, will deliver a certificate of financial responsibility to Facility.

7.1.2. *Program Responsibility*:

7.1.2.1. To the extent permitted by applicable law, including, but not limited to, the Idaho Tort Claims Act (I.C. § 6-901 et seq.), Program will be responsible for damage to persons or property resulting from the negligence on the part of itself, its officers, employees, or agents. Neither Party will be considered the agent of the other and neither Party assumes responsibility to the other Party for the consequences of any act or omission of any person, firm, or corporation not a party to this Agreement. Program shall not be responsible for the acts or omissions of Facility its officers, employees, or agents.

7.1.2.2. Any claim which involves a Student shall be the responsibility of the Student insurance carrier and/or the employer, if the Student is employed by the Facility.

7.2. Facility Commitment.

7.2.1. *Insurance.* Facility at its own expense shall provide adequate liability insurance coverage for its officers, employees, and agents. Facility, at Program's request, will deliver a certificate of insurance to Program.

7.2.2. *Facility Responsibility.*

7.2.2.1. To the extent of Facility's preceding insurance coverage and permitted by applicable law, the Facility will be responsible for damage to persons or property resulting from the negligence on the part of itself, its officers, employees, or agents. Neither Party will be considered the agent of the other and neither Party assumes responsibility to the other Party for the consequences of any act or omission of any person, firm, or corporation not a party to this Agreement. Facility shall not be responsible for the acts or omissions of Program.

7.3. Student Insurance.

7.3.1. *Student Requirement.* Student is required to have general and professional liability insurance with limits of liability of \$1,000,000 per occurrence and \$3,000,000 aggregate.

7.3.2. *Program Duty.* The Program ensures that the 7.3.1 general and professional liability insurance coverage for any Student completing their Experience at the Facility has been obtained before the Program approves the Student to begin working at the Facility. The Program, at Facility's request, will deliver a certificate of insurance to the Facility.

8. Immunities. The Parties agree Program shall retain all of its governmental immunities and protections

under applicable law, including, but not limited to, the Idaho Tort Claims Act (I.C. § 6-901 et seq.), which shall apply to the terms of this Agreement and any claims brought against Program. If Facility is a governmental entity, Facility shall also retain all of its governmental immunities and protections under applicable law.

9. **Confidentiality.** The Facility agrees to treat Student records as confidential and shall not disclose any Student records to a third-party without the prior express written consent of Student, unless such disclosure is otherwise required or permitted by applicable law.
10. **Amendment.** Any change to this arrangement requires a written amendment executed by both Parties.
11. **Notices.** Each Party must send any notice under this agreement in writing either hand-delivered or mailed by certified mail to the addresses set forth below.
12. **Binding Authority.** Each Party has authorized an undersigned individual to sign this Agreement on behalf of that Party.

To express the parties' intent to be bound by the terms of this Agreement they have executed this document on the dates set forth below. Signature page to follow.

Program Notification Address:	Facility Notification Address:
Idaho State University	Contact Name
General Counsel	Contact Title
921 S. 8 th Ave., Stop 8410	Street Line 1
Pocatello, ID 83209-8410	City/Town

Signed:

Program:

Facility:

IDAHO STATE UNIVERSITY

By: _____

By: _____

Printed Name: _____

Title: _____

Date: _____

Date: _____

ATTACHMENT A

Confidentiality Understanding

By signing and dating this Confidentiality Understanding, the undersigned Student indicates an understanding of, and agrees to be bound by, a certain Affiliation Agreement between _____ ("Facility") and **Idaho State University**, on behalf of its _____ Program ("Program").

As a material part of any consideration that Student provides to Facility in exchange for Facility allowing the Student's clinical education at Facility, Student confirms that any patient information acquired during the clinical education is confidential, and Student at all times must maintain the confidentiality of and not disclose this information, whether during the clinical education or after it has ended.

Student further must abide by the applicable rules and policies of both Facility and Program while at Facility. Student understands that, in addition to other available remedies, Facility immediately may remove the Student and terminate the Student's clinical education if Facility considers the Student to endanger any patient, breach patient confidentiality, disrupt Facility's operation, or not to comply with any request by Facility including its supervisory staff.

I have read and understand the Affiliation Agreement, and I agree to abide by this Confidentiality Understanding.

Student's Signature

Date

Student's Name (Print)

ISU's Program Witness (Signature)

Date

ISU's Program Witness Name and Title (Print)

DEPARTMENT OF COUNSELING
IDAHO STATE UNIVERSITY
POCATELLO, IDAHO 83209
MERIDIAN, IDAHO 83642

DOCTORAL COUNSELING INTERNSHIP FIELD PLACEMENT APPROVAL FORM

All doctoral students are required to have a counseling experience as part of their internship process. The criteria for an appropriate field placement are listed here. Students must complete this form and turn it in to the lab supervisor before they can begin accruing hours.

SEMESTER: _____

STUDENT NAME: _____

FIELD PLACEMENT SITE: _____

FIELD SUPERVISOR: _____

CHECKLIST FOR SITE APPROVAL:

- _____ 1) The field placement provides an appropriate private setting for counseling *with video recording capabilities*.
_____ 2) The field placement provides a sufficient number of client contact hours to meet departmental requirements (100 clock hours = 40 direct hours + 60 indirect hours).
_____ 3) The field placement provides the type of clients consistent with my training (e.g., experience, degree, major, certificates, license).
_____ 4) Individuals serving as doctoral counseling internship fieldwork supervisors have:
a) a minimum of a master's degree, preferably in counseling or a related profession;
b) active certifications and/or licenses in their geographic location required for practice, preferably in counseling or a related profession;
c) a minimum of two years independent professional experience;
d) relevant training for in-person and/or distance counseling supervision;
e) relevant training in the technology utilized for supervision; and
f) knowledge of the program's expectations, requirements, and evaluation procedures for students.
_____ 5) The field supervisor or a faculty member will hold weekly individual or triadic supervision with the student.
_____ 6) The student will enroll in and attend COUN 8848L, Doctoral Internship Counseling Lab (1-1/2 hours weekly).
_____ 7) The student will enroll in their major advisor's section of COUN 8848.
_____ 8) The student has provided the field supervisor with a copy of the specific roles and responsibilities of field supervisors. (This is part of the affiliation agreement).

