



Arizona's First University.

**Ph.D. Degree in Counselor Education and
Supervision**

**Student Handbook
2022-2023**



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Updated 7/26/2022

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FOREWORD

This Handbook is intended to familiarize students with the Ph.D. Program in Counselor Education and Supervision (CES) at The University of Arizona and serve as a primary source of information for students enrolled in the program. Our CES doctoral program is housed in the Department of Disability and Psychoeducational Studies within the College of Education. The doctoral program is nationally recognized and accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP; <https://www.cacrep.org/>).

The Counselor Education and Supervision (CES) doctoral degree expands on the Master's degree in Counseling and is individually tailored to provide emphases in counseling, supervision, teaching, research, leadership, and advocacy. First established in 1962 as a Ph.D. in Rehabilitation, the program was renamed Counselor Education and Supervision in 2017 to reflect the program's core emphasis on multiple counseling specialty areas such as school counseling and mental health counseling. Our graduates work in colleges and universities teaching and supervising future counselors, adding to the research base of the counseling profession, and assuming leadership and/or supervisory roles within their organizations. Regardless of work setting, our graduates consider their role to be that of leaders and advocates for social justice in addition to being scholars and educators who contribute to the advancement of the counseling profession in a diverse world.

Faculty and staff are willing to assist you to the greatest extent possible; however, you are expected to review this *Handbook* prior to seeking program-related information from them. This *Handbook* is not intended to take the place of direct contact with faculty and staff, and you are strongly encouraged to regularly interact with faculty, staff, and other students as you progress through your degree program.

In addition to the information in this *Handbook*, you are responsible for all of the policies set forth by the **Graduate College** (<https://grad.arizona.edu/>) and the **University of Arizona Catalog** (<https://catalog.arizona.edu/>). Furthermore, you are responsible for using **Gradpath**, the University of Arizona online audit system to help students monitor and track their academic progress (<https://grad.arizona.edu/gsas/gradpath>).

If you wish to seek clarification or further information about our PhD Program, please contact the Program Co-Directors: **Dr. Michael Hartley** (mthartley@arizona.edu) and **Dr. Renae Mayes** (rdmayes@arizona.edu). Additionally, you should not hesitate to reach out to the amazing team of professionals who support our doctoral students during their matriculation through the CES Program:

Administrative Assistant

Ms. Erika Cessna (ecessna@arizona.edu)

Admissions Contact

Ms. Cecilia Carlon (ccarlon@arizona.edu)

Director of Graduate Studies

Dr. Vanessa Perry (vmpperry@arizona.edu)

Graduate College Degree Counselor

Ms. Annie Prisbrey (aprisbrey@arizona.edu)

CHAPTER I

WELCOME TO THE UNIVERSITY OF ARIZONA

Welcome! This *Handbook* should be helpful for answering various questions that you may have about our program and assist you in collaborating with your academic advisor to plan your course of study. The faculty encourages you to read all sections of this *Handbook* in order for you to become thoroughly informed about all aspects of the program, the Department of Disability and Psychoeducational Studies (DPS), and the University of Arizona.

A. City of Tucson

The city of Tucson is a modern city with a vibrant multicultural heritage. Tucson has its own professional theater, ballet, symphony orchestra, multiple choral ensembles, and opera. The city, a metropolitan population of over 750,000 residents, is located in the breathtaking Sonoran Desert of southern Arizona and within an international border region. Renowned for its superb weather, Tucson is warm and sunny throughout most of the year offering numerous recreational advantages.

Tucson is surrounded by four mountain ranges with Mt. Lemmon only a 50-minute drive from campus. The Grand Canyon, referred to as the most scenic national park in America, is a five-hour drive from Tucson. In addition to the geographic diversity of a desert and mountainous landscape, Tucson is conveniently located within a half-day drive to picturesque beaches on the Pacific Ocean in San Diego or the Sea of Cortez in Mexico.

Outstanding bike paths and underground walkways lead to the University. One of the most bike-friendly cities in the country, Tucson ranked No. 2 in a 2016 national survey based on its bike lanes, hills, bike share programs, destinations, and road connectivity. The city also has an excellent bus system. Parking facilities for private cars are also available on campus on an hourly, semester, or 12-month basis. For further information on parking, please contact Parking & Transportation Services at <http://parking.arizona.edu/> or (520) 626-7275.

Numerous apartment complexes, University residential living facilities, and homes for rent can be found within a three-mile radius of the University. Students may also elect to live in dormitory facilities on Campus or in off-Campus housing. For further information, contact the Department of Housing at (520) 621-5859 or visit <https://housing.arizona.edu/home/graduate-housing>.

B. The University of Arizona

The University of Arizona is the flagship institution in the State of Arizona and one of the leading universities in the country (<https://www.arizona.edu/>). The first four-year public university in the State of Arizona to be federally recognized as a Hispanic Serving Institution (HSI), the University of Arizona is both a Research One as well as a Land Grant Institution. A member of the prestigious Association of American Universities, the University of Arizona was ranked 30th by the National Science Foundation in research and development expenditures among public universities and colleges, and 33rd among public and private universities and colleges. U.S. News ranks the university among America's Best Colleges and the Princeton Review lists the University of Arizona as one of "The Best Western Colleges." The University of Arizona ranked No. 89 in the world and

No. 48 nationally according to the 2020 Center for University World Rankings. The University of Arizona is one of the nation's top producers of Fulbright Scholars. Student enrollment roughly consists of 35,000 undergraduates and 10,000 graduate and professional students.

In 1885, nearly three decades before Arizona became a state, the territorial legislature approved \$25,000 for building The University of Arizona in Tucson. The first classes convened in 1891, when thirty-two students and six teachers met in the original building now known as Old Main. The University developed in accordance with the Act of Congress of July 2, 1862, known as the Morrill Act, creating land-grant colleges and enabling the institution to obtain federal funds in 1915, the University was re-organized into three colleges - the College of Agriculture; the College of Letters, Arts, and Sciences (later Liberal Arts); and the College of Mines and Engineering. The Arizona Bureau of Mines was established the same year. In 1922, the College of Education was organized and, in 1925, offerings in law, originally established in 1915, were organized under the College of Law. The School of Business and Public Administration, established in 1934, became a separate college in 1944. In 1985, the College of Mines combined with the College of Engineering to become the College of Engineering and Mines. In 1993, the Colleges of Medicine, Nursing, Pharmacy, the Department of Medical Technology, and the School of Health Related Professions merged to form the Arizona Health Sciences Center. In 1995, each of the four Arts and Sciences faculties - Fine Arts, Humanities, Social and Behavioral Sciences, and Science - were given separate college status.

The University of Arizona library system is regarded as one of the most outstanding library research facilities in the nation (<https://new.library.arizona.edu/>). The library system, ranked as the 37th overall university library in North America for university investment, contains more than 5,000,000 items, covering all fields of research and instruction. The University of Arizona Libraries include the Main Library, the Arizona Health Sciences Library, The Albert B. Weaver Science-Engineering Library, the Fine Arts Library, and the Special Collections Library. These libraries maintain more than 7,500,000 volumes of resources in a variety of formats. These formats include 227,000 journals, of which 219,000 are electronic and 8,000 print. The University of Arizona also subscribes to more than 1,000 electronic databases, and provides access to 1,900,000 ebooks and 120,000 online streaming videos and in all subject areas. The primary goal of the library system is to advance the educational, research, clinical, and outreach missions of the University by providing its students and researchers with seamless, anytime/anywhere access to the content they need.

The University is an exciting center for scholarship, education, and learning. It has grown rapidly over the years, attracting distinguished scholars from across the United States and around the world to form one of the finest universities in the nation. The University has 15 Colleges and over 40 different research and public service divisions, with over 1800 faculty.

C. The Graduate College

The Graduate College provides support and leadership for the world class graduate degrees and outstanding facilities and opportunities for research and creative scholarly activity at the University of Arizona (<https://grad.arizona.edu>). The mission of the Graduate College is to advance the overall graduate enterprise by advocating for graduate education and research, furthering diversity, interdisciplinarity and integrity, and helping to provide and facilitate student financial support from a range of sources. In support of this mission, the Graduate College offers resources through its:

- Graduate Admissions Office (<https://grad.arizona.edu/admissions>) and links to frequently asked questions, such as *Arizona Residency Classification for Tuition Purposes*

(<https://registrar.arizona.edu/support-services/residency-classification-tuition-purposes>).

- Graduate Student Academic Services (<https://grad.arizona.edu/gsas>) with staff to help students track their academic progress through **GradPath**, our online audit system that facilitates the monitoring of academic progress (<https://grad.arizona.edu/gsas/gradpath>).
- Financial Resources and Funding Opportunities (<https://grad.arizona.edu/funding>) to support graduate students with research and travel support as well as competitive fellowships.

D. College of Education

The College of Education (COE) promotes learning, research, and transformative action to create a more inclusive and equitable community and world (<http://www.coe.arizona.edu/>). The underlying values of that the COE community is committed to are:

- Dynamic learning experiences that help students connect theory and research with practice.
- Innovative teaching and educational technologies that enhance all student experiences.
- Research that speaks to core questions of policy and practice.
- Strong partnerships and collaborations.
- Diversity and inclusion within all college practices.

The College of Education (COE) has evolved into a nationally recognized center for the study of teaching, learning, and development to meet the diverse needs of children and families in the unique multicultural environment of the southwest. Working with other colleges, COE is responsible for the vast majority of teacher education on campus. We prepare special educators, school and rehabilitation counselors, school principals and superintendents, and leaders for K-12 and higher education. In recent years, there has been a national call for increased scientific research in education. Research is a valuable part of our agenda, and we recognize that a highly respected college includes a wide range of scholarship and research.

Founded in 1922 with an enrollment of 145 students, today COE has grown to about 1,800 undergraduate and 900 graduate students (<https://coe.arizona.edu/about>). With diverse academic programs and faculty expertise, COE consists of four academic departments:

- Disability & Psychoeducational Studies
- Educational Policy Studies & Practice
- Educational Psychology
- Teaching, Learning & Sociocultural Studies

E. Department of Disability and Psychoeducational Studies

Within the College of Education, the Department of Disability and Psychoeducational Studies (DPS) is dedicated to advancing human and economic development through the empowerment and effective inclusion of culturally diverse individuals with disabilities and special abilities of all ages (<https://coe.arizona.edu/dps>). To accomplish this mission, DPS offers nationally recognized undergraduate, master's, educational specialist, and doctoral-level degrees to prepare practitioners and researchers in the areas of education, educational leadership, special education, school psychology, gifted education, sign language and deaf studies, and educational interpreting.

