



Arizona's First University.

Ph.D. Degree in Counselor Education and Supervision

**Student Handbook
2017-2018**



Disability and Psychoeducational Studies
College of Education
P O Box 210069
University of Arizona
Tucson, AZ 85721-0069
520-621-7822 (Office)
520-621-3821 (Fax)
dps@email.arizona.edu

https://www.coe.arizona.edu/dps/rhab_doc

Updated 11/15/17

TABLE OF CONTENTS

FOREWORD	3
CHAPTER I – WELCOME TO THE UNIVERSITY OF ARIZONA	4
A. City of Tucson, 4	
B. University of Arizona, 4	
C. College of Education, 6	
D. Department of Disability and Psychoeducational Studies, 6	
E. Counselor Education and Supervision Program, 7	
F. Program Faculty, 8	
CHAPTER II – PH.D. IN COUNSELOR EDUCATION AND SUPERVISION	12
A. Overview of the Program, 12	
B. Educational Model and Philosophy, 12	
C. Program Goals and Objectives, 12	
D. Admission Procedures, 13	
E. Application Process, 14	
F. Admission Standards, 14	
CHAPTER III – DOCTORAL PROGRAM OF STUDY	15
A. Academic Advising, 15	
B. UAccess and Course Registration, 16	
C. Program Curriculum, 16	
D. Progress Toward Degree, 17	
CHAPTER IV – REQUIREMENTS FOR GRADUATION	18
A. Continuous Enrollment, 18	
B. Practicum, 18	
C. Internship, 19	
D. Qualifying Examination, 19	
E. Comprehensive Examination, 20	
F. Dissertation Proposal and Defense, 21	
CHAPTER V – STUDENT RESOURCES	23
A. Student Support Services, 23	
B. Research and Study Resources, 24	
C. Field Experience Resources, 25	
CHAPTER VI – ADDITIONAL STUDENT INFORMATION	27
A. Costs and Residency, 27	
B. Leaves of Absence, 27	
C. Coursework and Grades, 28	
D. Student Grievance Procedure, 29	
E. Discrimination and Sexual Harassment Policy, 30	
F. Code of Academic Integrity, 30	
G. Rights and Responsibilities Regarding Disability Access, 30	
H. Student Review and Retention, 30	
I. Endorsement Policy, 31	
J. Satisfactory Academic Progress, 31	
K. Student Survey, 31	
L. Course Transfer, Substitution, and/or Replacement, 32	
M. Termination of a Student from the Program, 32	
APPENDIX A – EXAMPLE PLAN OF STUDY	34
APPENDIX B – EXAMPLE PROGRESS TOWARD DEGREE	35
APPENDIX C – PROFESSIONAL ORGANIZATIONS	36

FOREWORD

Welcome to the University of Arizona's Ph.D. Degree in Counselor Education and Supervision (CES)! This *Handbook* should be helpful for answering various questions that you may have about our Ph.D. program and assist you in planning with your academic advisor your doctoral 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 CES Program, the Department of Disability and Psychoeducational Studies (DPS), and the University of Arizona.

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. 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.

Students are responsible for all of the standards and policies set forth in the University of Arizona Graduate Catalog in addition to the materials contained in this *Handbook*. A copy of a current Graduate Catalog may be obtained at <http://catalog.arizona.edu/> as well as information for future students at <https://grad.arizona.edu/futurestudents/>

For students seeking further information or assistance, please contact Dr. Linda Shaw, the Program Director of the Ph.D. Degree in Counselor Education and Supervision at lshaw@email.arizona.edu

Disability and Psychoeducational Studies
College of Education
P.O. Box 210069
University of Arizona
Tucson, Arizona 85721-0069
Phone: 520-621-7822
Fax: 520-621-3821
E-mail: lshaw@email.arizona.edu
https://www.coe.arizona.edu/dps/rhab_doc

CHAPTER I

WELCOME TO THE UNIVERSITY OF ARIZONA

A. City of Tucson

The city of Tucson is a modern, progressive city, which has maintained the flavor of its Mexican and Southwestern heritage over the years. The city, with a metropolitan population of over 750,000 residents, is located in the beautiful Sonoran desert and is surrounded by four mountain ranges. Renowned for its superb weather, Tucson is warm and sunny throughout most of the year offering the student numerous recreational advantages.

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, please call the University's Department of Housing at (520) 621-5859 or visit <https://housing.arizona.edu/home/graduate-housing>

Outstanding bike paths and underground walkways lead to the University. 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).

Tucson has its own professional theater, ballet, symphony orchestra, multiple choral ensembles, and opera. Winter sports activities at Mt. Lemmon are within a 50-minute drive from campus or within a four-hour drive to the White Mountains.

B. University of Arizona

The University of Arizona <http://www.arizona.edu/> is the flagship institution in the State of Arizona and one of the leading universities in the country. It is both a Research One Institution and a Land Grant University as well as a member of the prestigious Association of American Universities. The National Science Foundation ranks the UA 30th in research and development expenditures among public universities and colleges, and 33rd among public and private universities and colleges. U.S. News ranks the UA among America's Best Colleges and the Princeton Review lists the UA as one of "The Best Western Colleges." The UA ranks No. 68 in the world and No. 42 nationally according to the 2015 Center for University World Rankings. The UA is one of the nation's top producers of Fulbright Scholars. Student enrollment last Fall included roughly 33,732 undergraduates, and 7,817 graduate and 1,539 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 for its original schools of agriculture and mines.

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 40-acre campus of the 1890's has grown to 356 acres and 157 buildings. The University is maintained by funds appropriated by the State of Arizona and the United States government, and by tuition, fees, and collections, including private grants from many sources. Graduate studies at the University have been in progress continuously since the 1898-99 academic-year, with the Graduate College being established in 1934.

The mission of the Graduate College is to foster development of high-quality graduate education programs, which will attract outstanding faculty, graduate students, and resources to the University. It also provides support services to departments and students through the Dean's Office, the Graduate Admissions Office, the Graduate Degree Certification Office, and other subdivisions. The Graduate College is further responsible for administering a variety of special programs, including those which provide competitive fellowships, offer research and travel support, and recruit and retain underrepresented graduate students of color.