I CERTIFY THAT THE ABOVE REQUIREMENTS ARE MET FOR THE ABOVE FIELD PLACEMENT:

Student Signature _____ Date _____

Faculty Advisor or Supervisor Signature _____ Date _____

Field Supervisor Signature _____ Date _____

Appendix B:
Idaho Counselor Licensing Requirements & NBCC
Requirements

Idaho Counselor Licensing Requirements

Those students who are in the process of completing the Master of Counseling degree are strongly encouraged to become a Licensed Professional Counselor (LPC) with the final goal of becoming a Licensed Clinical Professional Counselor (LCPC). "The State of Idaho has specific requirements that must be met to qualify for licensure. These requirements may be above and beyond the degree requirements. For the most current information, please visit the [Idaho Division of Occupational and Professional Licenses \(IDOPL\)](#).

Idaho Division of Occupational and Professional Licenses (IDOPL)
P.O. Box 83720
Boise, ID 83720-0063

Headquarters Office 11341 W. Chinden Blvd. Boise, ID 83714

National Board for Certified Counselor Requirements

Students are also strongly encouraged to become a National Certified Counselor (NCC). The National Board for Certified Counselors has specific requirements that must be met to qualify for national certification. For information on national certification requirements, contact:

National Board for Certified Counselors 3 Terrace Way, Suite D
Greensboro, NC 27403-3660
(336) 547-0607
Hours: 8:30 am- 5:00 pm EST, M-F <http://www.nbcc.org> nbcc@nbcc.org

The Department of Counseling will assist students in registering for the National Counselor Examination (NCE). This exam is to be taken in your final Spring semester. The department will submit the email addresses of students eligible to take the NCE during the Fall semester. Students will receive an email from the National Board for Certified Counselors (NBCC) in January to register and schedule an examination date. Testing dates typically take place in April or May. Application for the NCE and any other licensing exam is the responsibility of the student, not the Department. If you need further information, see your advisor.

Supervised Experience in Counseling Acceptable to the Idaho Counselor Licensing Board

The Idaho Counselor Licensing Board requires the following for licensable hours:

“Section 150 02. Supervised Experience Requirement. One thousand (1,000) hours of supervised experience in counseling acceptable to the Board. (7-1-21)

- A. One thousand (1,000) hours is defined as one thousand (1,000) clock hours of experience working in a counseling setting, four hundred (400) hours of which must be direct client contact. Supervised experience in practicum taken at the graduate level may be utilized. The supervised experience includes a minimum of one (1) hour of face-to-face or one-to-one (1/1) or one-to-two (1/2) supervision with the supervisor for every twenty (20) hours of job/internship experience. (7-1-21)
- B. Supervision must be provided in compliance with the ACA Code of Ethics that was adopted by the Board at the time of the supervision and provided by a counselor education faculty member at an accredited college or university, a Professional Counselor, registered with the Board as a supervisor, or a licensed mental health professional supervisor as defined in these rules. If the applicant's supervision was provided in another state, it must have been provided by a counseling professional licensed by that state, provided the requirements for licensure in that state are substantially equivalent to the requirements in Idaho. (7-1-21)”
- C. In the Department of Counseling, supervision by doctoral students who have received supervision training is viewed as acceptable to the Board. The Department of Counseling prefers that students seek out practicum and internship settings that have a licensed professional counselor first. before considering a site in which supervision is provided by a different mental health professional. Your development as a professional counselor occurs not only while in class at ISU but also during your clinical experiences outside of ISU. Mentoring by a professional counselor during your clinical supervision is a vital part of your emergent identity as a professional counselor.

Note: *Students are responsible for ensuring a site supervisor is registered with the IBOL before accepting a site for practicum or internship.*

Appendix C:
Doctoral Supervision Contract

Supervision Contract

This contract verifies and outlines the doctoral student counseling supervision provided by _____, Doctoral Supervisor, to _____, Supervisee and counselor trainee enrolled in practicum/internship in the Master's in Counseling Program at Idaho State University (ISU) in either Meridian or Pocatello, Idaho for the _____ semester.

Purpose, Goals, and Objectives of Supervision:

- Monitor and ensure the welfare of clients seen by the Supervisee.
- Promote the development of the Supervisee's professional counselor identity and competence.
- Fulfill academic requirements for the Supervisee's practicum/internship.
- Fulfill requirements in preparation for the Supervisee's pursuit of hours and completion of practicum/internship (if applicable).

Context of Services:

- One clock hour of weekly individual or triadic supervision
- The Supervisee will bring a recording of a current counseling session from their practicum/internship site weekly, as well as a self-report of other clients, questions, concerns, and any other issues they would like to discuss.

Method of Evaluation:

- Feedback will be provided by the Doctoral Supervisor during each session.
- Specific feedback will focus on the Supervisee's demonstrated counseling skills, case conceptualization, and personalization.
- The Doctoral Supervisor will document each session.
- The Doctoral Supervisor will provide a mid-semester and end-of-semester formal evaluation and will consult with the course instructor and/or Supervisee's advisor for the assignment of grades.

Duties and Responsibilities of Doctoral Supervisor and Supervisee:

Doctoral Supervisor:

- Examine client's presenting issues and treatment plans.
- View recordings of the Supervisee's counseling sessions.
- Provide a signature on client documentation when necessary.
- Challenge the Supervisee to justify the approach and techniques used.
- Monitor the Supervisee's demonstrated counseling skills, case conceptualization, and personalization.
- Present and model appropriate directives.
- Intervene when client welfare may be at risk.
- Ensure ACA Code of Ethics are upheld.
- Supervision sessions will be recorded for viewing by the faculty supervisor.
- Work with the Supervisee's faculty supervisor and site supervisor(s) to monitor the

Supervisee's progress.