The Department of Disability and Psychoeducational Studies (DPS) was titled: "Special Education, Rehabilitation, and School Psychology (SERSP or SERP)" prior to July 1, 2009. Since 2009, all documentation and forms refer to DPS. However, department courses have retained the original prefix SERP in the University of Arizona course catalog.

The academic programs housed in DPS are organized around three major areas: (a) Counseling, (b) School Psychology, and (c) Special Education. The Counseling area includes the PhD in CES as well as a MA Degree in Counseling (<https://www.coe.arizona.edu/counseling>) and B.S.E. in Rehabilitation Studies and Services (<https://coe.arizona.edu/programs/rehabilitation-studies-services-bse>).

F. Doctoral Program in Counselor Education and Supervision

Within the Department of Disability and Psychoeducational Studies (DPS), the Doctoral Program in Counselor Education and Supervision (CES) prepares counselor educators, supervisors, and researchers who identify as professional counselors. First established in 1962 as a Ph.D. in Rehabilitation, the program was renamed Counselor Education and Supervision (CES) in 2017 to reflect the program's core emphasis on multiple counseling specialty areas such as school counseling and mental health counseling (<https://coe.arizona.edu/programs/counselor-education-supervision-phd>). Our graduates work in colleges and universities teaching and supervising future counselors, adding to the research base of the counseling profession, and assuming leadership and/or supervisory roles within their organizations. Regardless of work setting, our graduates consider their role to be that of leaders and advocates for social justice in addition to being scholars and educators who contribute to the advancement of the counseling profession in a diverse world.

The CES doctoral program was nationally recognized and accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) in January 2021. CACREP accreditation is a mechanism to ensure that graduates of the program have met the necessary educational standards (<https://www.cacrep.org/>). This means that current and future students as well as those who graduated since January 2019 will have earned a CACREP-accredited doctoral degree in Counselor Education and Supervision. CACREP accreditation is particularly important for our graduates interested in faculty positions in counselor education programs across the country.

Our CES doctoral program is based on a scholar-practitioner model in which students are exposed to not only the research and scholarly knowledge encompassing the field, but also the application of such knowledge to all aspects of professional practice. With this in mind, supervised research, teaching, supervision, and clinical practice experiences are provided to ensure successful functioning in clinical work, research, teaching, and supervision. Furthermore, the faculty-student ratio in the program is intentionally low, enabling program faculty to work closely with each student and to provide ample opportunities to students for individualized attention.

Faculty and students in the CES doctoral program are fully committed to instilling the value of respect for multiculturalism and diversity and encourage students to develop their knowledge and understanding of the provision of counseling services to a society that is diverse in terms of language, race, disability, gender, age, religion, cultural background, and sexual orientation. This is accomplished by discussing current research and social justice issues related to diversity and providing opportunities for clinical practice experiences with the diverse populations of the southwest. The University of Arizona is nationally recognized Hispanic Serving Institution (HSI) and the southwest has more indigenous tribes than any other state in the country.

G. Doctoral Program Faculty

The faculty affiliated with the Counselor Education and Supervision (CES) doctoral program are composed of nationally recognized scholars. The scholarly background as well as research and teaching interests of the faculty are diverse and reflect a variety of specializations - within the counseling profession. All faculty are supportive of the mission, goals and curriculum of our CES doctoral program, and have doctoral degrees and expertise in the subjects they teach. In addition to supporting the program through the courses they teach, these faculty members support the program in other ways, including service on doctoral committees, informal mentoring, and participating in planning meetings to review curriculum and ensure that counseling program and student needs are being met.

Sheri Bauman, Ph.D., NCC, Professor Ph.D., New Mexico State University

Dr. Sheri Bauman is a professor in the Department of Disability and Psychoeducational Studies at The University of Arizona. Prior to earning her doctorate in 1999, Dr. Bauman worked in public schools for 30 years, 18 of those as a school counselor. She is also a licensed psychologist although she is not in practice at this time. Dr. Bauman conducts research on bullying, cyberbullying, peer victimization, and teacher responses to bullying. She is the recipient of two grants from the National Science Foundation. She has given presentations on topics related to bullying/cyberbullying at local, state, national, and international conferences. She is the author or co—author of eight books, many book chapters, AND OVER 70 articles in peer-reviewed journals, three training dvds for counselors, and numerous other publications. She received the Eminent Career Award from the Association for Specialists in Group Work in 2018.

Lia Falco, Ph.D., Associate Professor Ph.D., The University of Arizona

Lia D. Falco, Ph.D. (Educational Psychology) is an associate professor and chair of the counseling faculty. Her expertise is in career development with research that explores how adolescents view themselves as future workers and how career issues are related to motivation and identity. Her specific focus is STEM career choice, and her scholarship seeks to identify and evaluate educational practices that are effective at supporting students who are under-represented in STEM occupations. She is a certified school counselor (inactive) in the state of Arizona and worked as a middle school counselor for four years prior to earning her doctorate. Dr. Falco is the editorial assistant for the Journal for Specialists in Group Work and is on the editorial board for the Journal of Counseling & Development, the flagship journal of the ACA. Dr. Falco is the current chair for the NCDA research committee and is a member of several professional organizations including AERA, SCIPIE, ACA, NCDA and AzSCA

Michael T. Hartley, Ph.D., CRC, Associate Professor Ph.D., The University of Iowa

Dr. Michael Hartley is an associate professor in the Department of Disability and Psychoeducational Studies at The University of Arizona. He earned an M.S. degree in Rehabilitation Psychology from The University of Wisconsin-Madison and a Ph.D. degree in Rehabilitation Counselor Education from The University of Iowa. In the past, he has worked as a rehabilitation counselor to assist individuals who met a nursing home level of care to live and work independently in the community. He also has experience working as a college counselor and university disability counselor as well as the interim director of a Center of Independent Living (CIL). Dr. Hartley is engaged in professional and ethical issues, having served on an American Counseling Association (ACA) and a Commission of

Rehabilitation Counselor Certification (CRCC) taskforce to revise codes of ethics regulating the practice of counseling. His research, teaching, and service all revolve around critically framing the application of ethical principles within a dominant cultural context that has historically devalued and socially restricted the lives of people with disabilities. Much of his work targets distributive justice issues and therefore his scholarship on ethics has expanded to include the importance of promoting resilience and of advocating against ableism (i.e., the perceived inferiority of people with disabilities).

**Philip Johnson, Ph.D., CRC, Assistant Professor of Practice
Ph.D., The University of Arizona**

Dr. Philip Johnson is an assistant professor of practice in the Department of Disability and Psychoeducational Studies at the University of Arizona. He earned an M.S degree in Psychology from Walden University and a Ph.D. in Rehabilitation from the University of Arizona. Dr. Johnson has an extensive background in working with persons with disabilities, including managing a vocational program for the State of Arizona Division of Developmental Disabilities; providing Rehabilitation and Mental Health Counseling, behavioral health counseling, and mental health counseling; and providing training and consultation services on the use of positive behavioral support strategies to family members, in-home support specialists, and personnel in public schools. Dr. Johnson has focused most of his attention on researching behavioral therapy alternatives to the use of psychotropic medications for addressing severe behavioral problems in children and adults with significant disabilities (i.e., autism spectrum disorders, serious mental illnesses, and intellectual disabilities) and children who are victims of abuse and neglect. He is currently developing a behavioral relaxation training protocol for treating symptoms associated with Parkinson's disease (i.e., tremor, freezing, pain, and anxiety).

**Marcela Kopic, Ph.D., NCC, ACS, LPC (AZ, NJ, DC, VA)
Ph.D. Montclair State University**

Dr. Marcela Kopic is an associate professor of practice and is a licensed professional counselor in the states of New Jersey, Virginia, and D.C. and an approved clinical supervisor. Her expertise is in child and adolescent counseling, crisis response, and life development of older adults. Her research agenda is primarily focused on issues related to life satisfaction and wellness of older adults who experience many losses, especially loss of a spouse or significant other. Dr. Kopic's further research interests include acculturation stress in immigrant women and women's wellness. Kopic is a member of the Association for Adult Development and Aging where she served in many different roles, including the president of the AADA. She also continues to serve on the Crisis, Disaster, and Trauma Task Force of the ACA, and contributes to the development of the CDT competencies. As a member of the International Committee, Dr. Kopic is involved in exploring the understanding of counseling profession outside of the United States.

**Sue Kroeger, Ed. D., Associate Professor of Practice
Ed.D., University of Northern Colorado**

Dr. Sue Kroeger is an associate professor of practice at the University of Arizona in the Department of Disability and Psychoeducational Studies. She teaches disability studies, coordinates the undergraduate program in rehabilitation, serves on doctoral committees, and advises students. Previously, she was the Director of Disability Resources at the University of Arizona from 1999-2017 and at the University of Minnesota from 1985-1999. She managed staffs of 32+ full and part-time employees that guided by a social model of disability and principles of inclusive design, provide services to faculty, staff, and students with disabilities, offer competitive athletic opportunities, assist the University in meeting its legal obligations, and provide consultation and education on designing inclusive learning and working environments. She received her master's degree in rehabilitation counseling from the University of Arizona and her doctorate in human rehabilitative

services from the University of Northern Colorado. Prior to coming to higher education she worked in public and private rehabilitation. Dr. Kroeger, in addition to her teaching and administrative duties, has presented at numerous national and international conferences, published articles on disability and higher education, and co-edited a book entitled “Responding to Disability Issues in Student Affairs.” She delivered the 13th Annual Disability Lecture at the University of Cambridge in 2016. She has been Treasurer and President of the National Association of Higher Education and Disability. She has been principal investigator for numerous federal grants and has consulted nationally and internationally. In her spare time she plays wheelchair tennis, volunteers, participates in a book club, and hangs out with her family, which includes two young grandsons. Honors and awards include: Inaugural recipient of the “Sue Kroeger Lifetime Achievement in Access Excellence Award” from the University of Minnesota; Volunteer of the Year award, United States Tennis Association – Southwest Section and USTA-SAZ; The Vision Award, Commission on the Status of Women, University of Arizona; The Ronald E. Blosser Dedicated Service Award, Association of Higher Education and Disability; The Past President’s Award, Association of Higher Education and Disability; The Rose and Jay Phillips Award, Courage Center – Minneapolis; Academic Staff Award, University of Minnesota; Committee on Institutional Cooperation, Fellow, Academic Leadership Program; The Dorothy Truex Emerging Professional Award, National Association of Women In Education; National Women's Four-Track Ski Champion, 1978 and 1979.