Building on a well-balanced undergraduate education, graduate students are expected to develop a thorough understanding of a specific academic discipline. A fundamental purpose of the Graduate College is to encourage each graduate student to demonstrate outstanding standards of scholarship and to produce high-quality original research, or creative, artistic work. Graduate education provides an opportunity to increase knowledge, broaden understanding, and develop research and artistic capability. The student's academic achievements, therefore, should reflect a personal and unique perspective to his or her discipline and to scholarly standards.

The university library system is regarded as one of the most outstanding library research facilities in the nation. The library system, ranked among the top 25 in the nation, contains more than 5,000,000 items, covering all fields of research and instruction.

The University is an exciting center for scholarship, education, and learning. It has grown rapidly over the last four decades, 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. College of Education

The College of Education (<http://www.coe.arizona.edu/>) at The University of Arizona was founded in 1922 with an enrollment of 145 students. Today, the College of Education enrolls about 1,043 undergraduate students and 830 graduate students within our four academic departments, each

featuring different curriculum, faculty, and degree opportunities. There are 54 full-time faculty members and 30 clinical and adjunct faculty members.

The mission of the College of Education is to advance the study and practice of education and to demonstrate relationships between study and practice. The College of Education accomplishes this mission by fulfilling, with the highest possible standards of excellence, four equally important and related functions:

1. Prepare persons for professional roles in education and education-related fields
2. Conduct research and engage in scholarship directly and indirectly related to educational concerns, issues, and activities
3. Provide leadership in the conduct, advancement, study, and evaluation of the process of education, education policy, and in educational organizations at local, state, national, and international levels
4. Provide service and support to local, state, national, and international educational agencies

The College of Education has evolved into a nationally recognized center for the study of teaching, learning, and development to meet the needs of children and families in the unique multicultural environment of the southwest. Working with other colleges, the College of Education 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-based 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 — from insight-based, fundamental research to engineering-focused programs of research and development.

Our college consists of four academic departments offering bachelor's, master's, and doctoral degrees plus certification and endorsements:

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

D. Department of Disability and Psychoeducational Studies

The Department of Disability and Psychoeducational Studies <http://coe.arizona.edu/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. This is accomplished by conducting research to promote the acquisition of knowledge and understanding of abilities, disabilities, adaptations, interventions, and support systems; preparing professionals to educate and facilitate the development of all individuals, including those with disabilities and special abilities; and providing leadership at the local, state, national, and international levels. To accomplish our mission, the department offers nationally recognized undergraduate, master's, educational specialist, and doctoral-level degrees to prepare teachers, counselors, specialists, administrators, school psychologists, school counselors, and researchers and educators in special education, rehabilitation, School Counseling, 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)" before July 1, 2009. Please note that SERSP is found in older documentation and forms. 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.

Graduate programs in the Department of DPS include three major areas, each focusing on undergraduate or graduate degree programs and course work. Many of the programs in DPS are unique to the University of Arizona, and, in some cases, the only programs of their kind in the Southwestern United States. The three major areas are:

- Counseling
- School Psychology
- Special Education

E. Counselor Education and Supervision Program

The Counselor Education and Supervision Program (https://www.coe.arizona.edu/dps/rhab_doc) was first established in 1962 as a Ph.D. in Rehabilitation. In 1995, the APA-approved Rehabilitation Program was moved from the Department of Educational Psychology to the Department of Special Education and Rehabilitation. In 2017, the program name and curriculum shifted to reflect the core emphasis on the preparation of counselor educators and supervisors trained in multiple specialty areas of rehabilitation counseling, mental health counseling, and school counseling. The Ph.D. program is known for its strong emphasis on research, scholarship, and professional practice and its graduates are recognized as excellent counselor educators, supervisors, researchers, and leaders.

The Counselor Education and Supervision (CES) Program endorses the scholar-practitioner model of graduate training in which students are exposed during their coursework to both the research and scholarly knowledge encompassing the field and the application of such knowledge to all aspects of professional practice as a counselor educator/researcher. The CES Program is designed to prepare students for positions of leadership within academic and research environments. The faculty-student ratio in the program is maintained at approximately 1:4 across the Ph. D. Program. This enables core program faculty to work closely with each student and to provide ample opportunities to students for individualized attention.

It is recognized that graduate study leading to the Ph.D. degree requires dedication and commitment on the part of the student. Doctoral students are prepared in a variety of research and education areas. Students are also encouraged to develop a special expertise in their chosen minor concentration area (e.g., Special Education, Psychology, Public Health, Family Studies, and Law and Policy). Supervised field experiences are provided to ensure successful functioning in research, teaching, and supervision.

Commitment to Multiculturalism and Diversity

We 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 related to diversity and providing opportunities for clinical practice experiences with the diverse populations of the southwest. The makeup of our student body and faculty reflect a diversity of cultural backgrounds and age ranges.

F. Program Faculty

The faculty in the Counselor Education and Supervision Program is composed of nationally recognized scholars representing a broad range of scholarly and practice interests. The scholarly background as well as research and teaching interests of the Faculty are quite diverse and reflect the variety of specialization areas within the counseling profession. All core program faculty members are members of the Graduate Faculty. Core faculty consist of tenured or tenure accruing faculty and professors of practice.

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, and peer victimization. She also studies 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 has published two books: *Special Topics for Helping Professionals* (2007, Pearson), *Cyberbullying: What Counselors Need to Know* (2011, American Counseling Association), and is lead editor of *Principles of Cyberbullying Research: Definition, Measures, and Methods* (with Donna Cross & Jenny Walker, 2013, Routledge). Her vita includes over 50 publications in peer-reviewed journals, many book chapters, three training dvds for counselors, and numerous other publications. She is currently analyzing data from her National Science Foundation longitudinal study, and working on two co-authored books: *Mental Health in the Digital Age* (with Dr. Ian Rivers, Brunel University, London) and *Group Counseling with Persons with Disabilities* (with Linda Shaw and Paul Bourgeois, University of Arizona).

Amanda Easton, Ph.D., CRC, LPC, LCPC Assistant Professor of Practice Ph.D., Illinois Institute of Technology

Dr. Amanda Easton is an assistant 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. Easton 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. Easton has conducted research in the areas of sexuality and disability, gender and disability, sense of community, disability rights, psychiatric rehabilitation, and substance abuse.