Supervisee:

- Uphold professional ACA Code of Ethics.
- Be on time and prepared
- Participate fully in each supervision session.
- Bring a usable (sound/video) recording to review each session.
- Prepare and preview counseling sessions for review in supervision.
- Be prepared to discuss all client cases.
- Discuss case conceptualizations, the approaches and techniques utilized, and the rationale for each.
- Discuss working case conceptualization and progress in a collaborative spirit, seeking to improve and enhance effectiveness.
- Implement supervisory directives in subsequent sessions.
- In case of emergency, students should first contact their site supervisor and follow all site protocols (e.g., contact Clinic Director if applicable); if unable to reach them, students should contact their faculty supervisor, and then Doctoral Supervisor if necessary.
- Inform the Doctoral Supervisor of the following occurrences:
 - Incidents of violence to clients and/or counselor.
 - Incidents of restraint.
 - Incidents of violence to others.
 - Disclosed thoughts of violence to self or others by the client.
 - Any suicidal thoughts or intent of the client.
 - Possible confusion on or breach of appropriate boundaries.
 - Violations of confidentiality and/or client rights.
 - Reports of abuse or neglect to CPS.
 -
- Procedural Considerations: In the event of an emergency, the Doctoral Supervisor can be reached at _____.

Supervision Process and Approach:

- I take a collaborative and relationship-oriented approach to supervision. My goal is for you to receive the feedback you need while feeling comfortable to ask questions and discuss both strengths and areas for growth. Honesty and openness in supervision are crucial, and I value them highly. I will emphasize your personal wellness and self-care as a counselor.
- I will discuss your progress with ISU faculty advisors and site supervisors as needed. I commit to maintaining confidentiality and respecting all information shared during supervision within the limits of the law.
- If you feel that supervision is inadequate, please address this with me first. If the issue persists, discuss it with the Clinic Director or your advisor.

Supervisor's Background and Credentials:

- Educational Background/Degree: _____
- License(s) and/or certification(s) current and pending: _____
- Experience as a Counselor: _____
- Model of Supervision: _____

Terms of the Contract:

- This contract is subject to revision by either the Doctoral Supervisor or the Supervisee with the approval of both the Doctoral Supervisor and the Supervisee's Advisor.
- We agree to uphold the directives specified in this supervision contract and to conduct our professional behavior according to the ACA Code of Ethics.

Supervisor Name (please print): _____

Supervisor Signature: _____

Date: _____

Supervisee Name (please print): _____

Supervisee Signature: _____

Date:

Appendix D:
Doctoral Written Comprehensive Exam Rubric

Pass: Student earns a score of “Meets Expectations” or “Exceeds Expectations” on all items. The student does not earn a score of “Below Expectations” or “Unacceptable” for any items.

Conditional Pass: Student earns a score of “Below Expectation” on one or more items; no items are deemed “Unacceptable.”

Fail: Student earns a score of “Unacceptable” on one or more items.

	Unacceptable	Below Expectations	Meets Expectations	Exceeds Expectations
APA 7 formatting	Student did not write the manuscript in APA 7 format <i>and/or</i> the paper is poorly formatted, as evidenced by many APA 7 errors throughout.	Student clearly used APA 7 formatting, though there are several formatting errors.	Student clearly used APA 7 formatting. There are only a few formatting errors.	Student perfectly used APA 7 formatting with no errors.
Sentence structure and grammar	The manuscript includes numerous grammatical errors <i>and/or</i> was poorly written in general.	The manuscript includes several grammatical/stylistic errors or shortcomings.	The manuscript includes a few grammatical/stylistic errors or shortcomings.	The manuscript includes no grammatical errors or stylistic shortcomings. The entire paper is clear, with appropriate sentence structure and use of grammar.
Abstract, introduction, explanation of significance, and purpose statement	The student did not write an abstract <i>or</i> the abstract does not provide a concise overview of the manuscript <i>and/or</i> the abstract is unclear <i>and/or</i> very poorly written, <i>and/or</i> the abstract is not between approximately 100	The abstract provides an overview of the paper, though it is unclear <i>and/or</i> missing some information <i>and/or</i> not between approximately 100 and 200 words. The student somewhat described the relevance of the	The abstract provides a clear and concise overview of the manuscript and is between approximately 100 and 200 words. The student adequately described the relevance of the manuscript to the	The abstract is clear, concise, and provides an apt overview of the manuscript, and is between approximately 100 and 200 words. The relevance of the manuscript to the discipline of counselor education and

	Unacceptable	Below Expectations	Meets Expectations	Exceeds Expectations
	<p>and 200 words, <i>and/or</i></p> <p>The relevance of the manuscript to the discipline of counselor education and supervision is unclear or absent, <i>and/or</i></p> <p>The introduction is missing a substantial amount of information <i>and/or</i> is very poorly written, as evidenced by qualities like a lack of clarity, coherence, logic, and/or poor integration of the extant peer-reviewed literature, and/or the student did not write a purpose statement and/or the purpose statement is unclear/poorly written.</p>	<p>manuscript to the discipline of counselor education and supervision, though the student could have further expounded upon the significance/need, and/or integrated additional peer-reviewed literature to explain the manuscript's significance.</p> <p>The introduction is mostly clear, logical, and clearly written. The student integrated the extant peer-reviewed literature, though some pertinent information may be unclear and/or missing. The student wrote a purpose statement at the end of the introduction, though it may be unclear.</p>	<p>discipline of counselor education and supervision, using apt references to the extant literature.</p> <p>The introduction is clearly written, easy to follow (i.e., the flow of the introduction is coherent and logical), and appropriately integrates the extant peer-reviewed literature. The student wrote a clear purpose statement at the end of the introduction.</p>	<p>supervision is clear, timely, and coherent, with no discernible areas for improvement. The student used recent and apt references from the extant literature to describe the manuscript's significance.</p> <p>The introduction is clearly written, easy to follow (i.e., the flow of the introduction is coherent and logical), and appropriately integrates the extant peer-reviewed literature, with no discernible errors. The student wrote a clear purpose statement at the end of the introduction.</p>
Structure, organization, and flow	<p>The manuscript lacks organizational structure to connect and explain relevant constructs, and/or is tangential. Readers experience great difficulty in</p>	<p>Manuscript has minimal organizational structure, and/or contains some tangential sections. Readers may understand parts of the</p>	<p>Manuscript has a coherent organizational structure that presents and explains constructs clearly and sequentially. There are minimal tangential</p>	<p>Manuscript is well organized and presents relevant constructs clearly, sequentially, and without tangential sections. Readers can clearly understand the topic and flow of the</p>