**Rena D. Mayes, Ph.D., NCC
Ph.D., The Ohio State University**

Dr. Rena D. Mayes is an associate professor in the Department of Disability and Psychoeducational Studies. She is a licensed school counselor and national certified counselor with experience in K-12 schools along with specialized educational settings. She completed her Ph.D. in Counselor Education at The Ohio State University where she was a Todd Anthony Bell Fellow. Dr. Mayes completed degrees at the University of Maryland, College Park (M.Ed. in School Counseling) and University of Missouri (B.S. in Middle School Math and Social Studies Education) where she was a McNair Scholar. Dr. Mayes was also Gates Millennium Scholar as an undergraduate and graduate student. Informed by Critical Race Theory, Critical Race Feminism, DisCrit, and bioecological systems theories, her research agenda centers around the academic success and college readiness for gifted Black students with dis/abilities and Black girls. Mayes has co-authored over fourteen book chapters and thirty-two peer-reviewed manuscripts, all of which detail the experience of students and families navigating schools, while also providing recommendations for dismantling systems of oppression through policy and practice. Further, Dr. Mayes has extended this research to include implications for leadership, advocacy, and collaboration for school counselors and school administrators.

**Vanessa M. Perry, Ph.D., CRC, LAC, Associate Professor of Practice
Ph.D., East Carolina University**

Dr. Vanessa Perry is an associate professor of practice in the Department of Disability and Psychoeducational Studies at The University of Arizona. She earned her Master of Science in Rehabilitation Counseling and an Advanced Certificate in Psychiatric Rehabilitation from San Diego State University. She completed her Ph.D. in Rehabilitation Counseling and Administration from East Carolina University (ECU) in 2016. Dr. Perry has worked for the California Department of Rehabilitation providing services to transition-aged youth. She also worked for the United States Marine Corps providing morale and social service support to a unit of nearly 1,100 Marines. While at ECU Dr. Perry worked as a counselor, clinic manager, and clinical supervisor for Navigate Counseling Clinic, a community-based mental health clinic. She also worked as a team leader and clinician for ECU’s Operation Reentry North Carolina, a federal technology assisted care grant

providing outreach and counseling services to homeless veterans via a mobile clinic. Additionally, she served as adjunct faculty and a teaching assistant for ECU's Department of Addictions and Rehabilitation Studies. Dr. Perry is an American Red Cross Disaster Mental Health Volunteer and responded to the aftermath of the 2014 tornadoes in Beaufort county, North Carolina. She was awarded the Louise O. Burevitch Scholarship award (2014) at East Carolina University, the Nancy Howell Scholarship Award (2014) by the Licensed Professional Counselors Association of North Carolina, and the Thelma Manjos Award (2011) at San Diego State University. She has given numerous talks and presentations on culture and Latinos, disability rights advocacy, and military culture. Her research interests include the clinical supervision experience of Spanish-English bilingual supervisees and shared decision making in psychiatric rehabilitation.

**Linda R. Shaw, Ph.D., CRC, LMHC, Professor
Ph.D., Florida State University**

Dr. Linda Shaw is a professor in the Department of Disability and Psychoeducational Studies at the University of Arizona. She received her M.A. in Rehabilitation Counseling in 1978 and her Ph.D. in 1990 from the Florida State University and has over 30 years experience as a rehabilitation counselor, administrator and educator. Her counseling and administrative experience includes specializations in spinal cord Injury rehabilitation, brain Injury rehabilitation and psychiatric disability. Dr. Shaw is licensed in two states (AZ – Licensed Professional Counselor and FL-Licensed Mental Health Counselor) and is also a Certified Rehabilitation Counselor. Dr. Shaw has served as a president of the Council on Rehabilitation Education (CORE) a Past-President of the American Rehabilitation Counseling Association (ARCA), and Vice-Chair of the Commission on Rehabilitation Counselor Certification (CRCC). She has also served as Chair of the CRCC Ethics Committee, chaired the Code of Ethics Revision Task force for the 2017 revision of the Code of Ethics for Professional Rehabilitation Counselors and she was a member of the American Counseling Association (ACA) Ethics Revision Task Force for the 2014 Revision. Dr. Shaw represented CORE on the ACA/AASCB 20/20 Commission. She recently co-chaired the Disability Competencies Task Force for ARCA. Dr. Shaw has published and presented widely on issues related to disability-related job discrimination, professional ethics, professional issues in rehabilitation counseling, and neurological disability. She is the co-author or co-editor of three books and many publications and presentations.

**Amanda Tashjian, Ph.D., CRC, LPC (AZ, MI), LCPC (IL), Associate Professor of Practice
Ph.D., Illinois Institute of Technology**

Dr. Amanda Tashjian is an associate professor of practice in the Department of Disability and Psychoeducational Studies at The University of Arizona. She earned an M.S. degree in Rehabilitation Counseling, specializing in psychiatric rehabilitation and a Ph.D. degree in Rehabilitation Counseling Education with a minor in Clinical Psychology from The Illinois Institute of Technology in Chicago. In the past, she worked as a rehabilitation counselor with transition age youth with disabilities, provided trainings around sexuality and gender to rehabilitation and mental health counselors in special education settings, and upheld a small private practice serving individuals with and without disabilities. In terms of professional service, Dr. Tashjian has been an advocate for bridging the gap between the disability community and the LGBTQ community. Further, she has participated in efforts strengthening the clinical training of future rehabilitation counselors. Her research interests are in the areas of psychosocial aspects of disability and counseling competency. Dr. Tashjian has conducted research in the areas of sexuality and disability, gender and disability, sense of community, disability rights, psychiatric rehabilitation, and substance abuse.

CHAPTER II

OVERVIEW OF THE DOCTORAL PROGRAM

Standards governing admission to the Doctoral Program in Counselor Education and Supervision are designed to ensure that students who are accepted to the program possess the academic aptitude and personal characteristics considered necessary for successful completion of the program.

A. Overview

The mission of the Counselor Education and Supervision (CES) doctoral program is to prepare counselor educators, supervisors, and researchers who identify as professional counselors and who are knowledgeable in all areas of the applicable Council of Accreditation of Counseling and Related Educational Programs (CACREP) Standards (<https://www.cacrep.org/>). Since the Master's Degree in Counseling is the entry degree to practice professional counseling, the CES doctoral degree expands on the master's degree and is individually tailored to provide emphases in counseling, supervision, teaching, research, leadership, and advocacy.

Objectives:

The curriculum is designed to ensure that doctoral graduates possess the ability to:

1. effectively integrate counseling theory and practice.
2. become effective counseling supervisors.
3. acquire knowledge and skills in pedagogy and teaching methods that constitute best practice in counselor education.
4. conduct rigorous research on important questions relevant to counseling and the counseling profession.
5. engage in self-reflection regarding diversity and multiculturalism in counseling; and acquire both the skills and the commitment to effectively advocate on an individual, group and system level.

B. Training Model and Philosophy

The CES program philosophy is guided by the concept of the "scholar-practitioner" training model. The concept of the CES specialist as a scholar-practitioner is highly consistent with the conceptual framework adopted by the College of Education emphasizing the professional educator as a reflective decision maker. The program philosophy involves the conceptualization of the doctoral-level educator, researcher and leader as a problem solver within a multicultural and diverse society who is capable of applying a range of principles, theories and research, as well as evidence-based assessment and intervention procedures, to counseling-related social, emotional, and learning problems. The curriculum is designed to provide a foundation of basic knowledge and skills in counseling, research, supervision, and education, and a component of individually designed coursework that facilitates the development of a broad range of scientific, education-based, and leadership competencies and perspectives.

Our training model is predicated on the belief that graduates should engage in life-long learning and contribute to advancements in the profession through the conduct of research and the publishing of scholarly papers and/or the presentation of scholarly papers or poster sessions at professional conferences. Additionally, our graduates are trained to serve in advocate and leadership roles in

national, state, and local professional organizations as well as serving as advanced counselors and supervisors in schools, the community, and private practice.

Aligned with the counseling profession, our CES doctoral program is predicated on a distinct belief system regarding the best way to help people achieve their goals and resolve the environmental, emotional and personal issues that pose barriers to goal achievement. Our program philosophy is developmental, and our graduates learn that as people progress through life, they encounter and negotiate a number of personal, emotional, and environmental challenges. Under such circumstances, everyone can benefit from counseling whether the issue is disability-related, a career change, or a serious and persistent mental health disorder. Perhaps most importantly, counseling is couched in an empowerment perspective predicated on helping individuals assume control of and responsibility for their lives, thereby living in a manner which allows them to select and implement decisions that are in their best interests, as well as in the interest of their families and communities.

C. Goals and Objectives

The goals and objectives of the program are as follows:

- a. Students in the CES Program will demonstrate mastery of the CACREP key performance indicators of student learning in the specialty area for doctoral programs by graduation.
- b. The CES Program will prepare its graduates as educators, supervisors, researchers, and leaders as well as for employment in counselor education faculty positions.
- c. The CES program will recruit and retain a diverse student body in order to reflect the diversity of identities and experiences in our increasingly diverse and global society.

D. Academic Advising and Mentorship

Throughout the doctoral program of study, students are expected to maintain regular contact with faculty, particularly their assigned academic advisor. Initially, this regular contact is maintained through coursework with various faculty and discussions with one's assigned advisor. In addition to advising about coursework, the academic advisor can serve as a professional mentor. Mentorship is a relationship where an individual with more experience, knowledge, and connections is able to pass along what they have learned to a more junior individual of the profession. While one's academic advisor is often a good starting place for mentorship, students are encouraged to reach out to other doctoral program faculty as well as connect with faculty and leaders outside of the CES program.

As students advance in the program of study, they are required to work with their advisors in forming several committees that are often chaired by the advisor. However, it should be noted that a student is free to change advisors, and there is no requirement that the initial faculty advisor must also be the chair of committees. Committees must include at least three affiliated faculty members with the CES doctoral program, one of whom must be the chair of the committee. Additional committee members may be added, including a faculty for the minor required for some committees.

While it is recommended that students meet with their advisors regularly. It is the student's responsibility to contact their advisor and make an appointment. Additionally, annual reviews of each student's academic progress are conducted by the faculty and discussed with students by their academic advisor (See FORM B: DOCTORAL STUDENT ANNUAL EVALUATION FORM). Students receive feedback on the extent to which they are meeting the program's requirements and performance expectations. Although rarely necessary, conditions for continuation in the program may be recommended and a professional growth plan may be developed.

CHAPTER III

ADMITTANCE TO THE PROGRAM

All interested applicants must apply using the University of Arizona web-based admissions application called **GradApp** (<https://apply.grad.arizona.edu/users/login>). Information about the admissions process, including Graduate College application requirements, procedures, and fees, can be found at the Graduate Admissions website (<https://grad.arizona.edu/admissions/>).