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

Dr. Lia Falco is an assistant professor in the Department of Disability and Psychoeducational Studies Department. She earned and M.Ed. in School Counseling and a Ph.D. in Educational Psychology from

the University of Arizona. Her research is in the area of career development in early adolescence with particular focus on gender differences in science, technology, engineering, and math (STEM) motivation and decision-making. She is a certified school counselor (inactive) in the state of Arizona and worked as a middle school counselor for four years. Dr. Falco is currently the editorial assistant for the Journal for Specialists in Group Work and is on the review boards for the Middle Grades Research Journal and the School Counseling Research and Practice journal. She is a member of several professional organizations including AERA, ACA, ASCA, 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). Dr. Hartley has published 25 peer-reviewed articles, nine invited book chapters, and one edited book. He has collaborated on interdisciplinary grants and research projects to increase the visibility of rehabilitation counseling as an approach to address distributive justice issues in the broader disciplines of education and healthcare. Dr. Hartley is a member of numerous counseling associations and recently was elected President of the American Rehabilitation Counseling Association (ARCA).

**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).

Sue Kroeger, Ed. D., Associate Professor of Practice

Ph.D., University of Northern Colorado

Dr. Sue Kroeger is an associate professor of practice in the Department of Disability and Psychoeducational Studies at the University of Arizona. 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.

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

Dr. Vanessa Perry is an assistant 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 and Department Head
Ph.D., Florida State University**

Dr. Linda Shaw is a professor and department head in the Department of Disability and Psychoeducational Studies at the University of Arizona. Prior to her current position, Dr. Shaw was the Director of the Rehabilitation Counseling Program at the University of Florida. 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 a licensed mental health counselor and a certified rehabilitation counselor. Dr. Shaw is a past- president of the Council on Rehabilitation Education (CORE), the national accreditation body for rehabilitation counseling programs. She has also served as the 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, and presided over that committee throughout the process of a major revision of the Code of Ethics for Professional Rehabilitation Counselors. Currently, Dr. Shaw represents CORE on the American Counseling Association's (ACA) 20/20 Commission. Dr. Shaw has published and presented widely on issues related to disability-related job discrimination, the correlates of professional ethical behavior, professional issues in rehabilitation counseling, and neurological disability. She is the author of two co-edited books and many publications and presentations. Currently, her research is focused on disability harassment in employment, and the effect of workplace culture on counselors' ethical behavior.

**Sam L. Steen, Ph.D. Associate Professor
Ph.D., George Mason University**

Dr. Sam Steen is an associate professor in the Department of Disability and Psychoeducational Studies at the University of Arizona. He served as a professional school counselor for 10 years prior to entering academia and have spent approximately 8 years consulting, collaborating and conducting school based research within public schools in Washington DC. He is a certified K-12 school counselor in Virginia and Arizona. His experience as a practitioner heavily shapes his research agenda, approach to teaching, and choices for service. Currently, two objectives guide his scholarship: 1) To further develop creative and culturally responsive school-based counseling interventions that improve student achievement; including *The Achieving Success Everyday Group Model* (ASE Group Model) (Steen, 2007, 2011, Steen et al., 2014; under review) that is designed to promote personal-social development and academic achievement for students of color and those from low-income backgrounds and the *Books 2 Basketball* program and curriculum which captures ideas that have helped me become a successful professional educator, and 2) To explore issues related to the training and preparation of pre-service counselors and school counselors in the local, regional, and national community. This scholarship has the potential to enhance the experiences of marginalized students in schools. School-based mental health practitioners can play a role in improving personal-social development, academic achievement and expanding career aspirations among students.

CHAPTER II

PH.D. IN COUNSELOR EDUCATION AND SUPERVISION

A. Overview of the Program

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 (www.cacrep.org). 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 makes a significant contribution to Arizona through the research and applied activity of its faculties and students. Additionally, we are the only program in Arizona approved, through our obligation as a Land Grant State University, to prepare personnel to serve the counseling needs of citizens with disabilities in the State of Arizona.

B. Educational Model and Philosophy

Given the range of professional work settings and roles in which the CES doctoral graduate may function, it is important to provide a philosophy for a curriculum that contains both substance and flexibility. The purpose of the CES Program is to guide students in their development of expertise in the traditional concepts of counseling as well as in the more current counseling theoretical models. 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 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. In addition, the program fosters 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 through the presentation of scholarly papers or poster sessions at professional association meetings and through serving in leadership roles in national, state, and local professional organizations that foster the advancement of counseling.

C. Program Goals and Objectives

Consistent with the problem solving conceptualization and the scholar-practitioner training model, the goals of the program are to educate CES doctoral students in acquiring the essential knowledge and skills necessary for delivering the highest quality of counselor education and/or leadership services. An overarching goal is to prepare students to have appropriate breadth and depth of skills in such areas as education, assessment and diagnosis, intervention, consultation, and evaluation, which includes maintaining a commitment towards lifelong learning and advancing the profession through the development and application of evidence-based counseling practices. Additionally, the program emphasizes the importance of students having a clear understanding and implementing of ethical practices in education and the delivery of services to all individuals, including those from diverse cultural and linguistic backgrounds.

The Program's goals and associated objectives are as follows:

Goal #1: Prepare graduates to become counselor educators, supervisors and researchers engaged in scholarly activities within a culturally diverse society.

- (1) Students will demonstrate knowledge of the contribution of cultural and individual diversity to the education and socialization of children and adolescents;
- (2) Students will develop an awareness and skills necessary to deliver counselor education programs that are sensitive to a culturally diverse population.
- (3) Students will be able to evaluate the theoretical and empirical literature for its relevance to diverse clientele.

Goal #2: Prepare graduates for lifelong learning who are skilled in the interface between science, theory, and practice.

- (1) Students will develop attitudes and skills essential for lifelong learning, scholarly inquiry, and professional problem-solving.
- (2) Students will be able to conduct evidence-based assessment, intervention, and consultation in the delivery of counseling.
- (3) Students will demonstrate the ability to design and implement research that addresses theoretical and/or practice issues in counseling using diverse methodologies.

D. Admission Procedures

Admission procedures for the doctoral programs in the Department of Disability and Psychoeducational Studies are designed to attract students with high academic and professional potential. The Department does not discriminate in admissions on the basis of gender, race, disability, cultural background, sexual orientation, or national origin. The Department actively seeks to build a student body with diverse backgrounds. Each application received by the Department is evaluated individually and with care.