	Unacceptable	Below Expectations	Meets Expectations	Exceeds Expectations
	understanding the topic and/or flow of the manuscript.	topic and/or flow of the manuscript.	sections, and readers clearly understand the topic and flow of the manuscript.	manuscript.
Integration and synthesis of relevant peer-reviewed literature from counselor education and supervision and counseling	The student did not integrate appropriate peer-reviewed counseling and counselor education and supervision literature throughout the manuscript, <i>and/or</i> the literature review is poorly written <i>and/or</i> the literature review does not include synthesis of extant literature <i>and/or</i> the literature review does not include enough references.	The student adequately integrated an appropriate amount of peer-reviewed counseling and counselor education and supervision literature to explain the paper's topic. The review of the literature is mostly clear and fairly organized. The literature review does not include adequate summarization, synthesis, interpretation nor does it align with the research questions, <i>and/or</i> does not include an appropriate amount of recent literature.	The student wrote a clear literature review with an appropriate number of citations from the recent peer-reviewed counseling and counselor education and supervision literature. The student summarized, synthesized, and interpreted the extant literature. The literature review aligns with the research questions and helps demonstrate the need for the present study.	The student wrote a clear, in-depth literature review that incorporates recent (i.e., published within approximately the last 5 years) and foundational peer-reviewed literature in counseling and counselor education and supervision. The literature review aligns with the research questions and provides an in-depth rationale for the present study. The literature is appropriately summarized and synthesized.
Implications for counselor educators and supervisors, and suggestions for future research	The student did not include suggestions for future research in counselor education and supervision <i>and/or</i> the suggestions are not logical based on the purpose and information provided in the current study.	The student attempted to identify applicable suggestions for future research studies in counselor education and supervision, though the suggestions are unclear <i>and/or</i> somewhat disconnected from the purpose and content of the manuscript, <i>and/or</i>	The student identified and explained several applicable suggestions for future research studies in counselor education and supervision. The suggestions are coherent given the topic and information in the manuscript.	The student clearly and thoroughly explained applicable implications for future research studies in counselor education and supervision. The suggestions show depth of understanding given the topic that advances knowledge in the area of

	Unacceptable	Below Expectations	Meets Expectations	Exceeds Expectations
		the student only included one suggestion.		counseling.

Appendix E
Graduate Assistantship and
Internship Log

DEPARTMENT OF COUNSELING IDAHO STATE UNIVERSITY POCATELLO,
IDAHO 83209-8120

Doctoral Internship and Graduate Assistant Log

Name: _____

Check One: ☐ Fall 2026 ☐ Spring 2027

Dates By Week

[illegible]

Appendix F:
Policies and Procedures for Animal Partners

Idaho State University Department of Counseling Policies and Procedures for Animal Partners

Guiding Philosophy

Human-animal interaction is a broad term that refers to any manner of relationship or behavior between people and animal(s). They can occur in individual, community, or societal contexts. The human-animal bond is a mutually beneficial and dynamic relationship between people and animals that is influenced by behaviors essential to the health and wellbeing of both. This includes, among other things, emotional, psychological, and physical interactions of people, animals, and the environment (AVMA, 2017). The ISU Department of Counseling recognizes and appreciates the potential for certain human-animal interactions to be beneficial to the wellbeing and learning of the people and animals involved in our learning environment.

In the Idaho State University Department of Counseling, the human-animal bond (HAB) is both conceptualized and applied through the lens of the One Welfare Model (Pinellos, Appleby, Scott-Park, Smith, & Verde, 2016). The One Welfare Model promotes the direct and indirect links of animal welfare to human welfare and environmentally friendly animal-keeping systems. As such, human health/welfare and animal health/welfare are interwoven and interdependent, and human-animal wellness/relationships are understood to be predictive of human-human wellness/relationships. Thus, improvements in the wellness of human animal relationships often result in improvements in the wellness of a person's relationships with other people, and vice versa.

In keeping with this approach, a primary guiding principle of the HAB in the ISU Department of Counseling is that all human-animal interactions must be mutually beneficial. This means that the wellbeing of the animals involved is of paramount importance and is prioritized over all other aspects of human-animal interactions. Best practices in the application of the HAB clearly indicate that the animals involved must actively enjoy their time in our department, and that their welfare is protected at all times. Animal partners shouldn't simply tolerate their role, but they should actively show signs of enjoying it. Ensuring an animal partner's wellbeing is not only an important consideration out of respect for ethical treatment of animals, but it is also essential in minimizing risks assisted with the intervention.