A. Application Standards

All applicants to the Ph.D. Degree in Counselor Education and Supervision (CES) must submit applications and be accepted by the Graduate College *and* the DPS Department. Ordinarily, admission preference is given to applicants who have completed a Master's degree in Counseling from a CACREP-accredited program, with grade point averages above 3.5; at least one year of work experience; and to those who present at least three letters of recommendation that comment favorably on the applicant's potential to do advanced graduate work as well as their potential for professional contribution to the field.

The minimum entrance requirements for the CES doctoral program are as follows:

- A completed master's degree from a CACREP-accredited counseling program with a Grade Point Average (GPA) of at least 3.5 on a 4.0 scale. Applicants who have graduated from a counseling or closely related master's program that is not CACREP-accredited and who have attained a GPA of at least 3.0 on a 4.0 scale may be considered for admission; however, they may be required to complete additional masters-level coursework following a review of their transcript, syllabi and/or other academic materials (See Appendix E, FORM A: CACREP Entry-Level Verification of Completion Transcript Analysis Form towards the end of this handbook).
- A completed application, official undergraduate and graduate transcripts, and payment of Graduate College application fees. The application deadline for admission to Fall term only is **January 15** for domestic applicants and **December 1** for international applicants. *TOEFL Total and TWE scores must be submitted for students for whom English is a second language.* Admission information and the application are available through the Graduate College at <http://grad.arizona.edu/admissions> and <https://grad.arizona.edu/catalog/programinfo/CESPHD>
- An autobiographical essay articulating the reasons for pursuing a doctoral degree in Counselor Education and Supervision as a career field. The essay should describe long range professional goals as well as personal strengths and weaknesses. The essay should be approximately 1-2 separate pages, single-spaced.
- A vita or résumé of professional employment during the last 10 years. The vita should include a list of professional employment and services, indicating position, area of special education, duties, employers and supervisors, and dates for each entry. Also, include a list of any presentations, publications, and memberships in professional organizations, if any.
- A writing sample to showcase the applicant's scholarly written work. Examples may include

papers from previous coursework, publications, grants, conference presentations, etc.

- Reference forms/letters of recommendation completed by three persons who can comment favorably on potential to do advanced graduate work.
- An interview, following the initial screening of the above material. This usually occurs in person but may be completed via other forms of communication (e.g., Zoom, Skype).

All applicants are screened and interviewed by the Program Admissions Committee. Recommendations for admission or non-admission are submitted to the Program Director who then makes a recommendation to the Graduate College. A letter or email is then sent to the applicant in regard to acceptance/non-acceptance. Based on resources, including availability of faculty advisors, the department will limit the number of applicants accepted.

The program admission procedures reflect the University of Arizona's commitment to an affirmative action policy and actively attempts to recruit quality minority students. Potential minority candidates both from within and outside of the University are regularly contacted to make them aware of professional opportunities and of the various doctoral programs available in the Department. To view our Non-discrimination and Affirmative Action Policy, please visit: <http://policy.arizona.edu/nondiscrimination-and-affirmative-action-statements>.

If you have questions about the CES doctoral program, please reach out to Dr. Michael Hartley (mthartley@arizona.edu) and Dr. Renae Mayes (rdmayes@arizona.edu). Questions about the application process, deadlines, forms, etc., should be directed to the Graduate Program Coordinator, Ms. Cecilia Carlon (ccarlon@arizona.edu). Among the responsibilities of the Graduate Coordinator is the coordination of application materials from prospective graduate students. The Graduate Coordinator will ensure that applicants are kept informed about the status of their application for admission.

B. Matriculation and Gradpath

Once admitted to the CES doctoral program, students will:

1. Contact their academic advisor assigned in the acceptance letter to plan first semester courses. See required coursework (Appendix A) and an example plan of study (Appendix B). The example plan of study may need to be modified based on whether the student is full- or part-time as well as what courses are offered that semester.
2. Complete a minimum of 76 credits: 67 credits of CES major coursework and 9 credits in the minor. Maintain a minimum grade point average (GPA) of 3.0 and earn a B or better in all courses.
3. Pass the program milestones of the Qualifying Exam, Comprehensive Exam, and Dissertation Defense.
4. Submit an official Plan of Study through **Gradpath** as early as their second semester. Here are instructions:
 - i. Go to <https://uaccess.arizona.edu/>
 - ii. Click on the link to the Student Center and log in.
 - iii. Select GradPath forms from the "other academic" drop down menu
 - iv. Click on the double blue arrow

- v. Select GradPath forms
 - vi. The first form to complete is the Responsible Conduct of Research Statement. After the Responsible Conduct of Research Statement has been submitted, students can create the Plan of Study by choosing courses already taken as well as those that will be taken in the future per the required coursework (see Appendix A). When the Plan of Study is submitted, it will be routed to the various approvers.
5. After the Plan of Study, students complete and submit additional Gradpath forms as they matriculate through the program (<https://grad.arizona.edu/gsas/degree-requirements>).
 6. Once all coursework and other requirements have been completed, students should follow the graduation deadlines online at the Graduate College website for commencement and information (<http://grad.arizona.edu/academics/degree-certification/deadlines-for-graduation>).
 7. Students should feel free to contact their Graduate College Degree Counselor, Ms. Annie Prisbrey (aprisbrey@arizona.edu) with questions about Gradpath at any point.

C. Course Registration and UAccess

UAccess (<http://uaccess.arizona.edu>) is the University of Arizona portal to all financial, personal, and academic information for students. UAccess also is where students enroll in courses, see their schedule, and check their grades. Here are steps for registering for courses:

- a. Go to the UAccess: <http://uaccess.arizona.edu/>
- b. Click on "Student Center"
- c. Log in using your UANetId
- d. In the Academics section, click on "Enroll". This will take you to the Add Classes screen.
- e. Click on the SEARCH tab at the top of this screen. This will take you to the Search Criteria screen
- f. For TERM, select the semester you will be taking this class.
- g. In SUBJECT, type in or select SERP.
- h. For CAMPUS verify it says UAOnline.
- i. Click the green SEARCH button. You should see all the SERP courses on the screen.
- j. Scroll down to select your class and click on "Enroll" at the bottom of the screen to register for the course.

D. Desire2Learn

Desire2Learn (D2L) Brightspace is a course management system used by The University of Arizona that assists in creating an organized experience for students. Common uses are to provide students access to materials, activities such as online quizzes and discussions, communication, feedback, and grades (<https://oia.arizona.edu/content/20>). Most of courses use a D2L site (<https://d2l.arizona.edu/d2l/login/>), and the University of Arizona has a D2L support team if students have questions (<https://it.arizona.edu/contact-d2l-support-team>).

E. Graduate Assistant Positions and Tuition Support

Graduate Assistant (GA) positions provide a salary and tuition coverage but vary in amounts depending on factors such as the number of hours. Students in the CES doctoral program may apply for and obtain GA positions from across The University of Arizona (<https://grad.arizona.edu/funding/ga/appointment-titles>). Some examples of funded GA positions include teaching undergraduate courses in the College of Education as

well as working with CES program faculty on grant-funded research projects. Additionally, students have obtained GA positions through online postings (<https://career.arizona.edu/jobs/handshake>), Cultural Centers (<https://orientation.arizona.edu/cultural-centers>), and the Immigrant Student Resource Center (<https://eao.arizona.edu/isrc>), to name a few.

Students have also found employment within the Tucson community in K-12 schools, community mental health centers, vocational rehabilitation, and private practice. There are also additional sources of financial support at The University of Arizona, including:

- Scholarships and Financial Aid (<https://financialaid.arizona.edu/>), including Scholarship Universe (<https://financialaid.arizona.edu/scholarshipuniverse>).
- Graduate College (<https://grad.arizona.edu/funding>), including the Graduate College Access Fellowship (<https://grad.arizona.edu/funding/opportunities/graduate-access-fellowship-and-tuition-awards>).
- Graduate and Professional Student Council (<https://gpsc.arizona.edu/>) including Travel Awards (<https://gpsc.arizona.edu/travel-grants>).
- College of Education scholarships (<https://new.coe.arizona.edu/available-scholarships>), including the Tibor Von Jany Scholarship for students with disabilities.
- The University of Arizona Leadership Education in Neurodevelopmental and Related Disabilities (ArizonaLEND) (<https://arizonalend.peds.arizona.edu/>) has had scholarships in the past to attend their trainings and have been interested in counseling students.
- Student Success & Retention Innovation (<https://sos.arizona.edu/>) has a “helpful resources” tab where one can find a directory of info from nearly A to Z, from “account balances” to “working on-campus.”
- In-state tuition eligibility (<https://registrar.arizona.edu/personal-information/requirements-resident-status>)

CHAPTER IV

DOCTORAL PROGRAM DEGREE REQUIREMENTS

A. Coursework

The curriculum for the Ph.D. in Counselor Education and Supervision (CES) is designed to prepare counselor educators, supervisors, and researchers based on the CACREP doctoral accreditation standards (www.cacrep.org). The CES Doctoral Program requires a minimum of 76 credits, including 67 credits of CES major coursework and a minimum of 9 credits in the minor specialization area.

Please note that if the minor specialization requires more than 9 credits, the student must fulfill the minor program's minimum credit hour requirement (<https://catalog.arizona.edu/policy/graduate-minors>). When searching for a potential minor, students may want to use the search term "minor" on the Graduate College website (<https://grad.arizona.edu/catalog/>). Another approach is to look at academic programs across the university and reach out to potential minor advisors. In the past, CES doctoral students have minored in a variety of areas such as Special Education, Psychology, Public Health, Family Studies, Law and Policy, College Teaching, Higher Education, and Educational Leadership.

The following is a breakdown of the required coursework for the CES major, which is detailed in Appendix A and B.

1. **Research and Statistics Core (7 credits)** – basic introductory courses to quantitative and qualitative methods that lay a foundation for more advanced research courses taken later in the program. These entry-level courses are typically EDP 541: Statistical Methods in Education (4 credits) and TLS 605: Qualitative Methods in Education (3 credits).
2. **Advanced Research (9 credits)** – specialized and advanced courses on research methods. Common courses taken include SERP 695: Doctoral Seminar in Counseling Research; SERP 595D: Recent Advances in Special Education and Rehabilitation; SERP 590: Single-Subject Research; EDP 647: Factor Analysis Techniques in Education; and EDP 646A: Multivariate Methods in Educational Research. Students should choose advanced research courses that may inform their dissertation and future scholarship.
3. **Counseling Core (21 credits)** – required courses taken by all CES majors. Courses include: SERP 635: Advanced Counseling Theory and Practice; SERP 640: Counselor Supervision and Teaching; SERP 645: Leadership and Advocacy; SERP 695E: Preparation for the Professorate; IA 697A: Learner-Centered Teaching; SERP 695M: Professional Writing; and SERP 696E: Grant Writing.
4. **Minor courses (9 credits or more)** – to be determined in consultation with minor advisor.
5. **Practicum (3 credits)** – The practicum is a 100-hour advanced clinical experience designed to provide skills training and constructive feedback for students to further develop the knowledge, skills, and competencies necessary to provide effective counseling services to clients throughout the life span.
6. **Internship (9 credits)** – The internship is a 600-hour experience designed to be completed in three areas or modules (i.e., Teaching, Supervision, and Research), each consisting of a minimum of 200 hours.
7. **Dissertation (18 credits)** – dissertation credits are taken once a student has scheduled and/or completed the comprehensive examination. Students must obtain IRB Approval for their dissertation research.