The Department also reflects 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 the University's Non-discrimination and Affirmative Action Policy, please visit, <http://policy.arizona.edu/nondiscrimination-and-affirmative-action-statements>

All students expressing interest in the doctoral programs in DPS are provided information regarding each program, and the application procedures. Such material is made available prior to application to provide information needed to help the prospective candidate determine if the program is suited to his or her needs.

All applicants are screened by the Program Admissions Committee. Recommendations for admission or non-admission are submitted to the Department Head 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 to the Department's Doctoral Program in CES.

E. Application Process

When an individual is in the process of applying to the Ph.D. Degree in Counselor Education and Supervision, the contact person can be any of the Faculty. However, questions about the application process, deadlines, forms, etc., should be directed to the Graduate Coordinator, Ms. Cecilia Carlon (ccarlon@email.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.

F. Admission 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 an appropriate Masters degree in counseling, or a related discipline with grade point averages above 3.5; Graduate Record Examination scores in the top 75th percentile; two years 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 his/her potential for professional contribution to the field.

The minimum entrance requirements for the Counselor Education and Supervision (CES) Program are as follows:

- a. A completed master's degree in counseling or a related discipline with a Grade Point Average (GPA) of at least 3.0 on a 4.0 scale.
- b. A completed application, official undergraduate and graduate transcripts, and payment of Graduate College application fees. The application deadline for admission to Fall term is **January 15**. Based on resources, including availability of faculty advisors, the department will limit the number of applicants accepted. Admission information and the application are available on the Graduate College Website: <http://grad.arizona.edu/admissions>
- c. Completed Personal Data Form.
- d. Graduate Record Examination (GRE) scores to include Verbal, Quantitative, and Analytical Writing sections.
- e. TOEFL: Total and TWE scores must be submitted for students for whom English is a second language.
- f. Statement of Professional Goals: A brief statement (200-500 words) of the applicant's long-range professional goals.
- g. Evidence of previous scholarly activities. Examples may include papers from previous coursework, publications, grants, conference presentations, etc.
- h. Reference forms/letters of recommendation are completed by three persons who can comment favorably on the applicant's potential to do advanced graduate work.
- i. An interview, following the initial screening of the above material. This can occur in person or via other forms of communication (e.g., Zoom, Skype, telephone).

CHAPTER III

DOCTORAL PROGRAM OF STUDY

A. Academic Advising

Throughout the doctoral program of study, each student is expected to maintain regular contact with faculty, particularly her or his academic advisor. Initially, this regular contact is maintained through coursework with various faculty and discussions with one's advisor. As a student advances in the program of study, she or he is required to work with his or her advisor in forming several committees described in the next paragraph.

The first committee is the four-member Qualifying Examination Committee (three professors for the major area of study, and one professor in the minor area) to plan, with the advisor, the student's program of study/required courses for completing the doctoral degree. Following the passing of the Qualifying Examination, each student then works with her or his advisor in choosing a Doctoral Committee, which will eventually be responsible for preparing questions for the student's Doctoral Comprehensive Examination. Following the passing of this examination, the student then works with his or her Committee to obtain approval of a Dissertation Proposal. It should be noted that a student is free to change academic advisors within the Program at any time, and there is no requirement that the initial faculty advisor must also be the Chair of the Doctoral Committee. **All committees must include at least two tenured or tenure-track faculty members from the CES Program one of whom must be the chair of the committee.**

Annual reviews of each student's academic progress are conducted by the program faculty and discussed with the student by her or his major advisor. Students receive written 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 remediation plan may be developed.

Academic advisors are tenured or tenure-track faculty members from the CES Program:

Bauman, Sheri, Ph. D., NCC
sherib@email.arizona.edu

Falco, Lia, Ph.D.,
ldf@email.arizona.edu

Hartley, Michael, Ph.D., CRC
mthartley@email.arizona.edu

Shaw, Linda, Ph.D., CRC, LMHC
lshaw@email.arizona.edu

Steen, Sam, Ph.D. Certified School Counselor
samsteen@email.arizona.edu

It is recommended students meet with their advisors regularly. It is the student's responsibility to contact his/her advisor and make an appointment.

B. UAccess and Course Registraton

UAccess (<http://uaccess.arizona.edu>) is the university portal to all student information and is how students enroll in courses as well as access academic resources in the university digital library (<http://www.library.arizona.edu>) and Desire 2 Learn (D2L) course management system (<https://d2l.arizona.edu>).

How to register for courses through UAccess:

1. Go to the UAccess: <http://uaccess.arizona.edu/>
2. Click on "Student Center"
3. Log in using your UANetId
4. In the Academics section, click on "Enroll". This will take you to the Add Classes screen.
5. Click on the SEARCH tab at the top of this screen.
6. For TERM, select the semester you will be taking this class - (Fall 2016)
7. FOR SUBJECT, type in or select SERP.
8. Click the green SEARCH button. You should see all the SERP courses on the screen.
9. Scroll down to select your class and click on "Enroll" at the bottom of the screen

C. Program Curriculum

The curriculum for the Ph.D. in Counselor Education and Supervision (CES) is designed to prepare counselor educators, supervisors, and researchers ((www.cacrep.org). The program curriculum accomplishes this through the following objectives: 1) offering a broad based curriculum in CES in concert with the scholar-practitioner model of training; 2) permitting students to explore specialized areas of scholarship by focusing on a selected minor area of study such as special education, school psychology, social psychology, and public health.

The Graduate Program in CES at the University of Arizona includes coursework in several areas. Students will graduate with a Ph.D. degree in the major area of CES within the DPS Department and a Minor in a related area. The Ph.D. program in CES includes coursework in Counseling, Research and Statistics, Teaching and Supervision, Leadership and Advocacy, and others. The CES Doctoral Program requires a minimum of 76 credits, including 64 credits of CES major coursework and 12 credits in the minor specialization area.

The Curriculum requirements are as follows:

RESEARCH AND STATISTICS CORE (10 credits) such as:

- SERP 556: Research Methods or similar methods course (EDL 504, EDP 560) – 3 credits
- SERP 595D: Evidence Based Research – 3 credits
- EDP 541: Statistical Methods in Education or similar quantitative course – 4 credits
- LRC 605: Qualitative or similar qualitative course – 3 credits

ADVANCED RESEARCH (6 credits) such as:

- 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 (18 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 595: Preparation for the Professorate – 3 credits

- SERP 695M: Professional Writing
- SERP 696E: Grant Writing – 3 credits

PRACTICUM (3 credits)

- SERP 694: Practicum – 3 credits

INTERNSHIP (9 credits)

- SERP 793: Internship – 9 credits

DISSERTATION (18 credits)

- SERP 920: Dissertation – 18 credits

MAJOR CREDITS: 64 credits

MINOR CREDITS: 12 credits

TOTAL CREDITS = 76 credits

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

D. Progress Toward Degree

Progress toward the Ph.D. degree in Counselor Education and Supervision (CES) is evaluated by selected committees of faculty members, at least two of which must be tenured or tenure-track faculty members from the Counselor Education and Supervision (CES) Program and one of whom must be the chair of the committee.