Although described in more detail in subsequent sections, we espouse the following constructs as requirements for building a culture of respect towards human-animal interactions in our department:

- Recognize animals as sentient beings with complex inner lives
- Avoid objectification of animals as 'things' or 'tools', and avoid the terms "use" and "it" in reference to animal partners
- Avoid anthropomorphism in favor of accurate perspective-taking
- Ensure that animal partners are entitled to bodily autonomy, choice, and active consent at all times
- Practice humane handling and humane holistic husbandry with animal partners

In subsequent sections of this document, specific guidelines relevant to ensuring the safety, wellbeing, and enjoyment of all humans and animals involved are clearly and concretely written. It required that all Department-affiliated human-animal interactions comply with these specific guidelines, both on and off campus.

Animal Partner Approval Process

All animal partners who will be interacting with students or clients in connection with the department require documented approval for each animal for every visit by Dr. Stewart in advance. This requirement extends to bringing the animal for an on-campus visit, and for students or clients leaving campus to visit animals at another site (e.g., visiting an equine site, etc). Only specifically approved therapy animals and animals in training will be permitted on campus or to interact with students and clients. Personal pets and emotional support animals (ESAs) are not permitted in the Department of Counseling. Task-trained service animals with appropriate public access training that assist an individual with a disability are permitted in accordance with ADA.

Animals Permitted in the Department

Therapy Animals

Therapy Animals are specifically trained and evaluated animals who partner with a specially trained human handler in order to provide services to people other than the handler. This may be through Animal Assisted Activities (AAA), Animal Assisted Therapy in Counseling (AAT-C), Animal Assisted Education (AAE), or Animal Assisted Supervision. Therapy animals visiting the department of counseling must either be registered with the Association of Animal-Assisted Intervention Professionals, Pet Partners, or Intermountain Therapy Animals, or under certain circumstances may be evaluated for visits by Dr. Stewart. Proof of registration with a therapy animal organization or written approval by Dr. Stewart must be provided to Dr. Stewart prior to the therapy animal visiting the Department of Counseling.

Animals in Training

The Department of Counseling recognizes the importance of socialization for animals of any age, and especially during critical socialization periods. However, these animals are often too young to be evaluated and registered as therapy animals. These animals in training are allowed in the department on a case-by-case basis with permission from Dr. Stewart. Informed consent will need to be gathered from all who will be in contact with these animals as there are additional risks involved with their presence on campus. Animals in training will be on campus for the purpose of socialization only. Socialization is an intensive process that requires time and focus from the handler. Each visit and any activities an animal in training will be involved in require pre-approval by Dr. Stewart. The handler will make it clear that the activities an animal in training is involved in are not AAIS of any kind, but opportunities for socialization. Animals in training will not be left unattended at any point while on campus. Handlers will take special precautions for animals who have not yet received their full vaccinations, such as not allowing them to be on the ground where unvaccinated animals may have been.

Handler Preparation and Competence

Facilitating human-animal interactions requires specialized education and preparation. Handlers working in association with the department with their animal partners or animals in training will be required to have successfully completed the Idaho State University Certificate in Animal Assisted Interventions.

Equivalent programs may be considered on a case-by-case basis. Handlers must hold a current Certified Animal Assisted Intervention Specialist (C-AAIS) credential through the Association of Animal Assisted Intervention Professionals (AAAIP). Handlers will be held to the following professional standards and competencies while working on or off campus: AAAIP Standards of Practice (CITE), AAAIP Competencies (CITE), Animal Assisted Interventions International (AAII) Standards and Competencies (AAII, 2022), and the American Counseling Association's Animal-Assisted Therapy in Counseling Competencies (Stewart et al., 2016). If any handler demonstrates intentional actions that are inconsistent with the aforementioned professional standards and competencies, Dr. Stewart reserves the right to revoke the handler's approval, regardless of the handler's credentials, qualifications, or experience.

Animal Preparation and Training

Animal Assisted Interventions require a healthy relationship between handler and animal partner. For that reason, approved training methods and equipment must be kept consistent at all times, whether the team is working or not. Idaho State University Department of Counseling endorses fear free, force free, and positive reinforcement based humane training techniques and requires this of all handler/animal teams on campus. This applies to all species of animal partners. Animal partners and animals in training of any species are required to be trained on and off campus with these methods exclusively. Aversive equipment and punishment will not be tolerated. Aversive equipment includes, but is not limited to: prong collars, shock collars, whips/crops, and choke chains, or nose chains. Any device that uses physical discomfort to the animal is prohibited, and training techniques that involve the use of physical intimidation, coercion, or dominance-based approaches are also prohibited. Please note that these requirements apply to all human-animal interactions associated with the department, both on and off campus, and across all species of animals. Dr. Stewart reserves the right to use their professional judgment if a handler utilizes other coercive approaches not listed above.

Animal Workload

It is the responsibility of the handler in collaboration with Dr. Stewart to predetermine the length and frequency of visits by animal partners and animals in training. It is essential to the socialization process for animals in training that visits to the department are neutral or positive for the duration of their presence on the floor. The handler is responsible to end the visit early if the animal in training begins having a negative experience or is fatigued and not resting. If Dr. Stewart believes that an animal partner or an animal in training's visit should end for any reason, they will inform the handler and the handler must immediately take the animal partner or animal in training off campus. The priority for the handler, and Dr. Stewart, is to meet the animal partner or animal in training's needs.

Professional Insurance

Handlers are expected to provide proof of professional liability insurance that covers the types of animal assisted interventions that will be provided. Proof of liability insurance must be provided to Dr. Stewart prior to the therapy animal visiting campus.

It is acknowledged that animals in training are not covered by liability insurance and require a separate and detailed informed consent.

Risk Assessment

Zoonosis and Infection Prevention

One of the most commonly cited concerns in the development of HAB programing relates to the risk of zoonosis and infection control (Cotoc & Notaro, 2022; Schantz, 1990). Many of these risks can be mitigated when a professional has awareness of best practices and preventative measures. Zoonosis is defined by the Center for Disease Control and Prevention (2021) as a disease caused by germs spread between animals and people. In human-animal interactions, one must also consider reverse zoonosis, which are diseases that can be transmitted from animals to humans. As a part of demonstrating competencies in this field, professionals should be able to identify the most common sources of zoonosis and the most common zoonotic disease risks and to take proactive steps to mitigate these risks to the highest degree possible.