B. Progress Toward Degree

In addition to coursework, progress toward the CES Degree is evaluated by several important milestones: (a) qualifying examination, (b) comprehensive examination, and (c) dissertation. Each milestone is evaluated by selected committees that consist of at least three CES faculty, one of whom must be the chair:

- **Qualifying Examination Committee:** The Qualifying Examination is completed by the end of the second semester or beginning of the third semester.
- **Comprehensive Examination Committee:** The Comprehensive Examination occurs once the student has completed all of the required coursework except for internship.
- **Dissertation Committee:** The dissertation is the final step toward graduation once the student has passed the Comprehensive Examination requirement.

C. Qualifying Examination

The Qualifying Examination has two primary purposes: (1) to evaluate a student's capabilities for completing a CES Doctoral Program and (2) to determine whether the CES Doctoral Program is appropriate for the student to meet their professional goals. Rather than being an actual exam, the Qualifying Examination is a review of student's materials completed during their first year in the program. The Qualifying Examination focuses on a scholarly paper authored by the student to be submitted to the review committee at least two weeks prior to the meeting. Students also submit a statement of their research and career goals with a limit of 1000 words as well as a Curriculum Vitae. During the Qualifying Exam, the committee will review the students' Plan of Study.

The Qualifying Examination should be completed **no** later than the date on which the student has completed 18 units toward a full-time program of study. With input from the academic advisor, the student chooses the Committee to consist of three faculty from the major and one faculty member from the minor area.

The Qualifying Examination is held according to procedural guidelines established by the College of Education and the Department of Disability and Psychoeducational Studies. Students must complete a written request at least three weeks prior to taking the examination. The structure is:

- a. The committee will have a brief meeting without the student present to discuss any questions that the committee members may have concerning the materials submitted by the student.
- b. The student is then invited into the room and is asked to give a 15-minute presentation on the materials submitted for review. Questions from committee members follow, and after one hour, the student is excused from the room, and the committee discusses the student's performance. A vote may occur at this time amongst committee members regarding whether the student has passed.
- c. The committee also has the option to continue the review for a maximum of one more hour and must vote at the end of the second hour regarding the student's progress. Each committee member will then vote on whether the student passes the Qualifying Exam and complete the electronic version of **Form C: Qualifying Exam Assessment Rubric** at the end of this handbook.
- d. Following the committee's vote, the student will be informed regarding whether they have passed the Qualifying Exam, and whether any remedial coursework has been recommended by the committee. The CES Program ends if the student fails the Qualifying Examination.

D. Comprehensive Examination

The purpose of the Comprehensive Examination is for students to demonstrate comprehension of the foundational knowledge necessary to prepare for the responsibility of their future roles as subject matter experts as counselor educators. In order to schedule an exam, the necessary forms from both the DPS department and the Graduate College (i.e., Gradpath) must be completed and filed. The DPS forms may be downloaded and filled out: <https://www.coe.arizona.edu/dps/students>

The Comprehensive Examination is a written exam that consists of three take-home exam questions covering content from the major coursework in the following focal areas: (1) research, (2) professional issues, and (3) counseling practice, supervision, or teaching. The student has one week to respond to each question. Answers must be typed and in essay format and conform to the current Edition style manual. There is a 10-page limit (not including references) for each response; however, the format for questions is determined and may be modified by the respective Comprehensive Examination Committee members. A fourth question may be developed by the minor advisor, and consistent with the policies of the minor unit.

- Each CES faculty member of the comprehensive exam committee will review responses to all written questions and issue a “pass” or “fail.” To pass the exam, a majority of committee members must issue a “pass” for each of the questions. Failure to submit responses in an essay format, will constitute an automatic failure for that question. If a student fails the Written Examination portion, they may petition the Comprehensive Examination Committee to take the Written Examination a second time.
- Grading of the Written Examination in the student’s minor area is conducted by the minor committee. Prior to taking the Written Examination in the minor area, a student should consult with their minor advisor regarding the grading procedure.

Students must pass the Written Examination in both the major and minor areas before they will be permitted to take the Oral Examination. Following the successful completion of the written exam, a two-hour oral examination will be scheduled where committee members will ask additional questions. The student should contact their advisor regarding the structure and content of the Oral Examination. At the end of the Oral Examination, each committee member will then vote on whether the student passes the Qualifying Exam and complete the electronic version of **Form D: Comp Exam Assessment Rubric** at the end of this handbook.

If a student fails the Oral Examination portion of the Comprehensive Examination, they may petition the Comprehensive Examination Committee to take the Oral Examination a second time.

- Students who fail either the Written Examination or Oral Examination portions of the Doctoral Comprehensive Examination a second time will be terminated from the CES Program.
- The comprehensive examination must be successfully passed before a student begins or submits a dissertation proposal for approval to their Dissertation Committee. Following the successful completion of the Doctoral Comprehensive Examination, a student must complete the Advancement to Candidacy Form (<https://www.coe.arizona.edu/dps/students>).

E. Dissertation

Students are required to complete a dissertation on a topic relevant to counseling practice, counselor

education, and/or supervision. The successful completion of a Dissertation is dependent on the fulfillment of two major requirements: (1) Dissertation Proposal (also referred to as a Prospectus) and (2) Dissertation Defense. The following is an overview of the steps for completing the dissertation:

- a. In consultation with the dissertation chair, develop a topic and timeline for registering for a total of 18 credits of SERP 920: Dissertation. Students may begin taking dissertation credit in the semester they are taking their comprehensive exam but cannot take any subsequent dissertation credits until they have successfully passed their comprehensive exam. Students may take dissertation credits concurrently with internship coursework.
- b. Form a Dissertation Committee that consists of at least three CES faculty. At the option of the student and Dissertation Committee, the dissertation may be a traditional format or manuscript/article-based dissertation format (see <https://grad.arizona.edu/gsas/dissertations-theses/dissertation-and-thesis-formatting-guides>). The choice of format is determined by the student and the Dissertation Committee.
 - i. Traditional Dissertation Format (Chapters 1-3 are required for the Proposal)
 1. Chapter I: Introduction
 2. Chapter II: Review of the Literature
 3. Chapter III: Research Method (or Methodology)
 4. Chapter IV: Results
 5. Chapter V: Discussion (or Implications)
 - ii. *Manuscript/Article-Based Dissertation Format (Chapters 1 & 2 and an overview of 3 & 4 are required for the Proposal)
 1. Chapter I: Traditional Chapter I
 2. Chapter II: Summary of Article One
 3. Chapter III: Summary of Article Two
 4. Chapter IV: Summary of Article Three
 5. Chapter V: Traditional Chapter V
- c. Schedule a one-hour Dissertation Proposal meeting. Students should send their Dissertation Proposal to the Dissertation Committee at least two weeks prior to the meeting. During the meeting, the student and Committee will discuss the dissertation research proposal and recommend modifications if necessary.
- d. Once the Dissertation Proposal has been approved by the Dissertation Committee, students must submit the proposal to the Institutional Review Board (IRB) for approval.
- e. In consultation with the Dissertation Committee, write the dissertation following the Graduate College guidelines (<https://grad.arizona.edu/gsas/dissertations-theses/dissertation-and-thesis-formatting-guides>).
- f. Submit drafts of the dissertation to the Dissertation Chair and other committee members to obtain feedback and revise as necessary.
- g. Prepare and submit final draft of dissertation to all Dissertation Committee Members no less than two weeks prior to the Oral Defense date.
- h. The Oral Defense is the last step in the dissertation process. The organization of the examination process is governed by guidelines established by the Graduate College. The decision by the Committee can be one of the following: (1) Pass, (2) Pass with stipulated changes, or (3) Fail.

Students are evaluated on their scholarship, breadth, and depth of knowledge of the dissertation. At the end of the Oral Defense, each committee member will then vote on whether the student passes the Qualifying Exam and complete the electronic version of **Form E: Dissertation and Oral Defense Assessment Rubric** at the end of this handbook.

- i. Following a successful dissertation defense, submit dissertation to the Graduate College (<https://grad.arizona.edu/gsas/dissertaions-theses/submitting-your-dissertation>)

F. Doctoral Advanced Practicum

SERP 694: Advanced Practicum is a 100-hour clinical experience designed to provide skills training and constructive feedback for students to further develop the knowledge, skills, and competencies necessary to provide effective counseling services to clients throughout the life span. While taking practicum, students will conduct counseling sessions with clients in community agencies and schools under university small group and individual supervision. The requirements for practicum are based on the accreditation standards established by the Council for Accreditation of Counseling and Related Education programs (CACREP). Doctoral students complete a total of 100 hours distributed in the following manner: a minimum of 40 hours of direct client hours providing professional counseling activities directly contributing to professional counseling skill development and 60 hours of small group supervision, class, site activities such as staffing, case reviews, and progress notes.

Practicum is an opportunity for students to gain experience working within a diverse spectrum of clinical settings. To promote the best educational opportunity for each student, a clinical placement site must be approved by the Program Faculty and the Clinical Placement Coordinator before it is considered for a student placement. Approval is based on the agency's provision of adult and child/family mental health, rehabilitation or school counseling services, and qualifications of the potential Site Supervisor. Doctoral students should be familiar with the **Clinical Placement Guidelines** on The University of Arizona MA in Counseling website (<https://coe.arizona.edu/sites/default/files/2022-2023%20Clinical%20Practice%20Guidelines.pdf>). Governing all clinical counseling experiences for MA and PhD students, the Clinical Placement Guidelines along with the SERP 694 syllabus detail the requirements and expectations of the advanced practicum.

