Counselor Education, PhD

Maintaining Good Standing

PhD students in the Department of Counselor Education must meet the following standards in order to remain in their degree programs and advance to candidacy and remain a candidate for a degree:

- maintain a grade-point average (GPA) of at least 3.00;
- successfully complete a practicum, internship, or equivalent professional experience;
- maintain professional behavior consistent with the ACA Code of Ethics (American Counseling Association) and any additional code of professional ethics adhered to in any agency in which a student completes a practicum or internship; and
- demonstrate progress toward the degree through successful completion of semester hours specified in the curriculum plan and active registration each session (exceptions may be approved by the advisor).

Each student's academic and professional progress is reviewed annually.

Probational Status

Students who earn a cumulative GPA lower than 3.00 are placed on probational status and are notified in writing. Students on probational status have two consecutive sessions to raise their grade-point average to the established standard. If that requirement is not met, a student may be removed from the program. Students are allowed one probational status during their program of study.

Learning Outcomes

Department Standards

The following are the standards of the Department of Counselor Education at the University of Iowa, which are the key performance indicators for PhD students:

- acquire the awareness, knowledge, and skills of a professional counselor and/or counselor educator;
- develop a process of ongoing reflective practice in relation to cultural humility and the profession’s multicultural, social justice, and ethical counseling competencies and education;
- develop counseling skills that will address problems in living from a developmental/life span approach;
- cultivate a commitment to ethical practices and behavior in counseling, counselor education, supervision, and research; and
- acquire an understanding of the social, vocational, educational, and psychological needs of individuals served in various settings such as schools, vocational, or counseling centers.