Handlers are responsible for creating cleaning procedures specific to the species of their therapy animal or animal in training in order to best prevent zoonosis, reverse zoonosis, and allergen spread. Cleaning procedures should also maintain the general cleanliness of the Department of Counseling. Handlers will provide a written copy of their cleaning and zoonotic disease prevention procedures to Dr. Stewart prior to the therapy animal or animal in training visiting campus. Cleaning procedures will be available upon request.

Although other zoonotic risks must be considered, E. Coli and Salmonella are the 2 most commonly occurring zoonotic risks. Animal waste should be appropriately disposed of, and animal waste 'accidents' are to be cleaned and disinfected immediately. Handlers are also responsible for wiping down surfaces associated with the animal's presence. Animal food/treats must not be kept in the departmental refrigerator, or other refrigerators intended for human food. Therapy animals/animals in training must not be fed a raw diet, unless that animal is an obligate herbivore (such as a rabbit). Appropriate management of zoonotic risk is the responsibility of the handler and the zoonotic management plan must be approved by Dr. Stewart prior to the animal's visit.

Allergenic Considerations

Handlers are required to take appropriate steps to minimize the presence of potential animal allergens in the areas visited by the therapy animal. This includes hair and dander cleanup of floors, surfaces, furniture, and pet bedding. Spaces often occupied by therapy animals must be vacuumed regularly with a closed-system HEPA vacuum cleaner. It is the handler's responsibility to clean out the vacuum after each use.

As some individuals may have more severe allergies to animals, the department must maintain at least one office/room that has never been visited by an animal. Handlers should offer for any students/clients to meet in this animal-free space if they have allergenic concerns that are not adequately addressed by the actions listed above.

Cultural Considerations

The Department of Counseling recognizes that all human cultural backgrounds carry unique conceptualizations of human-animal interactions and relationships and recognizes that certain species and breeds of animals may carry histories of oppression and association with power and privilege. Handlers take care not to assume that others share the same human-animal cultural perspectives as their own and

apply the Core Disposition of Cultural Humility when facilitating human-animal interactions. Handlers will also demonstrate sensitivity to those that may have experienced animal related trauma or experience animal phobias.

Adverse Events in Animal Assisted Interactions (AAIS)

Adverse events are defined as those events that cause, or have the potential to cause, physical, psychological, or emotional harm to any party involved in the interaction. Adverse Events will be recorded on the form in Appendix I.i. Handlers are required to complete the Adverse Events form for any interaction that causes physical, psychological, or emotional harm. Handlers will review the situation and the associated Adverse Events form with Dr. Stewart. In instances when Dr. Stewart is compelled to complete an Adverse Events form, they will review and consult with an appropriately qualified colleague and/or the department chair.

Informed Consent

Informed consent documents specific to each situation will be provided to every student and/or client who is likely to come into contact with the animal. Students and/or clients have the right to request that the therapy animal or animal in training not be present in their interactions with the handler. All informed consent documents must clearly state all potential risks associated with human-animal interactions, including those risks that are unlikely. The informed consent document and plan to obtain informed consent must be pre-approved by Dr. Stewart prior to the animal's visit to campus.

Local Laws and Ordinances

Handlers are expected to be in compliance with local laws and ordinances at all times. These include but are not limited to: leash laws, vaccination and registration requirements, and waste disposal laws. Failure to comply with local laws and ordinances will result in the therapy animal or animal in training being prohibited from visits to the Department of Counseling.

Veterinary Care and Grooming

Therapy animals and animals in training participating in activities related to the Department of Counseling are required to have routine veterinary care and vaccinations. Therapy animals and animals in training will not be fed a raw diet, unless that animal is an obligate herbivore. Therapy animals and animals in training are required to be hygienic and well-groomed to a standard that is reasonable for the species/breed. At least 2 thorough veterinary exams are required per year for each animal involved in departmental AAIs. For hooved animals, appropriate hoof care must be consistently maintained, and appropriate dental care is required for all animals. Vaccination records and the most recent veterinary visit records must be provided to Dr. Stewart for each animal. Updated records will be provided by the handler to Dr. Stewart.

Complaints Procedures

Complaints from faculty, students, and/or clients will be taken seriously. Complaints will be submitted through email or in writing to Dr. Stewart. Complaints will be acknowledged within two business days of receipt and the Department of Counseling will aim to resolve these complaints within 30 days. Complaints should include the following: description of complaint, steps taken to resolve complaint until this point, and copies of any documents or conversations relevant to the complaint. If applicable, the Adverse Events Reporting Form will be provided to the party filing the complaint. The Review form included on the Adverse Events Reporting Form will be utilized to determine course of action after a

complaint is filed.

Department of Counseling
Idaho State University
Pocatello, ID 83209-8120

Animal Partners Policies and Procedures Manual Acknowledgement Form

I understand that I am responsible for reading and abiding by all the information presented in the Animal Partners Policies and Procedures Manual. I have reviewed the manual carefully and understand I am responsible for knowing and abiding by the material herein for animal partners both on and off campus. As presented in the manual, I understand that I will be held to the following standards: AAAIP Standards of Practice (AAAIP, 2022), AAAIP Competencies (AAAIP, 2022), Animal Assisted Interventions International (AAII) Standards and Competencies (AAII, 2022), and the American Counseling Association's Animal-Assisted Therapy in Counseling Competencies (Stewart et al., 2016). If I have questions concerning these materials, I will ask for clarification from Dr. Stewart. Signing this document indicates that I agree to abide by the policies and procedures described within the Handbook.

I have downloaded a copy of the Animal Partners Policies and Procedures Manual and understand that I am responsible for the information contained within the manual.