G. Doctoral Internship

The doctoral internship is focused not clinical counseling, but rather, on the CACREP emphases in supervision, teaching, and research. More specifically, the doctoral internship is a 600-hour professional experience designed to provide training and oversight to facilitate students' personal and professional growth as counselor educators, supervisors, and researchers. The purpose is for students to apply the knowledge/skill base acquired through didactic coursework with oversight and training from faculty members in the core areas of Research, Supervision, and Teaching. During internship, counselor education program faculty members assist students to:

- a. Successfully teach a course, to include preparation, syllabus development, delivery of effective classroom and/or online instruction, and student evaluation.
- b. Demonstrate proficiency in providing clinical supervision to students completing masters-level counseling practicum and/or internship.
- c. Produce a fundable grant or publishable paper

The requirements for internship are based on the accreditation standards established by the Council for Accreditation of Counseling and Related Education programs (CACREP). Doctoral students complete a total of 600 clock hours designed to be completed in (3) 3 credit-hour modules, with each module designed to consist of

a minimum of 200 hours spread across a semester. Each module focuses on one of the following three content areas: Teaching, Supervision, and Research. Ordinarily, the internship should be completed toward the end of the student's coursework, however it may in some cases be scheduled earlier in the student's program of study, provided that the student has completed foundational coursework for that module. The requirements and expectations for the doctoral internship are provided in the syllabus for SERP 793.

CHAPTER V

STUDENT RESOURCES

The Program encourages students to become involved in research and supervised practice related to counseling. A number of on-campus and community resources are also utilized to provide research and clinical placement experiences for students.

A. Student Support Services

1. Counseling and Psychological Services (CAPS)

Counseling and Psychological Services (CAPS), located in the Campus Health Service building offers psychological counseling to students to help them cope with personal problems so that they can successfully achieve their educational goals (<https://health.arizona.edu/counseling-psych-services>). Licensed professionals are available to provide brief treatment for anxiety, depression, difficulties with relationships, family problems, food/body image concerns, alcohol and drug (ADD) concerns, life crises and other issues. Other available services include consultative services by phone, online screenings for depression, eating disorders, suicide, alcohol, and anxiety, and support groups for eating and body image. There are also classes specifically for graduate students on strategies for success.

2. The Strategic Alternative Learning Techniques (SALT) Center

The Strategic Alternative Learning Techniques (SALT) Center is a freestanding, fee-based (<http://www.salt.arizona.edu/>) department within the Division of Campus Life that serves the needs of many students diagnosed with Learning Disabilities or Attention Deficit Hyperactivity Disorder (ADHD). SALT students receive individualized educational planning and monitoring, assistance from trained tutors with course work, and an array of workshops geared toward the individual academic needs of these students. Additionally, students have the opportunity to use the SALT computer lab (complete with an array of assistive technology) and/or "drop-in" to either the SALT Writers Lab or the SALT Math Lab, both staffed with highly trained tutors.

Upon requesting SALT services, each student is assigned to a Learning Specialist. These individuals assist students as they navigate through the University of Arizona. Each Learning Specialist is an individual who demonstrates encouraging, accepting, and nonjudgmental behaviors creating a secure environment for students to prosper. This safe atmosphere also enables students to successfully collaborate with Learning Specialists to create a unique learning plan, entitled Individualized Learning Plans (ILP). Each specially designed ILP is created to meet the postsecondary environmental needs of the student. The SALT Center also provides students with the opportunity to learn about other available resources.

3. Disability Resource Center (DRC)

The Disability Resource Center collaborates with students, faculty and staff to create educational environments that are usable, equitable, sustainable and inclusive of all members of the university community. However, if you encounter academic or physical barriers on campus, DRC staff is available to partner with you in finding good solutions or to implement reasonable accommodations. DRC works proactively with instructors in re-imagining the design of their courses. Our goal is to encourage faculty to think broadly about all the different characteristics students may bring to the classroom and to create educational experiences that will be meaningful to each of them. When we are successful in this

partnership, you may not need to use the individual classroom accommodations you have used before. An example is notetaking. When an instructor posts class notes on an open Website for all students, the individual accommodation of 'note-taking' may not be required. Additional information is available at <http://drc.arizona.edu/students>.

4. **Sonoran University Center for Excellence in Developmental (UCEDD)**

The Sonoran UCEDD <http://sonoranucedd.fcm.arizona.edu/> promotes community participation and supports individuals with developmental disabilities in all stages of life through interdisciplinary education, service development, information dissemination, research and impact on public policy.

5. **Financial Assistance**

In terms of financial assistance, the university maintains the Office of Financial Aid in the Administration Building (<http://financialaid.arizona.edu/>) that is available to students for applying for such loans as federal Stafford loans, university scholarships, and scholarship and loans from various private foundations. In addition, scholarship funds and tuition waiver funds are available through the Office of the Associate Dean of the Graduate College (<https://grad.arizona.edu/>) for students who are from diverse backgrounds.

In the past, the DPS department has been able to offer some financial assistance to students in the form of tuition remissions, scholarships/fellowships, and assistantships. When opportunities arise, the program faculty make every effort to inform eligible students of all potentially available funding sources. Students are encouraged to contact their adviser or the program director for information on other sources of possible funding. Student funding is not guaranteed. Students are also urged to contact the Graduate College and the Psychology Department for possible funding opportunities. In addition, students should discuss their financial needs with personnel at the Office of Financial Aid, Administration Building – Room 203, Tucson, AZ 85721. (520) 621-1858 or email at askaid@arizona.edu.

6. **The Office of Institutional Equity**

The University of Arizona is committed to creating and maintaining a work and learning environment that is safe, inclusive and free of discriminatory conduct prohibited by the Nondiscrimination and Anti-harassment Policy. At the Office of Institutional Equity (OIE), we lead efforts to promote and uphold this policy and its goals, foster equity and opportunity, strengthen relationships across diverse groups, and support a campus culture of equality for all members of the University community. <http://equity.arizona.edu/>

7. **The Dean of Students Office**

The role of the Dean of Students Office includes challenging and supporting students when crises or emergencies arise, and when students make poor decisions related to personal behavior and integrity. In these situations, our goal is to treat students with dignity, and provide educational interventions to assist them with the successful completion of a University of Arizona degree. <https://deanofstudents.arizona.edu/>

B. Research and Study Resources

1. **University Information and Technology Services (UITS)**

The University Information and Technology Services (UITS) Lab is located on the subfloor of the College of Education building, and is available for use as an electronic classroom equipped with 20 student machines

containing the latest software. Also on the same floor is a room for distance education and videotape rooms. Computer equipment from the UITS can be borrowed both by faculty and students formaking presentations in classes. For further information, please visit the UITS website at: <http://oscr.arizona.edu> or 520-621-6727.

2. **Center for Computing Information Technology (CCIT)**

The Center for Computing and Information Technology (CCIT/UITs) houses the University's mainframe computers. The mainframe machines are linked to personal computers in the College of Education. Educational and informational facilities are also available in the Center and a technical reference room contains reference manuals, various technical books and periodicals. Many Computer Center publications are available. The Center provides programming consulting services and conducts non-credit short courses open to the public. For further information about their services visit the UITS website at <http://uits.web.arizona.edu/> or 520-621-2248.

3. **Main Library**

The University of Arizona Library contains more than 1.5 million books, bound periodicals, microforms, maps, government publications and other materials. The library is committed to providing all possible support services to students to facilitate their learning and obtaining scholarly documents either within the library system, through inter-library loan, or via online computer database searches by visiting <http://www.library.arizona.edu>. The library even emails documents to students upon request.

4. **Library (College of Law)**

The College of Law Library (<http://lawlibrary.arizona.edu/>) is one of the best legal research facilities in the Southwest, with a collection of over 300,000 volumes. The latest in computer-based legal research is available through LEXIS and WESTLAW, and there is a computer lab for word processing, computer assisted legal instruction, and research.

5. **Library (Banner University Medical Center)**

The Arizona Health Sciences Library (AHS) (<https://ahsl.arizona.edu/>) is a member of the National Network of Libraries of Medicine founded by the National Library of Medicine (NLM) and serves as the designated resource library for Arizona through the Pacific Southwest Regional Medical Library Service (PSRMLS). The Arizona Health Sciences Library is a founding member of the Arizona Health Information Network (AZHIN). In addition to AHSL, the AZHIN consortium is made up of the University of Arizona, the major teaching hospitals in Arizona, and a growing number of other Arizona health-related organizations.

The University of Arizona Medical Center Library's primary purpose is to serve the students, faculty, and staff of the University of Arizona Colleges of Medicine, Nursing, and Pharmacy, as well as University Medical Center. A strong secondary purpose is to serve as an informational resource for licensed health-related personnel throughout the state. Library collections are also accessible for other members of the University of Arizona community who have need of material found only in this library. The library maintains a state-of-the-art information retrieval system enabling students to locate references by computer from their homes or from University offices. The AHS library collection contains 225,195 cataloged volumes, 95,357 monographs, 129,838 journals, micro fiche/files/cards 1799, and 90 computer software(s)/CD-ROM.

6. **Office of the Vice President for Research**

The Office of the Vice President for Research processes all sponsored research proposals submitted by the faculty, students, and staff, maintains records of all sponsored research, assists the faculty and staff in certain aspects of proposal preparation, and helps in locating sponsors for research projects.

A computerized information system maintained by this office can produce various reports on many aspects of the University's total research program. Information contained in reports generated by this office is available to the general public and may be of value to local and state government agencies. For further information about the services this office provides, please visit <http://vpr.arizona.edu/>

A collection of books and periodicals that provide information on the research programs of many federal agencies and foundations is available in this office. Copies of monthly publications that provide information on research programs that have recently been announced also are on file.

CHAPTER VI

ADDITIONAL STUDENT INFORMATION

A. Coursework and Grades

1. **Continuous Enrollment** - Unless excused by an official Leave of Absence, all graduate students are subject to the Continuous Enrollment Policy (<http://catalog.arizona.edu/policy/continuous-enrollment-graduate-students>).
2. **Grades and the Grading System** - Grades received for the courses taken in this department are an A, B, C, D, or E. Other grades for courses include Pass (P) and Superior (S). A, B, C, D, and E constitute the regular grades used at the University of Arizona. Regular grades are included in the calculation of the grade-point-average (GPA) (<https://catalog.arizona.edu/policy/grades-and-grading-system>).
3. **Grades of "I" (Incomplete)** - The grade of I may be awarded only at the end of a term, when all but a minor portion of the course work has been satisfactorily completed. The grade of I is not to be awarded in place of a failing grade or when the student is expected to repeat the course; in such a case, a grade other than I must be assigned. Students should make arrangements with the instructor to receive an incomplete grade before the end of the term (<https://catalog.arizona.edu/policy/grades-and-grading-system>).
4. **Withdrawal from Class** - Early in the semester or term, official withdrawal (drop) of a course cancels the registration for the course. No approval is needed. No grade for the course will appear on the student's permanent record. Note that the first withdrawal deadline differs for undergraduate and graduate courses (<https://catalog.arizona.edu/policy/grades-and-grading-system>).
5. **Grade Appeal Policy** - The basis for filing a grade appeal in any course is limited to fundamental fairness in treatment of the student by the instructor, as specified by a syllabus conforming to the Undergraduate Course Syllabus Policy or Graduate Syllabus Policy that is supplied to students at the beginning of the semester, and in light of grading of the student by the instructor relative to other students in the same course and section. Issues that do not meet these criteria are not appropriate for a grade appeal (<https://catalog.arizona.edu/policy/grade-appeal>).
6. **Transfer Credit Policy** - Graduate courses completed at another regionally accredited college or university (or a recognized foreign institution) may be transferred to the University of Arizona and applied toward a graduate degree program, provided that certain criteria are met (<https://catalog.arizona.edu/policy/acceptability-graduate-transfer-credit>).