Qualifying Examination: The Qualifying Examination completed by the end of the second semester or beginning of the third semester. The CES Program ends if the student fails the Qualifying Exam. See pages 19-20 of this *Handbook*.

Comprehensive Examination: The Comprehensive Examination occurs once the student has completed all of the required coursework except for internship. See pages 20-21 of this *Handbook*.

Dissertation: The dissertation is the final step toward graduation once the student has passed the Comprehensive Examination requirement. See page 20-21 of this *Handbook* for a detailed description.

Exit Requirements

1. Completion of the Minimum Required Course Work in the Ph.D. Program
2. Completion of the Minor Specialization Course Work
3. Minimum GPA of 3.0 in all Course Work in the Plan of Study
4. Completion of the Full-time Residency Requirement
5. Passing of the Qualifying Examination as the First Annual Progress Review
6. Passing of the Doctoral Comprehensive Examination
7. File for Ph.D. Candidacy with the Graduate College
8. Completion of the Dissertation
9. Passing of the Oral Defense of the Dissertation

CHAPTER IV

GENERAL REQUIREMENTS FOR GRADUATION

A. 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>) and must pay in-state and out-of-state tuition and fees in order to remain in the program. If the student fails to obtain a Leave of Absence or maintain continuous enrollment, he or she will be required to apply for re-admission, to pay the Graduate College application fee, and pay all overdue tuition and fees, including cumulative late penalties. Tuition or registration waivers cannot be applied retroactively.

A student admitted to a doctoral program must register each semester for a minimum of 3 graduate units from the date entering the program until the completion of all course requirements, including written and oral comprehensive exams, and 18 dissertation units. When these requirements are met, doctoral students not on financial assistance and/or needing to maintain appropriate visa status must register for a minimum of 1 unit each semester until final copies of the dissertation are submitted to the Graduate Degree Certification Office. Students receiving funding such as assistantships, fellowships, loans, grants, scholarships or traineeships may be required by their funding source to register for more than 1 unit to meet full-time status requirements, and should check with their advisor regarding such requirements to ensure that they remain qualified for funding.

Students are encouraged to maintain full-time student status, which requires enrolling in a minimum of 9 credits of graduate level coursework per semester. In planning course work, students should always consult with their academic advisor. Students intending to pursue study on a part-time basis will find it difficult to complete the Program in a timely manner and cannot exceed ten years from the date that they begin their Ph.D. studies. Courses that are more than ten years old will have to be repeated.

Students do not have to register for graduate units during summer sessions unless they plan to make use of University facilities or faculty time. If they plan to utilize facilities or faculty time they must enroll for a minimum of 1 unit of graduate credit. If degree requirements (including the Comprehensive Exams and the Dissertation) are completed during the summer term, the student must be registered for a minimum of 1 unit of graduate credit during that term. If degree requirements are completed during an intersession (winter session or the Pre-Session), the student must have been registered for a minimum of 1 unit during the preceding semester.

B. Practicum

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 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, and students are strongly encouraged to regularly discuss potential placement sites with the Clinical

Placement Coordinator as well as with Faculty and fellow students. 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.

C. Internship

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:

1. Successfully teach a course, to include preparation, syllabus development, delivery of effective classroom and/or online instruction, and student evaluation.
2. Demonstrate proficiency in providing clinical supervision to students completing masters-level counseling practicum and/or internship.
3. 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.

D. 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 his/her professional goals. The review typically lasts one hour and focuses on a scholarly paper authored by the student that the student submits to the review committee at least two weeks prior to the date of the review. An important aspect of the examination is the presentation of an academic paper that includes scholarly reference in American Psychological Association (APA) style. Students also submit a professional statement of their research and career goals in a maximum of 1000 words.

The Qualifying Examination should be completed **no later** than the date on which the student has completed 18 units toward a full-time student's program of study, typically at the end of the first year or beginning of the second year. Within input from the academic advisor, the student chooses the Committee to consist of three faculty members from the major (at least two of which must be tenure or tenure track) and one faculty member from the student's designated minor area. A minor area of concentration can only be chosen from those academic units that offer a Ph.D. in the same associated major area of concentration.

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 <https://www.coe.arizona.edu/dps/students>. The structure is the following:

- a. Prior to beginning the exam, the committee will have a brief meeting---without the student present---to review the student's submitted materials and discuss any questions that the committee members may have concerning the paper.
- b. The student is then invited into the room and is asked to give a 15 minute presentation on his/her paper. 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 successfully passed the annual progress review.
- 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.
- d. Following the committee's vote, the student will be informed regarding whether she or he has passed the First Annual Progress Review, and whether any remedial coursework has been recommended by the committee. The Counselor Education and Supervision (CES) Program ends if the student fails the Qualifying Examination.
- e. The committee will also at this time review the student's Program of Study (<https://www.coe.arizona.edu/dps/students>), and approve it with or without additional course work recommendations.
- f. At the end of the review, all committee members must sign the "Report for the First Annual Progress Review" form (<https://www.coe.arizona.edu/dps/students>), indicating whether the student has passed or failed the review. The student's major and minor adviser must also sign the student's Plan of Study.

E. 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. The examination consists of a take-home Written Examination and a two-hour Oral Examination (<https://www.coe.arizona.edu/dps/students>). In addition, a minor committee establishes an exam for the student. This exam may be in the form of a scholarly paper or a written exam. The chair of the Doctoral Comprehensive Examination Committee will prepare the student's Doctoral Comprehensive Examination. The student should contact his/her adviser and other doctoral committee members at least two months prior to the exam regarding the content of the written portion of the exam in the CES major. The student should also contact his/her minor adviser regarding the structure and content of the minor exam. Typically, the exam consists of three questions and students are given one week to answer each question.