Signature

Date

Adverse Events Reporting Form

Adapted with permission from UTCVM Institute of Agriculture

Overview of Adverse Event:

Handlers Name: _____

Animal's Name: _____

Animal's Species: _____

Animal's Age: _____ Time and Date of Event: _____

Owner's Name (if not Handler): _____

Owner Phone: _____ Owner Email: _____

Offending Party name: _____

Offending Party Role: ☐ Handler ☐ Animal ☐ Participant ☐ Bystander

☐ Property/environment ☐ Other: _____

Contact Information: _____

Affected Party Name: _____

Affected Party Phone: _____ Affected Party Email: _____

Affected Party Role: ☐ Handler ☐ Animal ☐ Participant ☐ Bystander

☐ Property/environment ☐ Other: _____

Witness name: _____

Witness Phone: _____ Witness Email: _____

Witness Address: _____

Witness relationship with parties involved: _____

Location of event: ☐ On work site ☐ Off work site ☐ In transit ☐ Other:

Adverse Event Reporting Form

Type of Adverse Event

Physical Injury

- Bite
- Scratch
- Trip or Fall Due to Animal Obstruction
- Other:

Did the physical injury break skin?

- Yes
- No

Did the physical injury result in bruising or other trauma that did not break skin?

- Yes
- No

Details of Adverse Event resulting in physical injury:

Adverse Event Description:

What was the offending party doing immediately prior to the incident?

What was the affected party doing immediately prior to the incident?

Possible factors contributing to the incident:

Site of injury on affected party's body:

Extent of the injury:

Treatment:

- No treatment necessary
- Mild first aid (bandage, ice pack)
- Sought medical attention

How was the event handled immediately after the incident?

Was the event reported immediately?

- Yes
- No

Organization administrator name:

Facility administrator name:

Date/Time:

Completed by (Name):

Signature and Date:

Non-Physical Injury

- Loud noise (barking)
- Non-physical Aggressive Behaviors (e.g. growling, bearing teeth)
- Offensive smell
- Destruction of property (Urination, defecation)
- Other:

Details of adverse event not resulting in physical injury:

Adverse Event Description:

What was the offending party doing immediately prior to the incident?

What was the affected party doing immediately prior to the incident?

Possible factors contributing to the incident:

Description of non-physical injury to affected party:

Extent/Severity of Harm or Distress to Affected Party:

How was the event handled immediately after the incident?

Was the event reported immediately?

- Yes
- No

Organization administrator name:

Facility administrator name:

Date/Time:

Completed by (Name):

Signature and Date:

Review of Adverse Event

To be completed by Dr. Stewart and reviewing personnel

Handler and Animal History:

Previous experiences or concerns with handler:

Date of Handler's initial registration:

Date of Animal's initial registration:

Date of most recent medical evaluation:

Concerns?

Date of most recent behavioral evaluation:

Concerns?

Handler factors:

Animal factors:

Environmental factors:

Affected individual factors:

Assessment:

Severity:

- Less severe
- Neutral
- More Severe
- Very Severe

Likelihood to reoccur:

- Very unlikely
- Mostly unlikely
- Likely
- Very Likely
- Absolutely Likely

Additional comments:

This adverse event was immediately handled effectively:

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

Additional feedback for handling similar adverse events in the future:

Recommended Outcome of Adverse Event:

- Retirement
- Return to work
- Animal Behavior Evaluation
- Animal Medical Evaluation
- Remediation
- Handler Education
- Other:

Explanation of Outcome and Preventative Actions to Avoid Future Adverse Events:

Completed by (name):

Signature:

Date:

Other Reviewing Personnel (name, contact, title):

- 1.
 - 2.
 - 3.
-

Outcome correspondence completed:

- Handler/Owner
 - Participant
 - Facility
 - Other:
-

Checklist of Documents:

- Therapy Animal Organization Registration or Written Approval (Therapy Animal only)
- Written visit approval (for every animal for every visit)
- Proof of C-AAIS
- Proof of completion of certificate program
- Proof of liability insurance covering AAIS (Therapy Animals only)
- Draft of Informed Consent and Dissemination Plan
- Veterinary records, including vaccinations
- Draft of cleaning procedures
- Signed Acknowledgement form

Appendix G:
KPI Assessment Matrix by Class and Assignment

DOCTORAL CURRICULUM: COUNSELING				
Key Performance Indicator (KPI)	Data Points	Course(s)	Measurement (Assignment)	Minimum Performance Indicator
scholarly examination of the evidence base for counseling processes and theories (6.B.1.a)	Y1-F	7727: Advanced Theories of Counseling	Theory Presentation	2 = Meets Expectations (equivalent to a B)
	Y1-F+S , Y2-F+S , Y3-F+S	COUN 8849/8849L: Doctoral Internship and Lab	Counseling Video	2 = Meets Expectations (equivalent to a B)
DOCTORAL CURRICULUM: SUPERVISION				
Key Performance Indicator (KPI)	Data Points	Course(s)	Measurement (Assignment)	Minimum Performance Indicator
theoretical frameworks and models of counseling supervision (6.B.2.b)	Y1-F	7790: Supervision in Counselor Education	Personal Model of Supervision Paper	2 = Meets Expectations (equivalent to a B)

	Y1-F+S , Y2-F+S , Y3-F+S	COUN 8849/8849L: Doctoral Internship and Lab	Supervision Video	2 = Meets Expectations (equivalent to a B)
DOCTORAL CURRICULUM: TEACHING				
Key Performance Indicator (KPI)	Data Points	Course(s)	Measurement (Assignment)	Minimum Performance Indicator
6.B.3.b - andragogy and adult learning theories	Y2-F	COUN 7705 Instructional Theory for Counselor Educators	Instructional Theory Paper	2 = Meets Expectations (equivalent to a B)
	Y1-F+S , Y2-F+S , Y3-F+S	COUN 8849/8849L: Doctoral Internship and Lab	Teaching Video	2 = Meets Expectations (equivalent to a B)
6.B.3.c - teaching methods relevant to counselor education	Y2-F	COUN 7705 Instructional Theory for Counselor Educators	Instructional Theory Paper	2 = Meets Expectations (equivalent to a B)
		COUN 8849/8849L: Doctoral Internship and Lab	Teaching Video	2 = Meets Expectations (equivalent to a B)