B. Student Grievance Procedure

Should a graduate student feel he or she has been treated unfairly, there are a number of resources available (<https://grad.arizona.edu/policies/academic-policies/grievance-policy>). For more information, go to: <https://grad.arizona.edu/policies/academic-policies/summary-grievance-types-and-responsible-parties>

C. Diversity and Inclusion Statement

Counseling as a profession addresses social justice, equity, and antiracism in schools and communities. Counselors readily acknowledge that inequities and systemic barriers exist in preK-12 schools, behavioral health settings,

communities, and beyond that impact individuals'/students' holistic development. As such, counselors are charged to ensure the success of all individuals/students by playing a role as leaders, systemic change agents, and advocates who dismantle and remove barriers while providing antiracist, systemic prevention and intervention practices that bring about equity in communities/schools. The Counseling Program at University of Arizona is committed to meeting this call for counselors. Thus, social justice, antiracism, and advocacy are at the core of the training experience and are a common thread in every class. Students will engage in course readings and discussions as well as assignments regarding social justice, antiracism, identity, and community.

In addition to course activities and assignments, this program aims to be welcoming of students from all diverse backgrounds and perspectives. This means that our individual experiences and perspectives are a resource, strength, and benefit to our collective learning as a part of this program. As such, it is our intent and goal to present materials and activities that are respectful of identity (gender identity, sexuality, disability status, age, socioeconomic status, ethnicity, race, culture, etc.). Let's make kindness the norm and work together on becoming socially just, antiracist counselors.

D. Discrimination and Sexual Harassment Policy

A student who believes that he or she has experienced discrimination or sexual harassment should call the Affirmative Action Office at 621-9449. The student will be referred to an individual with expertise in these areas for confidential advice on handling the situation or filing a written complaint. Students with disabilities who would like information on University policies with regard to the Americans with Disabilities Act (ADA) should contact the Disability Resource Center at 621-3268 <http://drc.arizona.edu>. Students are also encouraged to access the Affirmative Action homepage <http://equity.arizona.edu> for information on discrimination, including sexual harassment, and the ADA.

E. Code of Academic Integrity

Integrity is expected of every student in all academic work. The guiding principle of academic integrity is that a student's submitted work must be the student's own. Students engaging in academic dishonesty diminish their education and bring discredit to the academic community. Students shall not violate the Code of Academic Integrity and shall avoid situations likely to compromise academic integrity. Students shall observe the provisions of the Code whether or not faculty members establish special rules of academic integrity for particular classes. Failure of faculty to prevent cheating does not excuse students from compliance with the Code. Any attempt to commit an act prohibited by these rules will be subject to sanctions to the same extent as completed acts. The procedures for reviewing a suspected violation are found in the complete Code of Academic Integrity available in the Dean of Students Office, Old Main, Room 203, or visit <http://deanofstudents.arizona.edu/codeofacademicintegrity>.

F. Rights and Responsibilities Regarding Disability Access

The University of Arizona is committed to equal educational opportunities for students with disabilities and recognizes that reasonable accommodations or modifications may be necessary to ensure access to campus courses, services, activities, and facilities. The Disability Resource Center (DRC) is the office designated by the University to review disability documentation, determine reasonable accommodations, and develop plans for the provision of such accommodations. An equally important part of the DRC is serving faculty in designing educational environments that are inclusive. For more information, visit the DRC website at <http://drc.arizona.edu/>

G. Student Review and Retention

Students in the Counselor Education and Supervision (CES) doctoral program at The University of Arizona are

evaluated on a regular basis on both academic and nonacademic standards. Further, students are expected to adhere to the codes of ethics of their professional associations (ACA, ASCA, CRCC, etc.) and the relevant regulatory boards of the state of Arizona. A student's acceptance in the program does not guarantee their fitness to remain in the program. The faculty are responsible for assuring that only those students who continue to meet program standards are allowed to continue in the program. Each year, a review of every student's progress in the program will be conducted by program faculty. Multicultural sensitivity and appreciation of diversity in the broadest sense is an essential component of being an effective professional counselor. If a student demonstrates deficits in these areas, and/or does not act in a manner consistent with the ACA Code of Ethics, an Improvement Plan will be developed by the student, their advisor, and the program director.

APPENDIX A

The CES Doctoral Program requires a minimum of 76 credits, including 64 credits of CES major coursework and a minimum of 9 credits in the minor specialization area. Please note that if the minor specialization requires more than 9 hours, the student must fulfill the minor program's minimum credit hour requirement. The Curriculum requirements are as follows:

RESEARCH AND STATISTICS CORE (7 credits):

- EDP 541: Statistical Methods in Education – 4 credits
- TLS 605: Qualitative Methods in Education – 3 credits

ADVANCED RESEARCH (9 credits) such as:

- SERP 695: Doctoral Seminar in Counseling Research - 3 credits
- SERP 595D Recent Advances in Special Education and Rehabilitation – 3 credits
- SERP 590: Single-Subject Research – 3 credits
- EDP 647: Factor Analysis Techniques in Education – 3 credits
- EDP 646A: Multivariate Methods in Educational Research – 3 credits

COUNSELING CORE (21 credits):

- SERP 635: Advanced Counseling Theory and Practice – 3 credits
- SERP 640 : Counselor Supervision and Teaching– 3 credits
- SERP 645: Leadership and Advocacy – 3 credits
- SERP 695E: Preparation for the Professorate – 3 credits
- IA 697A: Learner-Centered Teaching – 3 credits
- SERP 695M Professional Writing
- SERP 696E: Grant Writing – 3 credits

MINOR (9 credits)

- To be determined in consultation with minor advisor and supervisory committee

PRACTICUM (3 credits)

- SERP 694: Practicum – 3 credits

INTERNSHIP (9 credits)

- SERP 793: Internship – 9 credits

DISSERTATION (18 credits)

- SERP 920: Dissertation – 18 credits

SUMMARY:

MAJOR CREDITS: 67 credits

MINOR CREDITS: 9 credits

TOTAL CREDITS = 76 credits

NOTE: Students who have not earned a Master's degree from a CACREP-accredited counseling program may be required to complete additional Masters level coursework. Students wishing to transfer courses from another university must submit a petition their academic advisor within the first semester of matriculation. Courses completed more than five years prior to admission may need to be repeated.

APPENDIX B

EXAMPLE PLAN OF STUDY FOR STUDENTS STARTING FALL 2022

Year One	
<p><u>Fall 2022</u></p> <ul style="list-style-type: none"> • SERP 635: Advanced Counseling¹ • SERP 695M: Professional Writing¹ • IA 697A: Learner-Centered Teaching • EDP 541: Statistics or similar course <p>Note: ¹only offered fall of even years</p>	<p><u>Spring 2023</u></p> <ul style="list-style-type: none"> • SERP 696E: Grant Writing Seminar² • SERP 694: Practicum • TLS 605: Qualitative or a similar course • Advanced Research Course <p>Note: ²only offered spring of odd years</p>
Year Two	
<p><u>Fall 2023</u></p> <ul style="list-style-type: none"> • SERP 695E: Preparation for the Professorate³ • Advanced Research • Minor Course • Advanced Research <p>Note: ³offered fall of odd years</p>	<p><u>Spring 2024</u></p> <ul style="list-style-type: none"> • SERP 640: Counselor Supervision⁴ • SERP 645: Leadership & Advocacy⁴ • Advanced Research Course • Minor Course <p>Note: ⁴offered spring of even years</p>
Year Three	
<p><u>Fall</u></p> <ul style="list-style-type: none"> • SERP 793: Internship – students may choose to divide up the 9 credits across semesters • SERP 920: Dissertation – students may choose to enroll in dissertation credits 	<p><u>Spring</u></p> <ul style="list-style-type: none"> • SERP 920: Dissertation – students divide up the 18 dissertation credits across multiple semesters

Note: Students may take SERP 694 or SERP 793 during the summer semesters if there is a faculty member available to supervise them.

APPENDIX C

EXAMPLE PROGRESS TOWARD DEGREE

YEAR ONE

- | | |
|--------------------------|--|
| 1 st Semester | <ul style="list-style-type: none">• Discuss Plan of Study with Academic Advisor• Register for Required Courses based on Plan of study• Familiarize Self with Program Faculty Research Interests and Expectations |
| 2 nd Semester | <ul style="list-style-type: none">• Submit Plan of Study on Gradpath• Register for Required Courses based on Plan of Study• Work with Academic Advisor to Develop Materials for Qualifying Exam• Select Four-Person Committee for Qualifying Exam• Schedule Qualifying Exam for End of Year One or Beginning of Year Two |

YEAR TWO

- | | |
|--------------------------|---|
| 1 st Semester | <ul style="list-style-type: none">• Register for Required Courses based on Plan of Study• Plan for submission of scholarly work to professional journal or conference• Plan to engage in at least two leadership association activities |
| 2 nd Semester | <ul style="list-style-type: none">• Register for Required Courses based on Plan of Study• Submit scholarly work to professional journal or conference• Engage in at least two leadership association activities |

YEAR THREE

- | | |
|--------------------------|--|
| 1 st Semester | <ul style="list-style-type: none">• Complete Remaining Required Coursework• Complete Internship• Select Four-Person Committee for the Comprehensive Exam• Schedule Comprehensive Exam (Written and Oral) |
| 2 nd Semester | <ul style="list-style-type: none">• Meet with Academic Advisor to discuss Dissertation Topic/Proposal• Select Four-Person Committee for the Dissertation Topic/Proposal• Schedule the Dissertation Prospectus• Obtain IRB approval for Dissertation Research• Work on Dissertation• Schedule the Dissertation Defense |

GRADUATION

Keep Program informed of s-mail and e-mail addresses.

Note: The timeline for progress through the doctoral program may vary, and the above timeline is meant to be an example.

APPENDIX D

PROFESSIONAL ORGANIZATIONS

Students and graduates are encouraged to join and become active in professional organizations or associations. There are many benefits derived from membership in a professional organization for students, such as:

1. Will receive publications and other material (e.g., conference announcements, online forum digests, job announcements, etc.) available to the organizations' and associations' membership
2. Is entitled to reduced membership rates and reduced registration rates for professional meetings/workshops
3. Is eligible for such membership services as professional liability insurance, legal defense fund, library resource use
4. Has a method of direct involvement with activities and issues pertinent to the profession.
5. Is affiliated with other professionals having interests and areas of similar expertise.
6. Has a way to stay up-to-date in the knowledge, practices, and research findings in the field.