With respect to the grading of the Written Examination in the CES major, each member of the student's Doctoral Committee in the major area reads the student's answers and assigns a grade of "Pass" or "Fail." Passing of the Written Examination in the major area is based on majority vote of members of the student's Doctoral Committee. Students must answer all questions on the Written Examination in an essay format, and, if not, this will constitute an automatic failure followed by a review by the student's Doctoral Committee regarding whether the student shall be permitted to retake the exam. 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 the chair of the minor committee regarding the grading procedure for this examination. A student must pass the Written Examination in both the major and minor areas before she or he will be permitted to take the Oral Examination. If a student fails the Written Examination portion of the Doctoral

Comprehensive Examination, he/she may petition the Doctoral Comprehensive Examination Committee to take the Written Examination a second time.

The Oral Examination typically follows **within six weeks and must be taken within six months of the Written Examination**. The student should contact his/her advisor regarding the structure and content of the Oral Examination. If a student fails the Oral Examination portion of the Doctoral Comprehensive Examination, he/she may petition the Doctoral Comprehensive Examination Committee to take the Oral Examination a second time.

If a student fails a second time either the Written Examination or Oral Examination portions of the Doctoral Comprehensive Examination, he/she will be terminated from the CES Program; however, a student may appeal to the Department Head to take any portion of the Doctoral Comprehensive Examination a third time.

In order to schedule an exam, the necessary forms from both the DPS department and the College of Education must be completed and filed through the Department's Graduate Coordinator at least one month prior to the exam date. These forms may be downloaded and filled out from <https://www.coe.arizona.edu/dps/students>. This examination must be successfully passed before a student begins or submits a dissertation proposal for approval to his/her 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>) and submit it to the Department Graduate Coordinator.

F. Dissertation Proposal and Defense

The successful completion of a Dissertation is dependent on the fulfillment of two major requirements: the Dissertation Proposal and the Oral Defense Examination of the Dissertation. The following steps are provided for completing the Dissertation.

1. Develop a Dissertation Research Proposal and a timeline for registering for SERP 920 Dissertation in consultation with the Dissertation Chairperson and other faculty.
2. Form a Dissertation Committee and schedule a formal meeting to review, modify (if necessary), and obtain written approval of the Dissertation Research Proposal.
3. Register for a total of 18 credits in SERP 920 Dissertation. SERP 920 may be taken concurrently with other coursework as well as proposal development and actual research.
4. Conduct dissertation research and analyze data.
5. Prepare dissertation in consultation with Dissertation Chairperson.
6. Submit a draft of dissertation to Chairperson to obtain feedback and revise as necessary.
7. Prepare and submit final draft of dissertation to all Dissertation Committee Members who will be participating in the Oral Defense Examination no less than two weeks prior to the defense date.

The Oral Defense Examination is the last step in the process. The organization of the examination process is governed by guidelines established by the Graduate College. The Oral Defense Examination is conducted by the student's Doctoral Committee. The decision by the Committee can be one of the following: Pass, Pass with stipulated changes, or Fail. The student should contact his/her dissertation adviser regarding the format of the Oral Defense. Students are evaluated on their scholarship, breadth, and depth of knowledge of the dissertation.

1. Prepare and schedule Dissertation Oral Defense
2. Submit final copy reviewed by the Dissertation Consultant in the Graduate College. The approval forms must accompany the final copy and the "Special Copy of the Dissertation Abstract" referred to in "A Manual for Theses and Dissertation" as dictated by the Graduate College at the University of Arizona. To view the complete manual, please visit <https://grad.arizona.edu/gsas/dissertations-theses> for manual submission.
These must be submitted at least three weeks before the final oral examination.

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. 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

editing rooms. Computer equipment from the UITs can be borrowed both by faculty and students for making 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 mainframeDDJ 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.

C. Field Experience Resources

The Counselor Education and Supervision Program has strong affiliations with a number of on-campus and off-campus service organizations approved for supervised fieldwork experience. These affiliations provide students with a broad range of opportunities to develop consultation skills, counseling and therapy skills, assessment and diagnostic skills, and direct intervention skills under the supervision of certified and licensed practitioners and allied professionals.

Students are encouraged to meet with their academic advisors and/or the Fieldwork Coordinator to discuss various practicum and internship sites that are available.

CHAPTER VI

ADDITIONAL STUDENT INFORMATION

A. Costs and Residency

The University provides students with the costs according to his/her situation. Please use the following helpful links to estimate what it would cost to be a student.

- Estimated Cost of a UA Education - please refer to the following: <http://grad.arizona.edu/financial-resources/costs/estimated-cost-of-a-ua-education>
- Tuition and Registration Costs per Semester - please refer to the following: <http://www.bursar.arizona.edu/students/fees/>

The Graduate College at the University of Arizona has a residency requirement which mandates that a student be enrolled as a full-time student for a minimum of two consecutive semesters. Additional details regarding residency requirements can be found in the University of Arizona Graduate Student Catalog website at <http://www.registrar.arizona.edu/residency/aborreq.htm>

1. Graduate Assistants, Graduate Associates, and students on appointment to teaching and research positions at the University of Arizona may satisfy the residency requirement by carrying 6 units during regular semesters provided their full time is devoted to their graduate work and meeting their University employment responsibilities.
2. Summer session attendance does not meet residency requirements, nor does registration for extended dissertation credit DPS 920.

B. Leave of Absence

Leaves of Absence (LOAs) may affect the status of a graduate student's financial aid. Students are responsible for determining the requirements of their funding agency and/or academic unit prior to applying for a Leave of Absence. Failure to obtain a Leave of Absence or remain in continuous enrollment will result in penalties, as described in the Continuous Enrollment Policy requirements (<http://grad.arizona.edu/academics/program-requirements/doctor-of-philosophy/continuous-enrollment-phd>).

Academic Leaves

Academic LOAs (i.e., leaves to take course work at another university, for research, field work, internships, professional development, etc.) are handled on a case-by-case basis by the student's department and the Graduate College.

Medical Leaves

With appropriate documentation from their medical provider, graduate students in degree programs may be granted a Medical Leave of Absence by the Dean of the Graduate College. Under extraordinary circumstances, LOAs may be granted retroactively for up to one year. Students who are granted a LOA will be readmitted without reapplying to the department and the Graduate College. Only when the LOA is approved prior to the beginning of the semester for which the LOA is being sought will students be exempted from fees for that semester. Only academic services or facilities available to the general public can be used during the LOA.