DOCTORAL CURRICULUM: RESEARCH AND SCHOLARSHIP				
Key Performance Indicator (KPI)	Data Points	Course(s)	Measurement (Assignment)	Minimum Performance Indicator
qualitative approaches to data analysis (6.B.4.c)	Y1-S	COUN 7703 Qualitative Research	Mini Proposals	2 = Meets Expectations (equivalent to a B)
	Y2-F	COUN 7704 Qualitative Methodology and Analysis	Research Project	2 = Meets Expectations (equivalent to a B)
quantitative data analysis methods (6.B.4.b)	Y1-S	COUN 7701- Introduction to Quantitative Research Design	Quant Research Proposal	2 = Meets Expectations (equivalent to a B)
	Y2-F	COUN 7702- Advanced Quantitative Research Design	Quant Research Project 2	2 = Meets Expectations (equivalent to a B)

ISU Department of Counseling Core Dispositions Doctoral

	Data Points	Course(s)	Measurement (Assignment)	Minimum Performance Indicator
Cultural Humility: The student can recognize how their cultural identities and experiences affect their perspectives and has awareness of the cultural identities and experiences of others	Y1-S	Advisor Evaluation	Spring Semester Core Disposition Evaluation Completed by Faculty Major Advisor (ELC ISU-1037)	2 = Meets Expectations (equivalent to a B)
	Y2-2	Advisor Evaluation	Internship Rating Form (ELC ISU-1033) Completed by Site Supervisors	2 = Meets Expectations (equivalent to a B)
	Y3-S	Advisor Evaluation	Internship Rating Form (ELC ISU-1033) Completed by Site Supervisors	
Mindfulness: The student demonstrates awareness of the present moment, observing their thoughts and feelings without judgment	Y1-S	Advisor Evaluation	Spring Semester Core Disposition Evaluation Completed by Faculty Major Advisor (ELC ISU-1037)	2 = Meets Expectations (equivalent to a B)
	Y2-2	Advisor Evaluation	Internship Rating Form (ELC ISU-1033) Completed by Site Supervisors	2 = Meets Expectations (equivalent to a B)

	Y3-S	Advisor Evaluation	Internship Rating Form (ELC ISU-1033) Completed by Site Supervisors	2 = Meets Expectations (equivalent to a B)
Engagement: The student demonstrates an emotional involvement and commitment to their own personal and professional development	Y1-S	Advisor Evaluation	Spring Semester Core Disposition Evaluation Completed by Faculty Major Advisor (ELC ISU-1037)	2 = Meets Expectations (equivalent to a B)
	Y2-2	Advisor Evaluation	Internship Rating Form (ELC ISU-1033) Completed by Site Supervisors	2 = Meets Expectations (equivalent to a B)
	Y3-S	Advisor Evaluation	Internship Rating Form (ELC ISU-1033) Completed by Site Supervisors	2 = Meets Expectations (equivalent to a B)
Reflexivity: The student is aware and open to exploring their own belief systems, values, and needs, and their impact on relationships with self and others (peers, supervisors, faculty, clients)	Y1-S	Advisor Evaluation	Spring Semester Core Disposition Evaluation Completed by Faculty Major Advisor (ELC ISU-1037)	2 = Meets Expectations (equivalent to a B)
	Y2-2	Advisor Evaluation	Internship Rating Form (ELC ISU-1033) Completed by Site Supervisors	2 = Meets Expectations (equivalent to a B)
	Y3-S	Advisor Evaluation	Internship Rating Form (ELC ISU-1033) Completed by Site Supervisors	2 = Meets Expectations (equivalent to a B)
Curiosity: The student demonstrates an eagerness for understanding leading to future inquiry	Y1-S	Advisor Evaluation	Spring Semester Core Disposition Evaluation Completed by	2 = Meets Expectations (equivalent to a B)

			Faculty Major Advisor (ELC ISU-1037)	
	Y2-2	Advisor Evaluation	Internship Rating Form (ELC ISU-1033) Completed by Site Supervisors	2 = Meets Expectations (equivalent to a B)
	Y3-S	Advisor Evaluation	Internship Rating Form (ELC ISU-1033) Completed by Site Supervisors	2 = Meets Expectations (equivalent to a B)
Integrity: The student engages in consistent commitment to upholding the ethics and values of the counseling profession	Y1-S	Advisor Evaluation	Spring Semester Core Disposition Evaluation Completed by Faculty Major Advisor (ELC ISU-1037)	2 = Meets Expectations (equivalent to a B)
	Y2-2	Advisor Evaluation	Internship Rating Form (ELC ISU-1033) Completed by Site Supervisors	2 = Meets Expectations (equivalent to a B)
	Y3-S	Advisor Evaluation	Internship Rating Form (ELC ISU-1033) Completed by Site Supervisors	2 = Meets Expectations (equivalent to a B)
Empathy: The ability to express feelings, of self and others, appropriately and effectively	Y1-S	Advisor Evaluation	Spring Semester Core Disposition Evaluation Completed by Faculty Major Advisor (ELC ISU-1037)	2 = Meets Expectations (equivalent to a B)
	Y2-2	Advisor Evaluation	Internship Rating Form (ELC ISU-1033) Completed by Site Supervisors	2 = Meets Expectations (equivalent to a B)
	Y3-S	Advisor Evaluation	Internship Rating Form (ELC	2 = Meets Expectations

			ISU-1033) Completed by Site Supervisors	(equivalent to a B)
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