Students are encouraged to become members of counseling professional organizations, which may include, but are not limited to:

American Counseling Association (ACA)

<http://www.counseling.org>

American Mental Health Counseling Association (AMHCA)

<http://www.amhca.org/>

American Rehabilitation Counseling Association (ARCA)

<http://www.arcaweb.org/>

American School Counseling Association (ASCA)

<http://www.schoolcounselor.org>

Arizona Counselors Association (AzCA)

www.azca.org

**Arizona School Counselors Association
(AZSCA)**

<http://www.azsca.org>

**Association for Counselor Education and Supervision
(ACES)**

<http://www.acesonline.net/>

**Association for Specialists in Group
Work (ASGW)**

<http://www.asgw.org>

Commission on Rehabilitation Counselor Certification (CRCC)

<http://www.crc certification.com/>

Counselors for Social Justice (CSJ)

<https://counseling-csj.org/>

National Council on Rehabilitation Education (NCRE)

<https://ncre.org/>

APPENDIX E: EVALUATION FORMS

- FORM A: CACREP Entry-Level Verification of Completion Transcript Analysis Form, 37
- FORM B: DOCTORAL STUDENT ANNUAL EVALUATION FORM,38
- FORM C: Form C: Qualifying Exam Assessment Rubric, 40
- Form D: Written & Oral Comprehensive Exam Assessment Rubric, 41
- FORM E: Dissertation & Defense Assessment Rubric, 42
- FORM F: Survey of Graduates, 43
- FORM G: Employer Survey, 44

FORM A: CACREP Entry-Level Verification of Completion Transcript Analysis Form

Student Name:

Reviewer Name:

CACREP Entry-level Core Curricular Standards*

<https://www.cacrep.org/for-programs/2016-cacrep-standards/>

CORE AREA	Y	N	Coursework meeting standards
Professional Counseling Orientation & Ethical Practice			
Social & Cultural Diversity			
Human Growth & Development			
Career Development			
Counseling & Helping Relationships			
Group Counseling & Group Work			
Assessment & Testing			
Research & Program Evaluation			

CACREP Entry-level professional practice standards*

PRACTICE	Y	N	Coursework meeting standards
Practicum (100 hrs total; 40 hrs direct)			
Internship (600 hrs total; 240 hrs direct)			

CACREP Entry-Level curricular requirements of a specialty area*

Name of Specialty Area:

Specialty Content Area	Y	N	Coursework meeting standards
Foundations			
Contextual Dimensions			
Practice			

*Must materially meet all CACREP standards within each section

Agreement of Understanding

I understand that the courses or content areas listed below will need to be completed prior to doctoral candidacy for the Ph.D. in Counselor Education and Supervision at the University of Arizona.

CACREP Deficiency Area

Required Course/Content

FORM B: DOCTORAL STUDENT ANNUAL EVALUATION FORM
 Qualtrics Link: https://uarizona.co1.qualtrics.com/jfe/form/SV_6fBllxJateLrvM

Student Name: _____

Academic Year: _____

The faculty of the Counselor Education and Supervision Program at the University of Arizona has reviewed your academic progress during the past academic year as follows:

Benchmarks	Does Not Meet Expectations	Meets Expectations	Does Not Apply
1. Performance in Courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Performance in Field Work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Completion of Qualifying Examination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Completion of Comprehensive Written Examination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Completion of Comprehensive Oral Examination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Completion of Practicum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Completion of Internship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Completion of Program of Study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Development of Dissertation Proposal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Approval of Dissertation Proposal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Obtained IRB Approval for Proposed Dissertation Research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Progress Towards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Completion of
Dissertation

13. Completion of
Dissertation Oral
Defense

Dispositions

15. Flexibility in response
to different ideas, changes

16. Willingness to accept
and use feedback

17. Ability to engage
and work cooperatively
with others

18. Ability to deal with
conflict

19. Ability to accept
Personal responsibility

20. Ability to express
feelings effectively and
appropriately

21. Awareness
of ethical and legal
considerations

22. Approaches work with
enthusiasm and takes initiative

23. Is dependable and
demonstrates good work
habits (is prepared,
completes work on time, etc.)

24. Overall Progress in Program

Comments:

Form C: Qualifying Exam Assessment Rubric

Qualtrics Link: https://uarizona.co1.qualtrics.com/jfe/form/SV_9ZhhLFqec7aBLEy

Student Name: _____ Date _____

Committee Member Name : _____

Directions: Evaluate this student's First Annual Progress Review by assigning a score between 1 (Needs Improvement) and 5 (Excellent) for each of the criteria described below. In addition, briefly comment on the rationale of your ratings. Turn in your completed rubric to the committee chair before leaving the review.

Score (1-5)

1. The scholarly paper is well-written and reflects good potential for the development of strong research and scientific writing skills. _____
2. The student possesses a general, broad knowledge of their sufficient for success in doctoral study. _____
3. The student's professional goals are appropriate for a doctoral student completing the University of Arizona Ph.D. program in Counselor Education & Supervision. _____
4. The student's research interests are appropriate for a doctoral student completing the University of Arizona Ph.D. program in Counselor Education & Supervision. _____
5. The student's planned program of study is appropriate to prepare them for success in achieving their research and professional goals. _____

Comments:

Form D: Written & Oral Comprehensive Exam Assessment Rubric

Qualtrics Link: https://uarizona.co1.qualtrics.com/jfe/form/SV_bDAXrGKCwXK90BM

Student Name: _____ Date _____

Dissertation Committee Member Name _____

Directions: Evaluate this students’s written and oral exam by assigning a score between 1 (Needs Improvement) and 5 (Excellent) for each of the criteria described below. Below each score and statement, briefly comment on the rationale if your score is less than 5. Turn in your completed rubric to the committee chair before leaving the exam .

Score (1-5)

- 1. The Comprehensive Exam is well-written. _____
- 2. The exam reflects a broad knowledge of rehabilitation research and practice. _____
- 3. The student demonstrated the ability to critically analyze rehabilitation research. _____
- 4. The student communicated his/her responses to questions posed during the oral exam in a knowledgeable and confident manner. _____

Comments:

FORM E: Dissertation & Defense Assessment Rubric

Qualtrics Link: https://uarizona.co1.qualtrics.com/jfe/form/SV_aad7QbZvFci67EG

Student Name: _____ Date _____

Dissertation Committee Member Name: _____

Directions: Evaluate this student’s written dissertation and oral defense of the research by assigning a score between 1 (Needs Improvement) and 5 (Excellent) for each of the criteria described below. Below each score and statement, briefly comment on the rationale if your score is less than 5. Turn in your completed rubric to the committee chair before leaving the defense.

Score (1-5)

- 1. The Dissertation is well-written. _____
- 2. The problem is clearly described with adequate critical analysis of the related research literature. _____
- 3. The research design for studying the problem is appropriate. _____
- 4. The data are adequately analyzed. _____
- 5. The conclusions drawn from the analysis are appropriate and well-defended. The student adequately responds to challenges to his interpretations and conclusions. _____
- 6. The student demonstrates the ability to extrapolate his/her research to broader implications for the field. _____
- 7. The student demonstrates the ability to anticipate the logical next level of inquiry. _____

FORM F: Survey of Graduates

Qualtrics Link: https://uarizona.co1.qualtrics.com/jfe/form/SV_bjhm8NfdZXP0fge

Page 1

Survey of Graduates

In order to help support the growth of our program, we are seeking feedback in several areas. We view your feedback as critical to continuing to improve our PhD Program. Thank you in advance!

1. What semester and year did you complete your degree? _____
2. Have you obtained post-graduate employment? If so, in what setting? _____

For each item below, please rate how satisfied you were with the PhD in Counselor Education and Supervision and how well it prepared you to perform key performance indicators on a scale 1-5 (1 not at all to 5 absolutely):

- | | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 3. How satisfied were you with the faculty instruction? | | | | | |
| 4. How satisfied were you with the mentoring and support from the faculty? | | | | | |
| 5. How satisfied were you with the overall quality of the program? | | | | | |
| 6. How satisfied were you with the program's commitment to diversity? | | | | | |
| 7. How well did the program prepare you to effectively integrate theory and clinical counseling practice? | | | | | |
| 8. How well did the program prepare you to provide effective clinical supervision? | | | | | |
| 9. How well did the program prepare you to be an effective teacher? | | | | | |
| 10. How well did the program prepare you to conduct quantitative and qualitative research in counseling? | | | | | |
| 11. How well did the program prepare you to advocate on an individual, group and systems level? | | | | | |

Please include additional comments about the program strengths and areas for improvement areas for our program.

FORM F: Employer Survey

Qualtrics Link: https://uarizona.co1.qualtrics.com/jfe/form/SV_9uHOPbFjIZinVci

Survey of Employers

In order to help support the growth of our program, we are seeking feedback from employers of our graduates. We view your feedback as critical to continuing to improve our PhD Program. Thank you in advance!

For each item below, please rate how well our graduate was prepared to perform key performance indicators on a scale 1-5 (1 not at all to 5 absolutely):

- | | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| 1. How well did the program prepare the graduate to integrate theory and clinical counseling practice? | | | | | |
| 2. How well did the program prepare the graduate to provide clinical supervision? | | | | | |
| 3. How well did the program prepare the graduate to be an effective teacher? | | | | | |
| 4. How well did the program prepare the graduate to conduct quantitative and/or qualitative research in counseling? | | | | | |
| 5. How well did the program prepare the graduate to advocate on an individual, group and systems level? | | | | | |
| 6. Please rate the graduate's level of flexibility in response to different ideas or changes. | | | | | |
| 7. Please rate the graduate's willingness to accept and use feedback. | | | | | |
| 8. Please rate the graduate's ability to engage and work cooperatively with others. | | | | | |
| 9. Please rate the graduate's ability to deal with conflict. | | | | | |
| 10. Please rate the graduate's ability to accept personal responsibility. | | | | | |
| 11. Please rate the graduate's ability to express feelings effectively and appropriately. | | | | | |
| 12. Please rate the graduate's awareness of ethical and legal considerations. | | | | | |
| 13. Please rate the graduate's level of enthusiasm and willingness to take initiative. | | | | | |
| 14. Please rate the graduate's demonstration of dependability and good work habits
(is prepared, completes work on time, etc.). | | | | | |

Please let us know if you have any additional observations or suggestions regarding the preparation of our students related to our program's strengths and areas for improvement.