Personal Leaves

Graduate students in degree programs may be granted a Leave of Absence for a maximum of one year throughout the course of their degree program by the Dean of the Graduate College. LOAs may be granted retroactively for up to one year. LOAs are granted on a case-by-case basis for compelling reasons including birth or adoption of a child, personal or family reasons, medical reasons, military duty, or financial hardship. Students will be readmitted without reapplying to the department and the Graduate College at the expiration of the LOA. Only when the LOA is approved prior to the beginning of the semester for which the LOA is being sought will students be exempted from fees for that semester. Only academic services or facilities available to the general public can be used during the LOA.

C. Coursework and Grades

Course Syllabi

At the beginning of each semester, professors are required to provide students with a course syllabus. The syllabus contains an outline of course content and requirements that are to be completed by the student throughout the semester. A course syllabus is considered to be a contract between the professor and each student; therefore, you must keep those for future reference. The syllabus specifies particular requirements that must be completed by students in order to receive a grade in the course. A syllabus may be changed by a professor during the semester at any time with reasonable notice. Students should retain their syllabi after completing their courses as they may be asked to produce them many months or years later when applying for licensure or other credentials.

Grades

At the end of each semester, students will receive their grade. 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). According to the University of Arizona grading policies (as described in the latest edition of the Graduate Catalog), a "C" grade is a passing grade but does not show adequate competence. For our practicum and internship course, if a student receives less than a B, he/she may not be able to continue in the program.

Grades of "I" (Incomplete)

The grade of "I" for "Incomplete" may be awarded only at the end of the semester when all but a minor portion of the student's course work has been satisfactorily completed. Students should make arrangements with the instructor to receive an incomplete grade before the last day of classes in a semester. Students have a maximum of one calendar year to remove an Incomplete. Incomplete grades are not included in the calculation of the grade-point average until one year from the date of the award. Instructors are encouraged to use the Report of Incomplete Grade Form as a contract with the student as to what course work must be completed by the student for the "I" grade to be removed and replaced with a grade. On the form, the instructor states: (1) which assignments or exams should be completed and when; (2) how this work will be graded; and (3) how the student's course grade will be calculated. Both the instructor and student sign this agreement and both should retain copies. After the course work is completed, the instructor should assign the appropriate grade on the UAccess Grade Roster. After posting, the new grade will be included in the calculation of the student's GPA. An Incomplete not removed within one year is replaced by a failing grade of "E" and counted as an "E" in determining the grade-point average. If there is a possibility that the student's cumulative grade-point average will fall below 3.00 through the conversion of Incomplete grades to failing grades, a student will not be permitted to graduate. Note: in rare situations, an instructor may grant an Incomplete in a Practicum course. It is up to the instructor to determine whether the student needs to do all 100 hours the next semester. That decision will depend on the specific situation. If a student fails practicum, the student will need the advisor's permission to enroll in a subsequent semester.

Independent Study

Independent study courses can be arranged with a professor to pursue a research project or other activity that is outside of, or an extension of, the regular curriculum. Independent Study may NOT be used to take a required course at a time other than the scheduled semester. Rare exceptions may be made in the case of pressing

extenuating circumstances. There is an *Independent Study Form* that must be completed by the student and the faculty member prior to registering for an Independent Study course.

Withdrawal from Class

Withdrawal from a course within the first four weeks after registration will result in the deletion of the course from the student's academic record. After the fourth week and through the end of the tenth week of classes, the grade of "W" may be awarded to students earning a passing grade at the time of the official withdrawal. After the 10th week, students will receive a failing grade of "E". Consult <http://registrar.arizona.edu/grades/grading-policy-manual-index> to obtain detailed information about withdrawal from courses.

Grade Appeal Policy

A student may appeal a grade during the first regular semester after the semester or summer term in which the grade was awarded. Grade appeals are not processed during the summer sessions unless the dean of the college in which the course is offered determines that the case warrants immediate review. The appeal involves a stepwise and formal process, progressively involving the instructor, the department head, and the dean of the college which offers the course. It may also involve a committee appointed by the dean to review and make recommendations. Written verification of each step as well as close adherence to a timetable is indispensable. The dean of the college offering the course has the final authority to make a decision regarding the grade appeal. There is no special form for appeals. The student should detail the reasons for their appeal in a formal letter. The Graduate College does not process or become involved in such appeals. The Grade Appeal Policy and timetable can be found in The University of Arizona electronic catalog.

Technology, Social Media and Distance Counseling

Counselors recognize that service provision is not limited to in-person, face-to-face interactions. Counselors actively attempt to understand the evolving nature of technology, social media, and distance counseling and how such resources may be used to better serve their clients. Counselors appreciate the implications for legal and ethical practice when using technology, social media, or distance counseling and are particularly mindful of issues related to confidentiality, accessibility, and online behavior.

Technology, social media, and distance counseling are changing the way we communicate and work, offering new models to engage with our clients, evaluatees, colleagues, and the public. We believe this kind of interaction may:

- enhance and embrace evolving communication styles;
- expedite service provision; and
- reduce and/or eliminate barriers.

Regardless of the technology used or its application, rehabilitation counselors are held to the same level of expected behavior and competence as defined by the *Code of Professional Ethics for Counselors*. They need to be aware of risks and limitations, which may include but are not limited to:

- confidentiality, privacy, and security;
- actual or perceived unethical behavior; and
- inability to establish or maintain good rapport.

D. Student Grievance Procedure

The Graduate College has a student grievance procedure to ensure that students who feel they have been treated unfairly have access to a standard procedure for resolving that grievance. Consult the University of Arizona Student Handbook via internet at <http://grad.arizona.edu/> for more information about this procedure. In cases of discrimination, including sexual harassment, case summaries are sent to the University Affirmative Action Officer. For more information, please visit <http://equity.arizona.edu/>

E. 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.

F. 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>.

G. 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/>

H. Student Review and Retention

Students in the Counselor Education and Supervision (CES) Program at The University of Arizona are evaluated on a regular basis on both academic and nonacademic standards.

Academic Standards

- A minimum grade of C must be achieved on all course work to obtain graduate credit.
- A cumulative B average must be maintained in all graduate level courses.
- Students unable to meet these requirements become ineligible for graduation and are placed on academic probation.
- Students will remain on probation until an additional 9 credit hours have been attempted. Those unable to remove the probationary status are subject to academic dismissal. Withdrawal from a course while on probation will not be allowed.

Nonacademic Standards

In addition to maintaining high scholastic standards, students enrolled in the program must develop skills necessary to work with people with diverse needs. The faculty expects students, as future counselor educators, supervisors, and researchers, to:

- be committed to personal growth and professional development;
- demonstrate appropriate social skills;
- be concerned about people;
- demonstrate emotional and mental fitness in their interactions with other students and faculty; and be able to receive and give constructive feedback; and
- use the skills and techniques that are generally accepted by others in the profession.

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 his or her 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. The purpose of the review is to provide students with specific feedback that goes beyond what is conveyed in the course grade. In some cases, the review could result in the creation of an Improvement Plan to give the student an opportunity to address areas in which improvement is needed.

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, his/her advisor, and the program director.

I. Endorsement Policy

Site and Faculty Supervisors endorse supervisees (Counselor Education and Supervision students) for certification, licensure, employment, or completion of an academic or training program only when they believe that supervisees are qualified for the endorsement. Regardless of qualifications, Site and Faculty Supervisors do not endorse supervisees whom they believe to be impaired in any way that would interfere with the performance of the duties associated with the endorsement.

J. Satisfactory Academic Progress

The CES Doctoral Program faculty annually reviews students' progress during the entire time they are in the program including the content, Practicum, and Dissertation phases of their study. Students who are making unsatisfactory progress are formally informed and required to meet with their Academic Advisor in order to develop a plan for making recommended improvements.

As outlined in the University of Arizona's latest edition of the Graduate Catalog, satisfactory academic progress requires maintaining a minimum 3.00 grade-point average. Failure to meet the satisfactory academic progress requirement will lead to probationary status or conversion of students' degree seeking status to graduate non-degree status by the Dean of the Graduate College. Details on this matter can be obtained from the website at <http://catalog.arizona.edu/>

K. Student Surveys

The CES Doctoral Program periodically surveys its graduates and current students of the program to obtain their opinions, perceptions, and their recommendations about necessary changes and modifications in the curriculum, policies, and governance practices for bringing about needed improvements. In addition, the Program uses these forms to obtain information about students' status in the program and maintain an updated student record.

L. Course Transfer, Substitution, and/or Replacement

Students entering the doctoral program are should meet with their academic advisor as early as possible if the student wishes to transfer previous coursework credits, and/or make course substitutions or replacements. The general guidelines are as follows:

- All required units of credit must be at the 500-level or above at the University of Arizona (or, in the case of transfer units, their equivalent at other institutions).
- Graduate credit earned at other approved institutions, if accepted by the major department and the Graduate College and the grade was A or B, may be counted toward the requirements of this degree.
- All transfer courses will be reviewed individually appropriate University departments to determine which courses are acceptable for University credit.
- Credit for correspondence courses or extension work obtained at other institutions will not be accepted for graduate credit.
- Contact your major academic advisor to find out how the general department credits apply to your University of Arizona degree. You may need to supply a course syllabus or course description so that your advisor can determine any UA course equivalencies. When the advisor understands the content of your transfer courses, he/she will make appropriate substitutions to apply the transfer credits to your degree requirements.
- If the course transfers as an elective credit, you should ask your academic advisor how that course will apply toward your academic program.
- Students who wish to transfer credit must submit a request as soon as possible but no later than before the end of their first year of study. <http://registrar.arizona.edu/academics/transfer-credit-guide>

The University of Arizona has certain academic policies/guidelines that govern the transfer, substitution and/or replacement of graduate level courses. For more information visit <http://grad.arizona.edu/programs/>

M. Termination of a Student from the Program

The CES Doctoral Program follows the guidelines of the University of Arizona Graduate College regarding the termination of students from the Program as outlined in the Graduate Catalog or at their website at <http://grad.arizona.edu/programs/>. Reasons for termination relate primarily to issues associated with satisfactory academic progress. In addition, if the student fails the Doctoral Comprehensive examination two times, she/he will be terminated from the Program. However, a student may appeal to the DPS Department Head to take the exam a third time.

When a student demonstrates unsatisfactory academic progress in the Program, the Program faculty can make a recommendation to the Graduate College through the Department Head that the student be terminated from the Doctoral Program in CES. If the Department Head endorses the recommendation of the Program faculty, the recommendation is then forwarded to the Dean of the Graduate College for review and action.

Termination from the Program may also occur as a result of a student not registering each Fall and Spring semester for a minimum of three graduate units. For the specific Graduate College Policy, see “Continuous Enrollment” policy on the Graduate Catalog or visit their website at <http://grad.arizona.edu/programs/>

APPENDIX A

EXAMPLE PLAN OF STUDY

YEAR ONE	
<u>Fall</u> <ul style="list-style-type: none"> SERP 645: Leadership & Advocacy¹ SERP 556: Research Methods or similar course SERP 541: Statistical Methods or similar course LRC 605: Qualitative Methods or a similar course <p>(Note: ¹only offered fall of even years, e.g., fall 2018)</p>	<u>Spring</u> <ul style="list-style-type: none"> SERP 640: Counselor Supervision & Teaching² SERP 595M: Professional Writing² Methods Course to fulfill research core Minor Course to fulfill the minor requirements <p>(Note: ²only offered spring of odd years, e.g., spring 2019)</p>
YEAR TWO	
<u>Fall</u> <ul style="list-style-type: none"> SERP 635: Advanced Counseling Theory & Practice³ SERP 694: Counseling Practicum Methods Course to fulfill research core Minor Course to fulfill the minor requirements <p>(Note: ³only offered fall of odd years, e.g., fall 2019)</p>	<u>Spring</u> <ul style="list-style-type: none"> SERP 595: Preparation for the Professorate⁴ SERP 696E: Grant Writing⁴ Minor Course to fulfill the minor requirements Minor Course to fulfill the minor requirements <p>(Note: ⁴only offered spring of even years, e.g., spring 2020)</p>
YEAR THREE	
<u>Fall</u> <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 	<u>Spring</u> <ul style="list-style-type: none"> SERP 920: Dissertation – students divide up the 18 dissertation credits across multiple semesters

APPENDIX B

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">• 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 Official 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• 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 C

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 some of following professional organizations:

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 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.crccertification.com/>

Counselors for Social Justice (CSJ)

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

National Council on Rehabilitation Education (NCRE)

<https://ncre.org/>